

**THE DIVISION OF STUDENT AFFAIRS**  
**UNIVERSITY OF GEORGIA**



**2008 ANNUAL REPORT**

**SUBMITTED APRIL 1, 2009**





# TABLE OF CONTENTS FOR 2008 ANNUAL REPORT

Table of Contents .....	2
Mission Statement .....	3
Strategic Plan.....	3
Overview .....	4
Accomplishments .....	5
Assessing Effectiveness.....	10
Public Service and Outreach .....	19
Student Retention and Graduation .....	20
Progress on Division Priorities .....	22
<i>Priority: Find ways to save, generate and raise money</i> .....	22
<i>Priority: Contribute to the three strategic goals of the University</i> .....	23
<i>Priority: Improve facilities</i> .....	29
<i>Priority: Utilize technology</i> .....	29
Progress on Five Year Program Plan.....	30

## Attachments

- Strategic Plan
- Staff Information List



## DIVISION OF STUDENT AFFAIRS MISSION STATEMENT



The Division of Student Affairs' mission is to enhance the learning environment for students at the University of Georgia. We accomplish this by stimulating the learning process, integrating the in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

The Division promotes a campus environment that provides quality services and increases student retention and success; attains and exceeds compliance with national standards; and serves as an educational laboratory for graduate students in higher education.

Ultimately, we work to enhance the overall quality of campus life, establish a sense of community, and enable all students to realize their fullest potential.



## STRATEGIC PLAN



A detailed copy of the Division of Student Affairs' Strategic Plan is attached. Below is an overview of the six strategic goals that will guide the Division's work through academic year 2010.

- *Goal One: Meet the Needs of Students*
- *Goal Two: Enhance the University's Learning Environment*
- *Goal Three: Commit Ourselves to a Diverse Environment*
- *Goal Four: Build a Culture of Support Within and Among Division Staff*
- *Goal Five: Continue to Build Professional Credibility for the Division of Student Affairs*
- *Goal Six: Increase Accountability Within the Division of Student Affairs*



# THE DIVISION OF STUDENT AFFAIRS OVERVIEW



Students' out-of-class experiences aid them in developing knowledge and skills that are consistent with the educational purposes of a university. The overarching goal of the Division of Student Affairs is to enhance the learning environment for students at the University of Georgia. The office of the Vice President for Student Affairs and the units listed below are responsible for planning and implementing educational programs and services that are essential to the retention of students; integral to the promotion of a diverse educational community; indispensable to the achievement of educational goals; and vital to the intellectual, spiritual, social, occupational, physical, cultural, and emotional development of students.

## **The units of the Division of Student Affairs include:**

- Student Support
  - Office of Judicial Programs
  - Office for Violence Prevention
- Campus Life
  - Tate Student Center
  - Student Activities and Organizations
  - Facilities and Services
  - Campus Life Business Office
  - Public Relations and Marketing
  - Center for Leadership and Service
- Disability Resource Center
- Intercultural Affairs
  - African American Cultural Center
  - International Student Life
  - Lesbian, Gay, Bisexual, and Transgender Resource Center
  - Multicultural Services and Programs
- Recreational Sports
  - Ramsey Student Center for Physical Activities
- University Testing Services
- Student Affairs for Extended Campuses
- University Health Center
  - Counseling and Psychiatric Services
- University Housing
- Vice President for Student Affairs
  - Associate Vice President
  - Assistant Vice President
  - Assistant Vice President for Budget and Administration
  - Director for Marketing and Communications
  - Assistant to the Vice President
  - Greek Life
  - Department of Assessment and Staff Development
  - Student Affairs Development



# ACCOMPLISHMENTS



The Division of Student Affairs had one of its most successful years to date. It is with a great deal of pride that we report our most significant accomplishments for 2008. The five areas of success are as follows: (1) enhanced programs and services to students; (2) advanced the Student Affairs construction agenda; (3) utilized technology to increase efficiency, accountability, and transparency; (4) met standards of accountability, increased efficiency, and increased excellence for the Division of Student Affairs; and (5) contributed to the University and surrounding community through outreach programs. A more extensive description of each success is provided below.

## ***ENHANCED PROGRAMS AND SERVICES FOR STUDENTS***

One of the core aspects of the Division of Student Affairs' mission is to enhance the learning environment for students. This priority is accomplished through an intentional effort of constantly evaluating, planning, and redesigning programs and services to ensure that the individual needs of students are met and to ensure that the environment is conducive to individual success. Enhancing programs and services for students is paramount to the Division of Student Affairs and was an area of success during 2008. The Division exerted a great deal of effort to attend to the needs of students as well as strive to support the goals of the institution. Examples include increasing study abroad opportunities for all under-represented students, attending to the psychological and physical needs of students, and increasing retention and graduation rates through initiatives that create a supportive and respectful campus climate. A *select* list of initiatives provided during 2008 is listed below.

### *Study Abroad Initiatives*

- The Disability Resource Center created the *Weldon H. Johnson Access Abroad Award* to be given to a Student with a disability who wishes to study abroad.
- The Department of Intercultural Affairs coordinated and supervised initiatives centered on increasing the number of multicultural students studying abroad at UGA.

### *Psychological and Physical Needs of Students*

- The University Health Center implemented the Clinical Practice Redesign to improve access to students and increase satisfaction with care. The new system allowed for 93% of same day requests to be honored.
- Access to Counseling and Psychiatric services was improved during 2008 through the hiring of two additional psychologists, expanded programming workshops, and on-line audio files. Wait times were also significantly decreased, also allowing for greater access to services.
- The UGA Parents and Families Grant awarded to Counseling and Psychiatric Services (CAPS) provided a means for students with limited income to receive CAPS services. \$14,296.00 was awarded to provide 507 appointments to 68 individuals, helping them to access counseling, psychiatric care, diagnostic testing, or nutrition services. One hundred percent of students receiving this funding remained in school.
- The Office of Student Support Services worked collaboratively with campus units to integrate the University's new withdrawal policy.
- The Behavioral Assessment and Response Council (BARC) was created to effectively address the growing concerns regarding troubled students.
- The Extended Campus Response Team was created in 2008. The teams will help faculty and staff on each campus address student behavior that is potentially problematic.

### *Supportive and Respectful Campus Climate*

- The Department of Intercultural Affairs successfully completed the application process with the Sustained Dialogue Campus Network to become a member and recognized chapter. The program consists of small groups of students who meet on a bi-monthly basis to discuss issues of race, gender, class, sexual orientation, etc.
- The Department of Intercultural Affairs successfully merged the LGBT Resource Center into its operation. The structural change will increase the access of resources for students, enhance development of students with multiple identities, and encourage an inclusive environment where traditionally marginalized groups can be celebrated.
- The Department of Intercultural Affairs worked extensively with Admissions and the Office of the Associate Provost for Institutional Diversity to increase admission and retention of a diverse student, faculty, and staff population.

- Student Affairs for Extended Campuses worked extensively at both the Gwinnett Campus and the Griffin Campus to provide programs and services to students. Specifically, the Office of Student Affairs was created on the Griffin Campus, and new programming opportunities were provided for students on the Gwinnett Campus. Examples include a wellness series, *Coffee and Culture* talks, as well as a stress relief series. Leadership opportunities were also created for students.

### **ADVANCED THE STUDENT AFFAIRS CONSTRUCTION AGENDA**

During 2008, many Departments within the Division allocated significant resources to improve the physical structure of the learning environment. A list of those initiatives follows:

- The Vice President for Student Affairs and other staff worked to bring closure to the relocation of Greek housing from Lumpkin Street property to River Road. This marks a significant achievement for the Division and the institution as the Lumpkin Street property will now be available for new construction in the core of campus. Construction began on the new River Road site and is scheduled to be complete in August 2009.
- The Department of University Housing was given approval to continue facility enhancements such as Family and Graduate Housing modernization, life safety upgrades, and the demolition and rebuild of Rutherford Hall. Approval was also given for a new residential facility to be constructed in the East Campus Village. The Department of University Housing also worked to improve facilities. Examples include installation of fire sprinklers; installation of loftable beds in the Hill Community; completion of Brandon Oaks; Building E and Building F modernizations; updated data/cable in Creswell Hall; and completion of phase I of the East Campus Village renewal cycle in McWhorter Hall.
- The Tate Student Center renovation and expansion project progressed. The Georgia Hall conversion from multi-purpose space to office space was complete in 2008 and many units moved as a result.
  - The Center for Leadership and Service, the Office of Greek Life, and WUGA, moved from Memorial Hall to the renovated space in the Tate Student Center.
  - The Student Activities Office and Center for Student Organizations moved from older space in Tate to the newly renovated space in the Tate Student Center.
- As a result of the shift of units to the Tate Student Center, other departments and units within Student Affairs also relocated during 2008.
  - The Office of Judicial Programs and the Office for Violence Prevention moved to new space within Memorial Hall.
  - All units within the Department of Intercultural Affairs, with the exception of the African American Cultural Center, moved to new space within Memorial Hall.
- Construction on the expanded University Health Center continued during 2008. In addition, The University Health Center underwent several other facility modifications during 2008.
  - The new UHC parking lot was completed providing 70 student spaces, 10 handicap spaces, and 24 staff spaces.
  - The Women's Clinic procedure room was enlarged to improve functionality and workflow.
  - An underutilized/undersized exam room was converted to a second nursing station in the Women's Clinic to streamline patient flow and improve nursing support to clinician staff.
  - A Utility room in the Medical Clinic Blue was converted to a patient care observation room to provide observation space for patients requiring extended care, such as observation, IV fluids or IV antibiotics.
- The Department of Recreational Sports managed multiple construction and renovation projects during 2008.
  - Construction began on the Club Sports Complex on South Milledge
  - Construction and renovation began on Field 9 of the Intramural Sports Complex to accommodate needs of the Redcoat Marching Band
  - Planning and renovation for Ramsey 232 continued
  - Planning for the Recreational Sports Complex Parking Deck began
  - Tennis and Basketball Courts at Russell Hall were resurfaced
- The Office of Student Support Services renovated existing space to accommodate two additional staff.
- The Griffin Campus Fitness Center was enhanced with updated equipment, enhanced policies, and safety features.

### ***UTILIZED TECHNOLOGY TO INCREASE EFFICIENCY, ACCOUNTABILITY, AND TRANSPARENCY***

The Division of Student Affairs made using technology to increase efficiency, accountability, and transparency one of its top priorities during 2008. A great deal of progress has been made on this priority and as a result, it has become one of Student Affairs' major accomplishments for 2008. Examples of the technology integration successes are provided below.

- The Office of International Student Life utilized CINTAX Software to assist more students with Federal tax obligations while freeing up staff time to focus on state forms. The Office of International Student Life also utilized a special tax email account which gave them the ability to assist more students.
- Several units within the Division created on-line registration systems to enhance ease of registration as well as accuracy in tracking participation. Online registration systems included Safe Space Training, Family and Graduate Housing application system, University Health Center appointments, Recreational Sports GORP Trips, fitness and aquatics classes, Campus Life Event Management System, and Student Organization Registration.
- Many departments within the Division worked to upgrade Web sites. Revisions included:
  - Posting of new documents to assist students and reduce need for paper publications.
  - Upgrading systems to ensure access to students with multiple abilities.
  - The creation of a formal electronic complaint/concern system for the entire Division that is linked on all Division Web sites.
  - Posting of training videos and materials to assist students with understanding of policies, procedures, and programs (Judicial Programs, Campus Life, Disability Resource Center, Office for Violence Prevention, Counseling and Psychiatric Services).
  - The Launching of new Web sites for the Office of Greek Life and for the Interfraternity Council.
  - The Department of Campus Life enhanced its Web site to allow for ease of use and increased understanding of services and programs.
  - Integration of a pilot project for a new Web-based procurement system in the Department of University Housing.
  - The Office of the Vice President for Student Affairs launched a new Web site designed specifically to meet the needs of students.
- Many departments began or continued using technology to enhance communication with students and key stakeholders.
  - Facebook was used as a means for advertising programs and services to students. The modification in marketing has aided in the disbursement of information to students as well as streamlining and conserving resources.
  - The Office of Judicial Programs used WebCT to train new Judicial Board Members and to schedule formal hearings with Judicial Board members.
  - The Department of Campus Life introduced an Intranet allowing employees a means for enhanced communication, access to secured information, and a secure way to back-up systems.
- The Disability Resource Center enhanced assistive technology on-campus by increasing site licenses and installing new databases. The DRC also maintained a state-of-the-art assistive technology lab.
- The Office of Greek Life moved registration for Sorority recruitment to an on-line process. There was a 20% increase in participation with the new system. The Office of Greek Life also created an on-line social event management system to enhance data collection and ease of student registration and compliance.
- University Testing Services implemented new electronic testing services to enhance the number of test offerings. In addition, the unit completely shifted the scheduling and accounting systems to an electronic system to increase efficiency, accountability, and service to students.
- The Department of University Housing worked with the Physical Plant to purchase a new Web-based maintenance management system. Additionally, the department developed and implemented a Web-based application and screening process for professional staff candidates. KRONOS, an electronic payroll system was also successfully implemented during 2008.
- The University Health Center installed the PAWS wireless internet access system throughout the Health Center waiting rooms. In addition, the UHC implemented electronic prescribing for outside providers allowing for a more streamlined care delivery system, which moved the department one step closer to a paperless environment.

### ***MET STANDARDS OF ACCOUNTABILITY, INCREASED EFFICIENCY, AND INCREASED STANDARDS OF EXCELLENCE FOR THE DIVISION OF STUDENT AFFAIRS.***

The Division worked extensively during 2008 to continue efforts of accountability, efficiency and excellence. The work specifically focused on three areas: SACS accreditation preparation, assessment and evaluation, and fiscal responsibility. The following text is a brief summary of the Division's efforts.

### *SACS Accreditation Preparation*

The Division of Student Affairs is committed to meeting accreditation standards as established by the Southern Association of Colleges and Schools. During 2008, Division staff members began systematic efforts to prepare for the upcoming reaffirmation process. Efforts included the following:

- Staff conducted a full scale review of applicable core requirements and comprehensive standards and the level of compliance by all Division departments and units.
- A comprehensive plan of how the Division would address each standard and requirement was created and distributed throughout the Division.
- An electronic staff credentialing and tracking system was created and launched throughout the Division.
- An electronic complaint system was created and integrated throughout the Division.
- The Departments updated systems for communication on Web sites to include the posting of the Student Rights and Responsibilities, explanation of refund policies for all areas, etc.
- The Division of Student Affairs fully integrated the Student Affairs Learning and Development Curriculum into all areas within the Division as a way of supporting the academic mission of the institution. The curriculum also serves as a guide for staff to intentionally facilitate students' out-of-class learning and enhance their individual growth and development. Visit the Student Affairs Web site at [www.uga.edu/studentaffairs](http://www.uga.edu/studentaffairs) for additional information. This past year was the first year in which reports were submitted. Each department reported on two initiatives in their area that contributed to students' growth and development. Below is a summary of the number of initiatives during 2008 that addressed each of the curriculum areas.
  - Leadership = 6
  - Cognitive Development = 6
  - Intercultural Competence = 6
  - Interpersonal Skills = 6
  - Self-Esteem = 3
  - Healthy Behavior = 4
  - Social Responsibility = 5

### *Assessment and Evaluation*

The various units and departments within the Division and the Department of Student Affairs Assessment conducted more than 94 assessments during the 2008 calendar year. This is a substantial increase over previous years and demonstrates a comprehensive effort to increase efficiency, demonstrate efficacy, and enhance programs and services within the Division. Departments report on assessment initiatives as well as how they are utilizing the data to enhance or modify practice. A comprehensive list of the Division's efforts is provided on page 10. Several of the more noteworthy initiatives are:

- The Department of Student Affairs Assessment conducted an analysis of NSSE data and found that students who are engaged in traditional Student Affairs programs and services report higher levels of satisfaction with the institution. The same students also perform higher on the NSSE Benchmarks. Data is being utilized to promote greater involvement from students who typically do not participate in our initiatives.
- The Disability Resource Center conducted a study that examined the process of interviewing, hiring, orienting, and successfully integrating new hires into an organization. This anonymous survey yielded important information on enhancing the "onboarding" process. A new employee handbook was created to address these needs.
- The Department of University Housing conducted a study to examine the Resident Assistant experience. They utilized interviews and a questionnaire to look at ways in which students view their position as a leadership experience. Leadership components measured include inclusivity, ethics, role-modeling, communication, and goal setting.
- The Department of Campus Life and the Center for Leadership and Service created an instrument that was administered as a pre-post test for Dawg Camp, a pre-collegiate program. The study assessed the level of learning that occurred as a result of the three day experience.
- Student Affairs for Extended Campuses solicited feedback from students regarding their preferred choice of Atlanta-area cultural events. As a result of the findings, staff worked to provide free or discounted tickets to specific events.
- The Office of Greek Life conducted a survey of students joining fraternities before the formal recruitment process. Results were used to better understand of the population of men who choose to join fraternities before fraternity recruitment.



- The Department of Intercultural Affairs and the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center examined the *Safe Space* training program. As a result of data, a Train-the-Trainer program was created. The program modification allowed for more individuals to participate and become certified as a “safe space.”
- The Office of Judicial Programs conducted a formal review of the Staff/Faculty hearing Administrator Training. Data were used to improve the training and to identify areas in which additional reinforcement was needed post-training.
- The Office for Violence Prevention continued tracking trend data on students’ reports of stalking, sexual harassment, relationship and sexual violence, and drugs used to facilitate sexual violence. Information was used to modify program offerings and resources made available to the campus community.
- The Department of Recreational Sports conducted a study to examine the graduate student employee experience. Data were used to modify several areas including training and recruitment of graduate students, and interaction the leadership team has with the students.
- The University Health Center utilized data gathered with the Electronic Health Record System to improve access, continuity of waiting times, workflow processes, and patient satisfaction.
- University Testing Services integrated a weekly review meeting to address internal system issues and uncover areas to improve service. The data gathered have been used to improve customer service, communication, and staff empowerment. Overall, the service to students and the University community has improved.

#### *Fiscal Responsibility*

- The Division of Student Affairs has made a concerted effort since 2004 to cut waste, streamline processes, and increase revenue when possible. This effort continued during 2008. The result is more than \$55,000 in internal savings and over \$313,000 in fundraising. A more extensive presentation of this initiative is provided on page 22.

#### ***CONTRIBUTED TO THE UNIVERSITY AND SURROUNDING COMMUNITY THROUGH OUTREACH PROGRAMS.***

The Division of Student Affairs is active both on campus and within the Athens community. During the 2008 year, more than 46,000 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Division students and staff participated in over 32,500 hours of community service. The types of programs varied greatly. Some focused on the distribution of materials others focused on being actively engaged within the community. One of the newest and most interesting activities involved recycling gently-used shoes for those in need. Between February 2008 and December 2008, over 950 pairs of shoes were collected and redistributed through a community organization.

Several of the Division’s public service and outreach activities focused on raising funds for community organizations. During 2008, the Division raised over \$509,000 for outside entities. The amount raised by the Office of Greek Life is particularly noteworthy. The students and staff within the Office raised over \$479,000. The most substantial areas for Greek Life as well as the Division as a whole are noted below:

- UGA Miracle/Dance Marathon (Children’s Healthcare of Atlanta) = \$321,000
- Kappa Kappa Gamma Crawfish Boil for St. Jude’s = \$32,808
- Kappa Alpha Theta Rock the CASA (Court Appointed Special Advocate Program for the abused) = \$32,000
- Scholarships for Students with Disabilities = \$19,000
- Kappa Alpha Open Hearts Adopt a Family = \$13,070
- Si Se Puede (Latino Youth Conference, raised by Students for Latino Empowerment) = \$6,000
- Housing 4 Housing (Habitat for Humanity Fundraiser) = \$3,810



# ASSESSING EFFECTIVENESS



The Division of Student Affairs increased its emphasis on assessment and quality improvement during the 2008 calendar year as a way of increasing accountability, improving services, and increasing credibility with University faculty, staff, students, and stakeholders. The following is a selected list of projects by department, and how each has been used and/or is being used to enrich programs and services.

Assessment Project	Use of Data/Change to Unit
<b>Campus Life</b>	
University Union Program Evaluations	<ul style="list-style-type: none"> <li>• Ongoing effort in which program coordinators review evaluations following each event to identify areas for improvement.</li> <li>• Evaluation data is aggregated each year and used in developing budget requests.</li> </ul>
Student Government Association Leadership Skills Assessment	<ul style="list-style-type: none"> <li>• Conducted at 2008 SGA Retreat.</li> <li>• Students completed a pre- and post-test based on the Dunkel and Schuh Transferable Skills Exercise.</li> <li>• Data utilized in planning additional training sessions. Exit interviews were conducted at the end of the term to evaluate gains in leadership skills.</li> <li>• Data is being utilized in planning the 2009 SGA Retreat.</li> </ul>
Campus Life Web Site Statistic Tracking	<ul style="list-style-type: none"> <li>• Track usage of each of the functional sites on the Campus Life Web site on a quarterly basis.</li> <li>• Statistics are studied for patterns of usage.</li> </ul>
Tate Student Center Usage Statistics	<ul style="list-style-type: none"> <li>• Usage reports generated monthly from door sensor reports.</li> <li>• Data indicated 1,263,005 users Jan-Dec 2008.</li> </ul>
Alternative Spring Break Participant and Staff Evaluations	<ul style="list-style-type: none"> <li>• Resulted in positive changes to application process, trip offerings, and overall program improvements.</li> <li>• Resulted in significant positive changes on executive board (addition of position for service-learning training) and for site leader trainings.</li> </ul>
Leadership UGA Study	<ul style="list-style-type: none"> <li>• Used formal assessment tool created in previous year to formulate new programs.</li> </ul>
Leadership Resource Team Study	<ul style="list-style-type: none"> <li>• Used conference evaluations and feedback to offer better experiences for UGA students, staff, and off-campus students and staff.</li> <li>• Used informal qualitative information to rework a number of programs, job descriptions, and traditions to create a more focused, effective, and invested student group.</li> </ul>
Arch Society Study	<ul style="list-style-type: none"> <li>• Effectiveness of fall retreat experience from assigned outcomes for the retreat and year.</li> <li>• Beginning longitudinal assessment of overall and semester GPA effects on Arch Society members.</li> </ul>
Dawg Camp Discovery Participant Pre/Post Test	<ul style="list-style-type: none"> <li>• Resulted in an understanding of the effectiveness of the program and the experiences of the participants</li> </ul>
Dawg Camp Discovery Staff Evaluations	<ul style="list-style-type: none"> <li>• Resulted in feedback on staff training, program logistics, program effectiveness, changes for the future, etc.</li> </ul>
LeaderShape Institute Participant Pre/Post Test	<ul style="list-style-type: none"> <li>• Utilized statements that showed statistically significant growth as a result of the program to justify the program's effects on student learning and development.</li> </ul>

Date Tracking Efforts	<ul style="list-style-type: none"> <li>Implemented more formal ways to track student participation, community involvement, demographic information of student applicants, etc. in order to identify areas that are overrepresented and underrepresented. Information will be used for program development.</li> </ul>
Center for Leadership and Service Graduate Assistantship Review	<ul style="list-style-type: none"> <li>Informally utilized ACPA's Professional Competencies to redesign graduate assistantship job description based on unit priorities and professional competencies.</li> <li>Redesigned graduate assistantship position to develop a Summer internship for Summer of 2009 and reassign Alternative Spring Break assistantship to doctoral student level.</li> </ul>
<b>Disability Resource Center</b>	
Student Satisfaction Survey 2008	<ul style="list-style-type: none"> <li>An average of 97% of student responders reported satisfaction with services.</li> <li>A common theme noted was that students needed assistance with planning and scheduling their time.</li> <li>DRC will provide more individual time management and classes related to this theme.</li> </ul>
"Onboarding" Staff Survey ["Onboarding:"the process of interviewing, hiring, orienting, and successfully integrating new hires into an organization]	<ul style="list-style-type: none"> <li>A Survey of DRC staff was administered on-line in May 2008 and was completely anonymous.</li> <li>Majority of respondents indicated a good understanding of vital job elements within 90 days of employment.</li> <li>Survey results yielded important information on enhancing the "onboarding" process.</li> <li>A new employee handbook was created to address these needs.</li> </ul>
Notetaking Survey – Year Two: 2008	<ul style="list-style-type: none"> <li>Fall 2008: Implemented updated DRC Notetaking Accommodations Form and procedures to address issues from prior year's survey.</li> <li>Notetakers were surveyed again in December.</li> <li>Marked improvements include: <ul style="list-style-type: none"> <li>24% increase in understanding of confidentiality; 15% increase in use of Tate Copy Center; 100% understanding of procedures used when dropping classes; 7% less confusion of procedures.</li> </ul> </li> </ul>
Testing Data	<ul style="list-style-type: none"> <li>18% increase in scheduled tests: 2,206 in Spring 2008 to 2,600 in Fall 2008.</li> <li>60 % increase in tests administered from 2005-2008.</li> <li>80% of tests administered require only extended time or a low distraction environment.</li> <li>Created Proctor Post: a monthly e-newsletter designed to keep proctor staff current on policies and procedures and better connect the testing office staff with professional staff at DRC.</li> </ul>
Testing Assessment – Spring 2008	<ul style="list-style-type: none"> <li>Students rated service as "excellent" and rated private testing space highly.</li> <li>Students identified area of concern that low distraction space has too many other students causing distraction and noise.</li> <li>DRC proposes to restructure low distraction rooms to minimize the distraction caused by multiple test takers in a single room.</li> </ul>
Case File Reviews	<ul style="list-style-type: none"> <li>File reviews conducted for professional accuracy and consistency. Based on information gathered, the Casenote Committee was founded to make recommendations for comprehensive record keeping.</li> </ul>

<b>Extended Campuses</b>	
Griffin Campus: Surveyed student body to determine preferences for a wide variety of cultural, educational, philanthropic, and recreational activities, and preferred days and times for activities	<ul style="list-style-type: none"> <li>• Survey results were used to select activities and dates for activities.</li> <li>• Survey also showed there is no optimum time to hold events on campus during the week because of the class schedules and commuter status of the campus. Future event planning and delivery methods will be explored to accommodate this finding.</li> </ul>
Gwinnett Campus: Surveyed students regarding their preferred choice of Atlanta-area cultural events	<ul style="list-style-type: none"> <li>• Results indicated two top choices. Provided free or discounted tickets to the events that were the students' top Fall 2008 choices.</li> </ul>
Gwinnett Campus: Solicited student feedback in monthly newsletter regarding the magazines provided in the main lobby of the building	<ul style="list-style-type: none"> <li>• Results indicated that the magazines are popular and that another magazine should be added that is specific to the business community. As a result, <i>Wired</i> will soon be added to the magazine selection.</li> </ul>
Solicited student feedback in monthly newsletter regarding the Coffee and Culture series	<ul style="list-style-type: none"> <li>• Results indicated that the students were enjoying the event and would like greater frequency. In response, the frequency of the event has been increased from once per month to once per week.</li> </ul>
Solicited student feedback in monthly newsletter regarding the Healthy Habits: Stress Relief series	<ul style="list-style-type: none"> <li>• Results indicated that the students were enjoying the event and would like greater frequency of events. In response, the frequency of the event has been increased from once per month to once per week.</li> </ul>
<b>Greek Life</b>	
Survey of students joining fraternities before the formal recruitment process	<ul style="list-style-type: none"> <li>• Results are used to gauge an understanding of the population of men who choose to join fraternities before fraternity recruitment.</li> </ul>
Exit survey of men participating in formal recruitment	<ul style="list-style-type: none"> <li>• Respondents indicated a very successful program that ultimately resulted in increased participation and an increase in new members. Results are being used to gauge the success of the new formal recruitment program.</li> </ul>
Survey of Liability Seminar attendees	<ul style="list-style-type: none"> <li>• Respondents indicated that the seminar was very informative and would be helpful for them in their officer positions. Results were used to improve the seminar for future attendees.</li> </ul>
National Pan-Hellenic Council (NPHC) Advisors Meeting Survey	<ul style="list-style-type: none"> <li>• Results indicated advisors would like to meet more frequently and were used to establish a new meeting schedule.</li> </ul>
Exit survey of outgoing Multicultural Greek Council (MGC) Executive Board members	<ul style="list-style-type: none"> <li>• Results indicated needed areas of support from Greek Life and advisors as well as ideas for the new board. They were also used to develop an agenda for the new MGC retreat.</li> </ul>
Exit survey of outgoing and incoming MGC Executive Board members at MGC Executive Retreat	<ul style="list-style-type: none"> <li>• Results indicated this first time event was successful in addressing position responsibilities and motivation for the executive members and were used in goal setting.</li> </ul>
Annual Panhellenic recruitment evaluation	<ul style="list-style-type: none"> <li>• Results indicated no major changes necessary and were used to tweak the program by revamping the Recruitment Counselor program and dropping the on-line payment option for participants.</li> </ul>
2008 UGA National Survey of Student Engagement (NSSE)	<ul style="list-style-type: none"> <li>• The survey found that students who are members of UGA social Greek letter organizations report higher levels of overall satisfaction with the institution (statistically significant finding). NSSE respondents who are Greek performed higher on all the NSSE Benchmarks as compared to students who were not Greek. There was a statistically significant difference for the three benchmarks indicated and are being used to provide guidelines for continuous improvement: Enriching Educational Experiences, Supportive Campus Environment, Academic and Collaborative Learning.</li> </ul>

<b>Intercultural Affairs</b>	
Assessment of sessions and services provided during International Student Orientation	<ul style="list-style-type: none"> <li>• Assessment activities occur after training, daily during the orientation period as well as several weeks following orientation.</li> <li>• As a result of the assessment data, orientation sessions now include topics relevant to students' needs, including social security, immigration sessions, and other areas based upon assessment results.</li> </ul>
Assessment of experience for orientation leaders for the International Student Orientation	<ul style="list-style-type: none"> <li>• As a result of the assessment, the leadership experience is consistently updated and revised to incorporate trainings and leadership opportunities relevant to students' needs.</li> </ul>
Student Organization Leadership Retreats (Spring 2008 and Fall 2008)	<ul style="list-style-type: none"> <li>• Assessment results called for changes in the leadership retreats. As a result, office staff provided additional opportunities for interactive activities that incorporated different learning styles. Additionally, office staff included sessions and information in areas in which students self identified as needing additional training. Some of these areas included mediation, budgeting for their organization, delegation, and motivating members.</li> </ul>
International Tax Assistance Program	<ul style="list-style-type: none"> <li>• Staff improved the types of workshops offered for the 2008 tax year from assessment results and continue to offer sessions and resources that students indicated were helpful for completing their tax forms.</li> </ul>
International Graduation	<ul style="list-style-type: none"> <li>• Used positive results of assessment to continue to improve quality of program and make changes as appropriate.</li> </ul>
R.E.A.L. Talks Assessment Data	<ul style="list-style-type: none"> <li>• The R.E.A.L. Talk Dialogue Series provided an opportunity for students to discuss diversity-related issues that often divide the campus community. Assessment data, along with faculty feedback and support, demonstrated the need for more ongoing, sustainable opportunities to address such concerns. The result was the creation of Sustained Dialogue in Fall 2008.</li> </ul>
Latinos Investing in the Students of Tomorrow (LISTo) Mentoring Program	<ul style="list-style-type: none"> <li>• Latinos Investing in the Students of Tomorrow (LISTo) is a peer-mentoring program that pairs upper class Latino/a students with first-year Latino/a students to provide a successful transition from high school to college and aid in the navigation of campus resources and leadership opportunities. Through careful observation of participant engagement, oversight provided by the graduate advisor and feedback obtained from the coordinators the program is undergoing critical review in terms of structure, oversight, training, and implementation. Changes are expected to occur during the next academic year.</li> </ul>
Safe Space Evaluation	<ul style="list-style-type: none"> <li>• Based on office data on the demand for Safe Space training over the Fall 2008 semester, a Train-the-Trainer session was implemented adding seven new Safe Space trainers to the program bringing the team of facilitators to ten. There were approximately 100 participants that completed Safe Space training during the 2008 calendar year. These figures include three additional sessions that were held for groups who initiated a request for a separate training date. Additionally, some improvements are being made to the program in terms of structure, format, and content based on qualitative feedback from the post-tests that are distributed at the end of the Safe Space training, as well as direct feedback from participants.</li> </ul>

LGBT Resource Library Checkout System	<ul style="list-style-type: none"> <li>The checkout system is used to track usage of library materials including books and videos. In addition to allowing the items to be tracked to ensure the return of materials, it also allows for examining the types of resources that are being used and how often. This information can be used to expand library resources and assess the kinds of resources that are lacking. <ul style="list-style-type: none"> <li><i>Total number of resources checked out: 118; Books: 63; Videos: 55.</i></li> </ul> </li> <li>The number of resources checked out this year are down from last year, indicating a need for more marketing and visibility of the resource library. It will be interesting to see how the integration of the resource libraries from each of the units within Intercultural Affairs will effect the number of resources that are checked out that originate from the Lesbian, Gay, Bisexual, Transgender Resource Center's library.</li> </ul>
LGBT Resource Center Visitor Tracking	<ul style="list-style-type: none"> <li>This information indicates how many visitors visit the Lesbian, Gay, Bisexual, Transgender Resource Center over the course of the year. This information includes students, faculty, staff, and other visitors to campus and can be broken down in various ways. This information is very helpful in terms of planning programs during peak usage times and assessing the times of the day in which the Resource Center is most in need of volunteers to greet students and provide peer support. <ul style="list-style-type: none"> <li>Daytime Visits (8am-5pm): 4,305</li> <li>Evening Visits (5pm-8pm): 819</li> <li>Total Visits: 5,124</li> <li>Average Visits/Week: 100</li> </ul> </li> </ul>
<b>Office of Judicial Programs (OJP)</b>	
Spring 2008 Report for OJP	<ul style="list-style-type: none"> <li>Results used for longitudinal comparisons of trends and usage.</li> </ul>
Summer 2008 Report for OJP	<ul style="list-style-type: none"> <li>Results used for longitudinal comparisons of trends and usage.</li> </ul>
Fall 2008 Report for OJP	<ul style="list-style-type: none"> <li>Results used for longitudinal comparisons of trends and usage.</li> </ul>
Assessment and Evaluation: Staff/ Faculty Hearing Administrator Training	<ul style="list-style-type: none"> <li>Formative evaluation used to improve training and identify needed areas of reinforcement for hearing administrator.</li> </ul>
Social Chair Survey for University Judiciary (UJ)	<ul style="list-style-type: none"> <li>Assessment of social needs of University Judiciary members.</li> </ul>
Review of 9 Aspirational Schools' Definitions of a Student	<ul style="list-style-type: none"> <li>Benchmark project has informed policy development for OJP.</li> </ul>
Council for the Advancement of Standards (CAS) Self-Assessment	<ul style="list-style-type: none"> <li>Educational opportunity for graduate intern. The results were made available to staff members for review and discussion.</li> </ul>
Non-Specific Violation Language Assessment	<ul style="list-style-type: none"> <li>Benchmark project in which data was used to inform policy development.</li> </ul>
Conference Room Reservation	<ul style="list-style-type: none"> <li>Usage assessment that provides information for discussion of future space needs.</li> </ul>
Assessment of the UGA Code of Conduct	<ul style="list-style-type: none"> <li>Compared current Code with a Twenty-First Century Model Student Conduct Code. Provided information for future policy discussions.</li> </ul>
Assessment of Community Service Placements	<ul style="list-style-type: none"> <li>Provided information about usage of potential community service sites utilized by UGA students sanctioned to community service hours. Data provided guidance in identifying new sites.</li> </ul>
Student Affairs Learning and Development Outcomes (SALDO) Assessment of Current OJP Practice	<ul style="list-style-type: none"> <li>Assessed current practices through lens of SALDOs to identify learning and development outcomes.</li> </ul>

University Judiciary Training Quizzes and Mock Hearings	<ul style="list-style-type: none"> <li>Summative evaluations of training curriculum were used to improve training and identify needed areas of reinforcement.</li> </ul>
Revised justice/panel member evaluation forms for formal hearings	<ul style="list-style-type: none"> <li>Increased accountability of panel members and provided learning opportunities during formal hearings.</li> </ul>
Revised advisor/advocate for formal hearings	<ul style="list-style-type: none"> <li>Increased accountability of advisor/advocates and provided learning opportunities during formal hearings.</li> </ul>
<b>Office for Violence Prevention (OVP)</b>	
Receives anonymous Clery forms of alleged incidents of interpersonal violence: stalking, sexual harassment, relationship and sexual violence, and drugs used to facilitate sexual violence	<ul style="list-style-type: none"> <li>Data informed Relationship and Sexual Violence Prevention (RSVP) coordinator on current trends of interpersonal violence accruing on and off-campus. This information also informed the RSVP coordinator as to which area to focus more attention on educating and increasing awareness of interpersonal violence on and off-campus. The OVP also made available to the campus community a report of alleged incidents of interpersonal violence called "Drawing the Line."</li> </ul>
The OVP assessed its effectiveness by conducting a post-test of its interpersonal violence education, prevention and risk-reduction programs. The questionnaire assessed students' knowledge, program effectiveness, and recommendation of the OVP programs to their peers.	<ul style="list-style-type: none"> <li>Based on the post-test results, the OVP attempted to partner with students to educate their peers by talking about their experiences as survivors/victims. The OVP also engaged in more interactive programs when possible.</li> <li>Participants also responded positively when scenarios were presented to facilitate discussion of ways to reduce their risk or increase awareness about personal safety on and off-campus.</li> </ul>
<b>Recreational Sports</b>	
Read, reviewed, and analyzed the Five Dysfunctions of a Team for Aquatics area	<ul style="list-style-type: none"> <li>Identified areas within aquatics that needed improvement and identified strategies to improve.</li> </ul>
Graduate Student Employee Experience Survey	<ul style="list-style-type: none"> <li>Changed how Recreation Sports recruits and trains GAs, and how often the department's leadership interacts with GAs on a formal basis.</li> </ul>
Mid-semester and end-of-semester program and instructor evaluations in fitness classes	<ul style="list-style-type: none"> <li>Impacted hiring practices, scheduling of classes as well as the types of classes offered.</li> </ul>
Reviewed each program area's refund policy	<ul style="list-style-type: none"> <li>Resulted in the creation and execution of a uniform department-wide set of policies on refunds.</li> </ul>
Reviewed department facility rental policies	<ul style="list-style-type: none"> <li>Updated guidelines to incorporate greater risk management concerns.</li> </ul>
Brought in new demonstration equipment for evaluation for possible purchase	<ul style="list-style-type: none"> <li>Will use the information in 2009 when large scale purchase of equipment is made to fill the new Strength and Conditioning room.</li> </ul>
Created a department Risk Management Assessment Group to conduct critical analysis	<ul style="list-style-type: none"> <li>Implemented the purchase of safety kits for all outdoor and club sports trips; required higher risk club sports activities to have an athletic trainer on-site; and identified new levels of safety protocols and trainings for emergency events (such as tornado warnings).</li> </ul>
Did a diversity status report on departmental staff	<ul style="list-style-type: none"> <li>Used the findings to support travel to the National Intramural Recreational Sports Association Emerging Leaders Conference to recruit and select a more diverse graduate student pool.</li> </ul>
Personal Training Program Client Survey	<ul style="list-style-type: none"> <li>Post training, clients are asked about trainer interactions and their needs. Feedback was shared with trainers so that they can improve technique and customer service.</li> </ul>
<b>Office of Student Support Services</b>	
Hardship Withdrawals Tracking System	<ul style="list-style-type: none"> <li>Information laid groundwork for staff to develop a more comprehensive database system for future assessment activities (beginning in 2009)</li> </ul>

<b>University Health Center</b>	
Used data to analyze and improve important aspects of clinical, business, and service processes	<ul style="list-style-type: none"> <li>• As a result of data, UHC is focusing on the following priority areas: <ul style="list-style-type: none"> <li>○ Planning for services in new building addition and renovated spaces.</li> <li>○ Waiting times and cycle times in clinics and service departments.</li> <li>○ Clinical standards and guidelines to promote positive outcomes and patient safety.</li> <li>○ Communication and interactions with patients and clients to promote positive perceptions of care.</li> </ul> </li> </ul>
Clinical Practice Redesign Initiative	<ul style="list-style-type: none"> <li>• Continued to analyze and improve access, continuity, waiting times, workflow processes, and patient satisfaction.</li> </ul>
Medication Management Processes Review	<ul style="list-style-type: none"> <li>• Positively impacted patient safety, pain management, and medical decision-making.</li> </ul>
Annual High Risk Process Analysis: Conducted a Failure Mode Effects Analysis on a high risk process that could impact patient safety and outcome	<ul style="list-style-type: none"> <li>• National Patient Safety Goals 8: Accurately and completely reconcile medications across the continuum of care.</li> </ul>
Monitor routine functions and analyze when data indicate that level of performance varies from expectations	<ul style="list-style-type: none"> <li>• Monitored the effectiveness of clinical area in improving patient and client outcomes using clinical guidelines, benchmarks, and established measures.</li> <li>• Monitored high-risk, high-volume, and problem-prone processes and activities.</li> <li>• Monitored patient safety and the environment of care.</li> <li>• Monitored patient and staff satisfaction.</li> <li>• Monitored medication management functions.</li> <li>• Performed peer review and competency assessments.</li> </ul>
Patient Satisfaction	<ul style="list-style-type: none"> <li>• Dramatic improvement in patient satisfaction with wait times in Urgent Care Clinic and Medical Clinic Gold as a direct result of implementing the medical home concept.</li> </ul>
A Review of the Safety and Efficacy of the Loop Electrosurgical Excision Procedure (LEEP) at UHC	<ul style="list-style-type: none"> <li>• We improved our evaluation and management of women with abnormal Pap smears and cervical histology by offering the continuity of care provided by performing LEEPs in house. We demonstrated that our processes resulted in complication rates and outcomes that were consistent with national statistics.</li> </ul>
Evaluation of Cleaning Products for Potential Replacement of Current Items with Green and/or Safer Products	<ul style="list-style-type: none"> <li>• Implemented environmentally friendly cleaning products with improved safety of cleaning products and significant cost savings.</li> </ul>
Implementation of Electronic Follow-up Appointment Reminders for Dental Cleanings	<ul style="list-style-type: none"> <li>• Use of e-mail reminders for appointments was not effective in increasing the number of dental cleaning appointments. Postcard reminders resulted in the most frequent reason that students made an appointment for Dental Cleanings. Despite the cost of postcard reminders, UHC will continue this method.</li> </ul>
<b>Department of University Housing</b>	
Educational Benchmarking, Inc. (EBI) assessments given to undergraduate staff, residents in traditional halls, residents in East Campus Village, and Family and Graduate Housing residents	<ul style="list-style-type: none"> <li>• Previous year's results were shared during management meetings, area staff meetings, and in committees. In Family and Graduate Housing, results led staff to review maintenance response time, how communications are conducted between staff and residents, and the application and assignments processes in order to provide better service to residents. This academic year's data for all assessments is currently being analyzed.</li> </ul>



Student staff evaluation of CA/RA/VCA in-service opportunities	<ul style="list-style-type: none"> <li>An evaluation of each in-service training program was distributed to attendees. The assessment attempted to measure what student staff members learned as a result of their in-service attendance in order to determine if learning objectives were met.</li> </ul>
Student staff evaluation of ECHD 3010: Paraprofessional Helping Strategies	<ul style="list-style-type: none"> <li>An evaluation was provided to all class participants at the conclusion of the semester to determine if learning objectives were met as well as the staff members' perceptions on the format of the class and approachability of the instructor.</li> </ul>
Creswell learning communities assessment	<ul style="list-style-type: none"> <li>The purpose of this assessment was to gain an understanding of the impact of learning community participation on a student's learning, personal growth and involvement. This assessment is a continuation of the longitudinal study that was conducted last year.</li> </ul>
Benchmarking of other institutions' housing staff professional development practices	<ul style="list-style-type: none"> <li>Various institutions around the U.S. were given a survey to complete on professional development opportunities offered to their respective staff members. The results contributed to the development of an internal professional development series geared toward building service and support staff members.</li> </ul>
CA/RA/VCA Fall 2008 training assessment	<ul style="list-style-type: none"> <li>A pre and post test assessment was conducted to determine what each staff member learned throughout the training process and whether learning outcomes were achieved. After the data were analyzed, supervisors provided additional training on topic areas where student staff comprehension was weak.</li> </ul>
Desk staff Fall 2008 training assessment	<ul style="list-style-type: none"> <li>Students completed a survey to determine if the learning objectives established by the training committee were met. After the data were analyzed, supervisors provided additional training on topic areas where student staff comprehension was weak.</li> </ul>
Graduate and professional Summer 2008 training evaluation	<ul style="list-style-type: none"> <li>Graduate and professional staff members participating in a series of summer training sessions were asked to evaluate whether sessions met learning objectives and how the information prepared them for job expectations. The data was distributed to presenters to provide feedback in order to strengthen presentations for the next year's training.</li> </ul>
CA/RA/VCA recruitment and selection process assessment	<ul style="list-style-type: none"> <li>All candidates participating in the CA/RA/VCA selection process were asked to determine the level of effectiveness of the department's communication, marketing, and recruitment strategies for this process. Results continue to be analyzed and will be used for next year's process. In addition, all current staff participating in the process as interviewers were surveyed to gain feedback on its format, effectiveness, and fairness. Once again, after the results have been summarized, this information will guide next year's recruitment and selection process.</li> </ul>
Roommate satisfaction survey	<ul style="list-style-type: none"> <li>Housing students received a survey instrument requesting that they indicate their level of satisfaction with their roommate and the selection process. Data is currently being analyzed.</li> </ul>
Student sustainability study	<ul style="list-style-type: none"> <li>Study in progress.</li> </ul>
Student intercultural competence assessment	<ul style="list-style-type: none"> <li>As an effort to incorporate Student Affairs Learning and Development Objectives (SALDOs) into departmental practice, preliminary learning objectives were written and a program evaluation was created to assess intercultural competence. This instrument was distributed at one Diversity Awareness Week at Georgia (D.A.W.G. Days) event. Data is currently being analyzed.</li> </ul>

CA/RA/VCA leadership assessment	<ul style="list-style-type: none"> <li>As an effort to incorporate Student Affairs Learning and Development Objectives (SALDOs) into departmental practice, CA/RA/VCAs are being assessed to determine their perceptions on how their staff position enhances their leadership skills. Data is currently being analyzed.</li> </ul>
<b>University Testing Services</b>	
Suggestion Box for students	<ul style="list-style-type: none"> <li>Results prompted the department to evaluate and research additional testing opportunities.</li> </ul>
Weekly team meetings to address internal system issues and uncover areas for improved service	<ul style="list-style-type: none"> <li>Feedback from staff improved customer service, communication, and staff empowerment.</li> <li>Enhanced the services provided to the students and the community.</li> </ul>
<p>“Onboarding” Staff Survey  [“Onboarding”: the process of interviewing, hiring, orienting, and successfully integrating new hires into an organization]  Survey of UTS staff was administered on-line in May 2008 and was completely anonymous.</p>	<ul style="list-style-type: none"> <li>Majority of respondents indicated a good understanding of vital job elements within 90 days of employment.</li> <li>Survey results yielded important information on enhancing the “onboarding” process.</li> <li>A new employee handbook was created to address these needs.</li> </ul>



# PUBLIC SERVICE AND OUTREACH



The Division of Student Affairs is active both on-campus and within the Athens community. We believe it is part of our duty to reach out to others and do our part to enrich the environment in which we live. Additionally, public service and outreach provides an avenue to develop students' sense of civic responsibility. To this end, students and Division staff participate in a variety of service and outreach programs.

During the 2008 year, more than 46,000 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Division students and staff participated in over 32,500 hours of community service. The types of programs varied greatly. Some focused on the distribution of materials, while others focused on being actively engaged within the community. One of the newest and most interesting activities involved recycling gently used shoes for those in need. Between August 2008 and December 2008, over 950 pairs of shoes were collected and redistributed through a community organization.

Several of the Division's public service and outreach activities focus on raising funds for community organizations. During 2008, the Division raised over \$509,000 for outside entities. The amount raised by the Office of Greek Life is particularly noteworthy. The students and staff within the Office raised over \$479,000. The most substantial areas for Greek Life as well as the Division as a whole are noted below:

- UGA Miracle/Dance Marathon (Children's Healthcare of Atlanta) = \$321,000
- Kappa Kappa Gamma Crawfish Boil for St. Jude's = \$32,808
- Kappa Alpha Theta Rock the CASA (Court Appointed Special Advocate Program for the abused) = \$32,000
- Scholarships for Students with Disabilities = \$19,000
- Kappa Alpha Open Hearts Adopt a Family = \$13,070
- Si Se Puede (Latino Youth Conference, raised by Students for Latino Empowerment) = \$6,000
- Housing 4 Housing (Habitat for Humanity Fundraiser) = \$3,810

Overall, the public service and outreach programs fit into one of five categories: (1) pre-collegiate, (2) health and safety related, (3) fundraising for charities, and (4) community service. A list of selected programs is provided below:

- LAMBDA Student Support Program
- BEST Student Support Program
- Athens Human Relations Council
- Judicial Outreach Workshops
- Relay for Life
- Martin Luther King Day of Service
- Public Health Activities
- Take Back the Night
- World AIDS Day
- Sisters of the Sacred Heart
- Oconee County Work-Based Learning Program
- River's Alive Volunteer Day
- Sandy Creek State Park Cleaning
- American Medical Athletic Association
- United Way
- Dawg Camp Classic City
- Georgia Collegiate Leadership Conference
- Alternative Spring Break
- Arch Society
- UGA Minority Recruitment Day
- Alternative Spring Break
- AIDS Awareness
- Grandview Nursing Home
- Blood Drive for Students in Africa
- Adopt-a-Class: Hilsman Middle School
- International Street Festival
- American Heart Association
- Athens Area Homeless Shelter
- Food Bank of Northeast Georgia
- Assistance at Arbor Terrace
- Muscular Dystrophy Association
- Habitat for Humanity
- Blood Drives (761 pints)
- Flu Vaccinations
- Hispanic Student Association
- Local Tutoring Program
- Athens Boys and Girls Clubs
- Georgia Teacher Certification Exams
- Children's Healthcare of Atlanta
- University Health Center Flu Shots
- Special Olympics
- Children of UGA
- Georgia State Patrol
- Graduate Student Resource Fair
- Leadership Resource Team
- Dawg Camp Reunion Service Project
- Voter Registration Drives
- Sigma Street Cleanup



# STUDENT RETENTION AND GRADUATION



The Division of Student Affairs believes that supporting the academic mission of the University is paramount. Everything we do is aimed at enhancing the learning environment and developing students to their fullest potential. Through our programs and services, the student experience is enhanced, learning and development occurs, and satisfaction increases. Students involved in Student Affairs activities and students who are users of Student Affairs services perform better academically, thereby increasing overall retention and graduation rates. Particularly noteworthy points are presented below.

## Programs

- Several offices within the Division offer special orientation programs for students to facilitate smoother transitions to campus. Offices include Student Affairs for Extended Campuses and International Student Life (300 students).
- The Student Government Association sponsored *Tailgate with the Team*, an annual event that provides an alcohol-free tailgating experience prior to a home football game, and showcases different multicultural student organizations. More than 700 students attended during 2008.
- The Office of International Student Life, African American Cultural Center, and the LGBT Resource Center each hosted a special graduation ceremony to celebrate the successful completion of degrees by their specific students. The program recognizes the unique contributions of families and students and encourages the continuance to degree for other students.
- The UGA Safe Space program is a campus-wide initiative offering a visible message of inclusion, acceptance, and support to lesbian, gay, bisexual, and transgender people in the University community.
- There are a variety of residential experiences that have been proven to contribute to a student's success at UGA. Programs include Freshman College Summer Experience (275 participants), Creswell Learning Communities (139 participants), Franklin Residential College (97 participants), Honors Magnet Hall (250 participants), Language Communities (36 participants), One-World Multicultural Residential Community (7 participants) and the Freshman Live-On Requirement (5,000 first year students).
- The Department of University Housing sponsors the C.L.A.S.S. Advocate Program. The C.L.A.S.S. program aids in the retention and academic success of African-American housing students and works toward a better understanding among all students of differing ethnic backgrounds on campus. Participants include residents who self-identify as African-American as well as other residents who wish to be a part of the C.L.A.S.S. program.
- The Center for Leadership and Service sponsored several pre-collegiate programs to assist students with their transition to UGA and to facilitate greater success throughout the college experience. Dawg Camp Classic City enrolled 20 students and introduced the concepts of community service, volunteerism, social justice, and community engagement. Studies show that students are more engaged in academic work and have higher graduation rates when they are involved in community service and service learning projects. Dawg Camp Discovery enrolled 200 students and connected them to resources on campus as well as created social bonds with other incoming first year students.
- Through the Center for Leadership and Service programs, such as Leadership Resource Team workshops, TOP Dog Seminars, and the Georgia Collegiate Leadership Conference, over 1000 students were exposed to seminars on leadership and personal skill development including stress management, study skills, balance, and involvement.
- The Alternative Spring Break program provides an affordable substance-free spring break experience with a service and social justice focus; 237 students participated. Studies show that students are more engaged in academic work and have higher graduation rates when they are involved in community service and service learning projects.
- The Latinos Investing in the Students of Tomorrow (LISTo) Mentoring Program is a peer-mentoring program that pairs upper-class Latino/a students with first-year Latino/a students to provide a successful transition from high school to college and aid in the navigation of campus resources and leadership opportunities.
- National research indicates Greek membership increases student retention. Approximately 5,400 UGA students are involved in Greek organizations.
- The African American Cultural Center sponsored "My Sistahs Keeper;" the program was established to promote, maintain, and advance the welfare of Black female graduate and undergraduate students on UGA's campus.

## Services

- The Parents and Families Grant awarded to CAPS provided a means for students with limited income to receive CAPS services. \$14,296.00 was awarded to provide 507 appointments to 68 individuals helping them to access counseling, psychiatric care, diagnostic testing, or nutrition services. One hundred percent of students receiving this funding remained in school.
- University Testing Services administered 1,644 Regents' Tests, 381 History/Constitution Tests, and 5,845 placement tests during 2008 in addition to many others. Without many of these exams, students would not be given entrance into specific colleges or graduate and professional schools, and some would not receive necessary licensures.
- The Office of Judicial Programs functions from an educational philosophy in sanctioning student misconduct. Individual follow-up meetings were scheduled with some at-risk students to discuss academic progress and provide assistance for success. The office also conducted workshops for incoming and transfer students, student athletes, and the university community on the standards and expectations of behavior for members of the UGA community.
- The Office for Violence Prevention worked with individuals impacted by violence to find community resources and to encourage faculty to accommodate the special needs of those students.
- International Student Life staff members provide advising assistance to international students. This service assists with retention and graduation rates by helping students navigate through complex problems effectively in a foreign culture. Approximately 200-300 students take advantage of this opportunity throughout the year via electronic means or in-person visits to the office.
- University Housing provides dedicated space for Franklin College academic advising offices in Brumby, Creswell, Russell, and Rutherford Halls; an Honors Program advising office in Myers Hall; and a satellite office for the Division of Academic Enhancement in Brumby Hall.
- An Economics and Statistics Tutor was obtained by the African American Cultural Center due to students expressing struggles in these specific courses.
- The Health Center sponsored many programs that addressed the medical and psychological needs of students. Programs included:
  - Interdisciplinary Eating Disorder Team, a group consisting of CAPS and Medical Services clinicians, a nutritionist, and a nurse. The team provided an interdisciplinary approach to evaluating, treating, and sometimes referring 507 patients during 2008.
  - Interdisciplinary Alcohol and Other Drug Team, a group consisting of CAPS and Medical Services clinicians, focused on identifying and establishing a treatment plan for students with alcohol or other substance concerns. In 2008, 718 students were screened and referred to the appropriate counseling or treatment resources.
- CAPS staff members held weekly meetings with staff from the Office of Student Support Services to discuss students struggling with academic and mental health concerns.
- CAPS staff, in conjunction with the Department of Intercultural Affairs, provided weekly outreach/support group sessions for LGBT students and for African American students. Approximately 39 students were served each week.
- The Disability Resource Center acts as liaison for over 1,500 students to provide reasonable accommodations. The Center assists students with educational transitions and educational challenges. During 2008, the average GPA for these students was 3.03. Additionally, 169 DRC students graduated from UGA during 2008. The Disability Resource Center also contacted 464 prospective students and provided transition assistance to ensure successful acclimation to the University, the campus, and the academic environment.
- The Department of Recreational Sports hosted 293 separate student-sponsored events. Additionally, they expanded the number of Club Sports offerings, bringing the program to a total of 43 with approximately 1,600 student participants. Each of these opportunities funnels students into activities that have proven to enhance the retention and graduation of students.
- The University Health Center's 18 member student group "In Sickness and In Health" conducted 9 outreach activities interacting with over 1,800 students at the Miller Learning Center and Ramsey Student Center. Topics focused on sleep, sexual health, stress, and mental health issues.
- The Department of University Housing in collaborative with the Office of Institutional Diversity sponsored Georgia Daze. The program reaches approximately 40 high school students from across the state of Georgia. The students visited UGA and participated in a structured program



# PROGRESS ON DIVISION PRIORITIES



The Division of Student Affairs has adopted a multi-phase approach to accomplishing priorities and goals. The first phase is driven by a desire to be contributing members of the institution, which involves us (1) finding ways to save, generate, and raise money for the Division and (2) contributing to the three strategic goals of the institution. The second layer of the Division's approach is driven by the University's Five Year Program Plan. This plan is at the forefront of planning and drives many decisions within the Division. On an annual basis, the Student Affairs Leadership Team determines which areas of the strategic plan/Program Plan will become points of emphasis for that year. This yearly emphasis will result in the Division achieving all elements of the strategic plan by the intended goal completion date of 2010.

In summary, the Division is simultaneously working to achieve (1) the two overarching "contributing" priorities, and (2) The Five Year Program Plan through the designated (annual) strategic plan/Division priorities. The leadership within Student Affairs believes that this comprehensive approach will advance the Division in reaching its highest potential and truly becoming a premier unit both locally and nationally.

The purpose of this report is not to provide a summary of each phase. Thus, the two overarching priorities as well as the Five Year Program Plan will be provided in the following section.

## **CONTRIBUTING PRIORITY**

### **CONSIDER WAYS TO SAVE MONEY, TO GENERATE MONEY, AND TO RAISE MONEY FOR THE DIVISION OF STUDENT AFFAIRS**

The Division of Student Affairs has made a concerted effort since 2004 to cut waste, streamline processes, and increase revenue when possible. This effort continued during 2008. The result is more than \$55,000 in internal savings, \$537,000 in new revenue, and over \$313,000 in fundraising.

#### **Fundraising Total – \$313,955.54**

- Annual Giving = \$88,622.20
- Major Gifts = \$225,622.20
- \$500,000 in proposals currently being considered

#### **Money Generated – \$537,727**

- Disability Resource Center secured Department of Education Grant = \$118,500
- Department of Student Affairs Assessment secured grant = \$1,500
- Departmental Sales Increases (Recreational Sports and Campus Life Event Management Office) = \$417,727

#### **Money Saved – \$55,050**

- Recreational Sports, Intercultural Affairs, University Health Center, Student Affairs for Extended Campuses, University Testing Services.
- Other areas within the Division of Student Affairs streamlined processes; however, the direct financial savings is more difficult to measure. Noteworthy areas include:
  - University Housing implemented Kronos and SciQuest systems.
  - Office of Greek Life implemented an on-line recruitment registration system as well as an on-line social event management system.
  - University Health Center migrated to a new cleaning materials system. The Department is looking at a minimum savings of 77% per purchased cleaning item.
  - Student Affairs for Extended Campuses was given a poster printer that will eliminate the need for printing by external entities such as Kinko's.

NOTE: The funds raised and listed in this section do not reflect the money generated as an outreach or community service project.

## **CONTRIBUTING PRIORITY**

### **CONTRIBUTE TO THE UNIVERSITY'S THREE STRATEGIC GOALS**

#### **UNIVERSITY GOAL: INCREASE RESEARCH OPPORTUNITIES**

Various units within the Division of Student Affairs have increased research opportunities. Some of the more noteworthy projects are listed below:

##### Intercultural Affairs

- Supported the research of Dr. Corey Johnson and Dr. Anneliese Singh by collaborating with Lambda Alliance to identify and engage potential subjects.

##### Disability Resource Center

- Collaboration with the University of Minnesota on the PASS IT Grant regarding Universal Instructional Design (UID): Karen Kalivoda.
- Partnered with Georgia Tech to institute SciTrainU grant aimed at teaching instructors of Science, Technology, Engineering, and Mathematics (STEM) classes to incorporate more Universal Design into their presentation of materials to benefit students with disabilities.

##### University Health Center

- Perceived vs. Actual Use of Alcohol and Other Drugs: A Study of First Year Students and Their Parents, Dr. Rebecca Kudon Glover.
- A double-blinded, randomized controlled Phase III study to assess the prophylactic efficacy and safety of gD-Alum.MPL vaccine in the prevention of genital herpes disease in young women who are HSV-1 and -2 seronegative, Dr. Daron Ferris, MCG Department of Family Medicine and OB/GYN, Affiliate Medical Staff, University Health Center.

##### Office of Student Affairs Assessment

- The Office of Student Affairs Assessment worked with four doctoral students to provide assistance and technical support for the dissertation process.
- Understanding Student Withdrawals: Office of Student Affairs Assessment in collaboration with the Office of Student Support Services.
- Disability Profile: Conducted by JP Javier Wong, graduate student in the Office of Student Affairs Assessment.
- Disability Resource Center: Annual Study: A joint project with the Office of Student Affairs Assessment, and the Disability Resource Center.
- Environmental Needs of Graduate Students: A study conducted by JP Javier Wong, Graduate Assistant in the Office of Student Affairs Assessment.

##### University Housing

- Learning Community Assessment: A collaboration with the Department of University Housing, the Office of the Vice President for Instruction, the Office of Student Affairs Assessment, and faculty in the College Student Affairs Administration program.

## **UNIVERSITY GOAL: HELPING STUDENTS COMPETE IN A GLOBAL ECONOMY**

There is an array of programs offered within the Division of Student Affairs that helps students compete in a global economy.

The Division sponsored diversity related programs that exposed the University community to individual differences to include cultural, racial, and ability. In addition, departments offer other opportunities that challenge students to view themselves beyond the role of a college student. A *selection* of both types of programs includes:

### *Individual Differences*

- One World Multicultural Learning Community
- My Sistah's Keeper
- Black History Month
- Kwanzaa Celebration
- Ethnic Nights
- Cultural Festivals
- International Education Week
- Global Leadership Institute
- World Fest
- Universal Design Workshops
- Rainbow Chats (LGBT support group)
- A Night With Sylvia Mendez
- R.E.A.L. Talk Intercultural Dialogue Series
- Diversity Awareness Week at Georgia (DAWG Days)
- Diversity Awareness Week at Gwinnett

### *Life Grounding Initiatives*

- Service Learning Projects
- Social Justice and Community Services Initiatives
- Monthly and Semester Employee Evaluations
- Leadership UGA
- LeaderShape
- Georgia Collegiate Leadership Conference
- Arch Society
- Dawg Camp Discovery
- Sexual Assault Training
- Dawg Camp Classic City
- Alternative Spring Break
- Volunteer UGA
- Housing for Housing with Habitat for Humanity

Units within the Division of Student Affairs support students' international study experiences:

- The Department of University Housing works collaboratively with students studying abroad to release them, without penalty, from their contract and assist them in acquiring housing once they return to the country.
- Staff members from the Disability Resource Center serve as a liaison with the Study Abroad program to ensure compliance and consideration of access accommodation issues.
- The University Health Center provides a travel clinic where students can receive vaccinations, regional travel advice, and various other services.
- University Testing Services provides expert administration of standardized tests and exit exams to students in transition from college to career or from undergraduate to graduate programs.



## **UNIVERSITY GOAL: ENHANCE THE LEARNING ENVIRONMENT**

All the work of Student Affairs is aimed at enhancing the student learning environment, from leadership enrichment to one-on-one counseling to basic health care. Our mission is to enhance students' growth, development and learning.

During 2008 the learning environment was enhanced by Student Affairs Staff in three ways: expanding and modernizing facilities, enhancing programs and services, and serving as classroom instructors. A more thorough explanation of each area follows.

### **Expand/Enhance Facilities**

*(See Division Accomplishments, "Advanced the Student Affairs Construction Agenda," for a summary of facility expansion and enhancement projects.)*

### **Enhancing Programs and Services**

- The Department of University Housing partnered with the Franklin College of Arts and Sciences, the Honors Program, the Academic Enhancement Office, and the Vice President for Instruction to offer academic-related programs, tutoring, and academic advising.
- Student Affairs for Extended Campuses (Griffin Campus) created a career lab where students can research careers and other career-related topics. The Gwinnett Campus created opportunities for students to experience music that may be unfamiliar to them through the *Coffee and Culture* series. The Gwinnett Campus also worked to provide materials that focused on wellness, specifically stress management.
- The Department of Recreational Sports created a departmental advisory council comprised mostly of students. The department also created a new cross area manager monthly program to enhance the student work and learning experience.
- The Disability Resource Center collaborated with faculty regarding their responsibilities to provide equal access. The Disability Resource Center also sponsored LEAD, a student organization fostering lifelong leadership and leadership skills.
- The Division secured funding for leadership and service programs that provide students with experience working with different cultures through a service learning approach. Funding for students with disabilities was also secured allowing those students to travel overseas for study abroad opportunities.
- The Office for Violence Prevention offered many programs and outreach opportunities on the topic of violence. A monthly discussion group was created to talk about issues related to interpersonal violence. Staff also created a campus-wide event called Safer Spring Break to raise awareness of drug-facilitated rape.
- The Center for Leadership and Service offered high quality, cutting edge programs that exposed students to new concepts and trends in leadership and service.
- The Department of Intercultural Affairs offered programs that increased awareness of issues impacting underrepresented groups at the University by working collaboratively with many units and departments on campus.
- The African American Cultural Center co-sponsored the APERO Africana Brown Bag Speaker Series each week with University of Georgia faculty members.
- The Department of Campus Life sponsored programs, lectures, and guest speakers through the University Union's Ideas and Issues Division.
- Many staff within the Division served as guest lecturers for academic courses (University Health Center, Intercultural Affairs, Student Affairs Assessment, Office for Violence Prevention, and Disability Resource Center).
- The University Health Center staff provided clinical rotations for numerous health related fields including MCG medical students, nursing students, physician's assistant students, physical therapy and nurse practitioner students.
- The Office of Greek Life sponsored the Sophomore Leader's Circle to facilitate educational programs on risk management, conflict mediation, and leadership. Staff in the Greek Life Office also held one-on-one meetings with chapter presidents to discuss leadership skills and strategies for a successful year. Additional programs such as Estudia with Lambda Theta Alpha, Tan Latina Como Tú, and a Women's Self Defense Seminar were offered to students.
- The Office of Judicial Programs and members of the University Judiciary presented programs throughout the University community on a variety of topics, including how to manage disruptive students. OJP Staff also created bulletin boards on judicial topics for the East Campus Village housing community.
- University Testing Services provided centralized testing and evaluation services in collaboration with faculty, staff, and national testing organizations. Also, UTS enhanced the learning environment and supported the educational mission of the University by providing secure, centralized testing and evaluation services for all campus constituents and the surrounding community.

## Classroom Instruction

The Division of Student Affairs has many staff members who contribute to the learning environment by serving as adjunct faculty, and many others through classroom instruction. In addition, the Division is committed to the production of scholarly research. A list of each follows:

### *Faculty (27)*

<b>UGA Full Professor (1)</b> Dr. Rodney Bennett	<b>Medical College of Georgia Adjunct (15)</b>	
<b>UGA Adjunct (11)</b> <ul style="list-style-type: none"> <li>• Dr. Tom Burke</li> <li>• Dr. Pat Daugherty</li> <li>• Dr. Jim Day</li> <li>• Dr. Jan Davis Barham</li> <li>• Dr. J. Shay Davis Little</li> <li>• Dr. Karen Kalivoda</li> <li>• Dr. Gerard Kowalski</li> <li>• Dr. Michael Pennington</li> <li>• Dr. Jane Russell</li> <li>• Dr. Keener Scott</li> <li>• Dr. Ralphel Smith</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Jean Chin</li> <li>• Dr. Margaret Cramer</li> <li>• Dr. Ron Elliott</li> <li>• Dr. Richard Finger</li> <li>• Dr. Ron Forehand</li> <li>• Dr. Clara Herrin</li> <li>• Dr. John Leffert</li> <li>• Dr. Aimee Martin</li> <li>• Dr. Paul Peteet</li> <li>• Dr. Karen Prasse</li> <li>• Dr. Fred Reifsteck</li> <li>• Dr. Garth Russo</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Natalie Russo</li> <li>• Dr. Kevin Sanville</li> <li>• Dr. Beth Smith-Thompson</li> <li>• Dr. Robert Van Gallera</li> </ul>

During 2008, Division staff taught 36 separate courses for a total of 1,329 credit hours. The types of courses varied greatly. Examples include: Research Methods in Student Affairs Practice; Dietetics; Health Advocacy; Counseling and Helping Skills; Ropes Course Experience; Life Guarding and Water Safety Instruction; Career Development; Leadership; Student Affairs Administration Practicum; and Facilities Management. The course level also varied greatly. Courses were taught at the undergraduate and graduate level.

### *Scholarly Publications*

The Division of Student Affairs is committed to the development of scholarly research as a way of enhancing the learning environment, advancing the development of staff, and enhancing professional knowledge. The following is a list of some of the more noteworthy publications and research projects being undertaken by Division of Student Affairs staff during 2008.

- Banks, W. (2008). Biracial student voices: Experiences at predominantly white institutions.
- Caldwell, L.D., Tarver, D.D., Iwamoto, D., Hersberg, S., Cerda-Lizarraga, P., Mack, T. (2008). Definitions of cultural competency: A frontline human service provider's perspective. *Journal of Multicultural Counseling and Development*.
- Dean, L.A., Woodard, B.R., Cooper, D.L. (2008). Professional development credits in Student Affairs practice: A method to enhance professionalism. *The College Student Affairs Journal*.
- Ferris, D. (2008). A double-blinded, randomized controlled Phase III study to assess the prophylactic efficacy and safety of gD-Alum.MPL vaccine in the prevention of genital herpes disease in young women who are HSV-1 and -2 seronegative. (Dr. Daron Ferris, MCG Department of Family Medicine and OB/GYN, Affiliate Medical Staff, University Health Center).
- Glover, R. K., (2008) Perceived vs. Actual Use of Alcohol and Other Drugs: A Study of First Year Students and Their Parents.
- Grimm, J.C., Day, J., and Atchley, L. (2008). Safety and security: An important element of first-year residence education. In W. Zeller (Ed.), *Residence life programs and the new student experience* (3<sup>rd</sup> ed.) (pp. 137-148).
- Hill, R. (2008). Housing rocks the vote. *SEAHO Report*.
- Higbee, J.L., Goff, E., Kalivoda, K., Totty, M.C., Barham, J.D., Bell, C.D., (2008). Ensuring smooth transitions: A collaborative endeavor for career services. In J. Higbee, and E. Goff (Eds.) *Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education*.
- King, S., Watson, A., Mullendore, R. (2008). The impact of parental involvement on college student development: A longitudinal study – part II. *Net Results*.
- Lews, K.L., Myers, A.Gitchell, Janousek, K.A. (2008). The use of community assessment data to prioritize the need for mental health services within a community health center. *National Social Science Journal*.
- Little, J. S. (2008). North Carolina hosts the 2008 ACUHO-I Study Tour. *SEAHO Report*.

- Mullendore, R., King, S., Watson, A. (2008). The impact of parental involvement on college student development: A longitudinal study. *Net Results*.
- Rogers, S. (2008). Advising at NACURH: A rock 'n roll adventure. *SEAHO Report*.
- Rush, B. (2008). What are they learning?: Using SALDOs to evaluate current practices in the Office of Judicial Programs. *Student Pulse, Fall 2008 Edition*.
- Sargent, S.R., King, S., Boyd, K. (2008). Registrar programs and Services: CAS Standards and Guidelines. *CAS Professional Standards for Higher Education (7<sup>th</sup> ed.)*.
- Tryman, N. (2008). Alumni visions at UGA, programming for upperclassman. *SEAHO Report*.

*Staff Accomplishments*

Division staff also contributed to the University community by conducting scholarly presentations, as well as serving in leadership roles in professional organizations. In summary, Division staff conducted 40 presentations at national conferences, 78 at regional/state/local conferences, 101 served in a leadership role or roles for professional organizations, and 156 served in a leadership role or roles at the local level. It is also important to note that eight Division staff served as editors for professional journals. A list by Department is provided below.

<b>Department Name</b>	<b>Presentations</b>	<b>Leadership Positions/Involvement</b>
<b>Campus Life</b>	National = 3 Regional/State/Local = 10	Regional/State = 6 Local = 11
<b>Department of Intercultural Affairs</b>	National = 7 Regional/State/Local = 22	National = 10 Regional/State = 2 Local = 45
<b>Disability Resource Center</b>	National = 1 Regional/State/Local = 2	National = 1 Regional/State = 1 Local = 13
<b>Greek Life</b>	Regional/State/Local = 3	Local = 9
<b>Student Affairs Assessment</b>	International = 1 National = 4 Regional/State = 2	National = 4 Local = 8
<b>Office of Judicial Programs</b>	National = 3 Regional/State/Local = 4	National = 1 Regional/State = 2 Local = 7
<b>Office of the Vice President for Student Affairs</b>	National = 1 Regional/State/Local = 1	National = 2 Local = 4
<b>Office for Violence Prevention</b>		Local = 3
<b>Recreational Sports</b>	National = 4 Regional/State/Local = 2	National = 17 Regional/State = 1 Local = 8
<b>Student Affairs For Extended Campuses</b>	National = 2	National = 2 Local = 3
<b>University Health Center</b>	National = 10 Regional/State/Local = 22	National = 7 Regional/State = 4 Local = 16
<b>University Housing</b>	National = 1 Regional/State/Local = 11	National = 7 Regional/State = 23 Local = 26 Editor: Regional Journal = 7 Editorial Board: National Journal = 1
<b>University Testing Services</b>	National = 1	National = 1 Regional/State = 1 Local = 5
<b>Total</b>	<b>International = 1 National Presentations = 40 Regional/State/Local = 78</b>	<b>Leadership National = 52 Regional/State = 41 Local = 156 Journal Editors: Regional = 7 Journal Editor: National = 1</b>

**ANNUAL DIVISION PRIORITY**

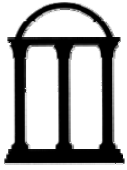
**CONTINUE TO IMPROVE FACILITIES TO MEET THE CHANGING NEEDS AND DEMANDS OF TODAY'S COLLEGE STUDENT**

See Division Accomplishments, "Advanced the Student Affairs Construction Agenda," for a summary of facility expansion and enhancement projects.

**ANNUAL DIVISION PRIORITY**

**UTILIZE TECHNOLOGY AS A RESOURCE THAT CAN ENHANCE COMMUNICATION WITH STUDENTS WITHOUT ALLOWING IT TO REPLACE THE ONE-ON-ONE INTERACTION THAT IS CRITICAL FOR STUDENT GROWTH**

See Division Accomplishments, "Utilized Technology to increase efficiency, accountability and transparency" for a summary of initiatives that addressed the technology annual priority.



**UNIVERSITY OF GEORGIA**  
**Division of Student Affairs**  
**Progress on Five-Year Program Plan**



This document is a report on the progress Student Affairs has made toward accomplishing its Five-Year Plan. We established Division-wide priorities in Fall 2005. We are excited about the progress made on our Five-Year Plan and look forward to continuing efforts toward accomplishing shared goals for the Division of Student Affairs.

**INSTITUTIONAL-LEVEL PERFORMANCE MEASURES**

It is important to note that the Division of Student Affairs operates from a comprehensive model that provides quality service, facilitates student development, and enhances overall learning. As such, we do not function as a typical academic unit and do not employ many of the typical measures for demand, quality, productivity, and impact. Institutional-level performance measures that represent Student Affairs are provided below:

**PRODUCTIVITY**

Performance Indicator	2004 Baseline	2005	2006	2007	2008	2009	2010	2011
• Number of Adjunct Faculty.	17	19	24	29	27			
• Number of University level courses taught by Division staff.	31	33	37	31	36			
• Number of scholarly research projects.	11	20	28	15	16			
• Number of staff publishing scholarly research.	No data	13	15	16	8			
• Number of presentations (national, regional, state, local).	Due to redirection of budgetary priorities, measures were not collected during these years. This was temporarily suspended as a measure of productivity.		61	81	119			
• Number of staff participating in professional organizations.			31	81	101			

**QUALITY**

**Quality Measure One: Contribute to the University’s Learning Environment by Examining Programs and Services and Their Overall Impact on Student Learning**

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
• Implement learning outcomes concept into daily operation of Student Affairs Departments.	Developed model for assessing programs.	Eight departments have undergone training on learning outcomes assessment.	Six additional staff members have been trained on learning outcomes assessment. Student Affairs Learning and Development Objectives (SALDOs) created and implemented.	Student Affairs Learning and Development Objectives fully implemented into practice. Units measured learning in two areas during 2008. An executive summary of the projects is attached for review.		

**Quality Measure Two: Implement a systematic review process for all departments and units that utilizes outside constituents and professional standards and guidelines (as outlined in Priority Three).**

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
<ul style="list-style-type: none"> <li>Create a systematic departmental review process that incorporates outside constituents.</li> </ul>	Program review process created.	Complete	Complete	Complete		
<ul style="list-style-type: none"> <li>Conduct a critical analysis and systematic review of the Division, each unit, and each department to determine if the needs of students are being met.</li> </ul>	Division of Student Affairs underwent systematic review by outside consultant. <b>(Completed)</b>	Departmental review schedule was established with the process beginning in 2007 allowing for full implementation of organizational changes.	Departmental reviews underway according to established schedule with three units being examined during 2007-2008.	5 areas will complete the review process in April 2009.	All areas will complete review by May 2010.	

**Quality Measure Three: Provide a list of all assessment projects and how the data are used to enhance programs and services.**

- The various units and departments within the Division and the Department of Student Affairs Assessment conducted more than 94 assessments during the 2008 calendar year. This is a substantial increase over previous years and demonstrates a comprehensive effort to increase efficiency, demonstrate efficacy, and enhance programs and services within the Division. Departments report on assessment initiatives as well as how they are utilizing the data to enhance or modify practice. A comprehensive list is included in the assessment portion of the annual report.

**IMPACT**

**Impact One: Building the New Learning Environment**

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010	2011
<ul style="list-style-type: none"> <li>Expand and renovate University Housing.</li> </ul>	Conducted planning for renovation and expansion.	Plan is being reexamined to better meet Institutional priorities.	Plan is being reexamined to better meet institutional priorities.	BOR approved plan for new facility on East Campus. Plans have also been approved for the renovation of key residential buildings.			
<ul style="list-style-type: none"> <li>Increase student activity space.</li> </ul>	On schedule with architect selection.	Progressing with this initiative.	Construction project has begun and is currently ahead of schedule.	Expansion and renovation of the Tate Student Center continued with the estimated completion date of May 2009.			
<ul style="list-style-type: none"> <li>Construct outdoor leisure pool.</li> </ul>	On schedule with planning.	Project is no longer a priority for the Division of Student Affairs.	Project is no longer a priority for the Division of Student Affairs.	Project is no longer a priority for the Division of Student Affairs.			
<ul style="list-style-type: none"> <li>Expand and renovate University Health Center.</li> </ul>	Approval of project received from Board of Regents.	Project is on schedule with final approval of the architect.	Construction has begun, and the project is on schedule.	Expansion and renovation of the Health center is underway with an estimated completion date of May 2009.			
<ul style="list-style-type: none"> <li>Relocate Lumpkin Street Fraternities to alternative location.</li> </ul>	Begin conversations, build support for relocation, and design multi-year plan for full relocation. (on schedule)	Project is progressing and being considered in conjunction with other Division and institutional priorities.	Negotiations complete. Construction to begin in 2008.	Construction on new houses began with a completion date of August 2009.			

<ul style="list-style-type: none"> <li>Renovation of Ramsey 232.</li> </ul>	<p>Space currently occupied. (investigating funding sources)</p>	<p>Project is progressing and being considered in conjunction with other Division and institutional priorities.</p>	<p>Project is progressing.</p>	<p>BOR approved plans with construction beginning in Spring 2009.</p>			
<ul style="list-style-type: none"> <li>Acquisition of new space for a Club Sports Complex (new priority added during 2008).</li> </ul>				<p>Property acquired and project was 90% complete in December 2008. The project will be fully complete by March 2009.</p>			
<ul style="list-style-type: none"> <li>Renovation of Field 9 in the Intramural Sports Complex to accommodate Red Coat Marching Band (new priority added during 2008).</li> </ul>				<p>Plan devised and approved in Fall 2008. Renovation began with estimated completion of Spring 2009.</p>			