

**DIVISION OF STUDENT AFFAIRS
UNIVERSITY OF GEORGIA
ADMINISTRATIVE PROGRAM REVIEW
EXECUTIVE SUMMARY
March 15, 2003**

The Division of Student Affairs and its departments utilize a comprehensive system of planning, assessment, and evaluation, based on nationally and professionally recognized standards of excellence, to assure quality and effectiveness of its services and programs. Regular program review, which builds on other recurring assessments and evaluations, is one part of this comprehensive system. This document and attached materials briefly outline key elements of the Division's planning, assessment, and evaluation system, as well as highlight program review efforts of individual units.

BACKGROUND

Perspective

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 departments and units of the Division 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 cultural, social, moral, intellectual, and physical development of students.

Restructuring of the Division

During 1999, the Division experienced several changes in leadership and structure. Effective June 1999, reporting lines for Undergraduate Admissions and the Registrar's Office shifted to the Vice President of Instruction, and Career Planning and Placement shifted its reporting to the Vice President for External Affairs. Vice President Dwight O. Douglas announced his retirement effective June 30, 1999, and a national search for his replacement was initiated January 1999.

Fiscal year 2000-2001 marked the inaugural year for Student Life Studies, a new unit with a full-time Director located in the Office of the Vice President. This unit was created, in part, as a response to recommendations from the SACS Self-Study. It facilitates strategic planning, assessment, evaluation, and research efforts within the Division. During 2001-2002, the Dean of Students model was implemented to enhance student services and programs that provide important citizenship and leadership development opportunities for students. Four units report to the Dean (e.g., Greek Life, Judicial Programs, Student Leadership Center, and Minority Services & Programs).

During 2001-2002, some reporting lines shifted: Learning Disabilities Center (LDC) shifted to the Vice President for Student Affairs and Student Information Systems shifted to the Chief Information Officer. During FY2001-2002, the staff of the Counseling and Testing Department and the UHC administrative staff, mental health staff, and support staff participated in the operational and clinical planning process to create a new unit, CAPS. On July 1, 2002 two new units were created: Counseling and Psychological Services (CAPS) became a new operating unit located in the University Health Center, and University Testing Services shifted its reporting to one of the Associate Vice Presidents for Student Affairs.

Current Structure of the Division

Presently, these are the units within the Division of Student Affairs: Dean of Students [to which these units report: Greek Life, Judicial Programs, Minority Services and Programs, and Student Leadership Center (a.k.a., Student Leadership Development)], Disability Services, Learning Disability Center, Recreational Sports, Student Activities, Student Financial Aid, University Health Services, University Housing, University Testing Services, and the Vice President for Student Affairs. [See Exhibit 1, *Organizational Chart*, CD-ROM]

PROGRAM REVIEW 2003

The Division's proposal to pursue a substitution of external accreditation review and/or existing assessment procedures for review established by the *University of Georgia Policy for Periodic Review of Academic and Administrative Support Groups (as of 11/6/02)* [hereinafter, *Policy*] was accepted by the Associate Provost for Institutional Effectiveness in November 2002, as permitted under the terms of the *Policy*. [See Exhibit 1, *Policy*, CD-ROM]

Program Review throughout the Division has occurred in four (4) phases.

- Phase I. Division-Wide Self-Study Using CAS Standards, 1998
- Phase II. SACS Self-Study, Enhancing the Undergraduate Experience, 1999-2000
- Phase III. Division-Wide System of Continuous Improvement, 2000-Present
- Phase IV. Unit Progress Reports for 2003 Program Review

As an ongoing and comprehensive approach to planning, assessment, and evaluation these phases incorporate the essential elements of program review as required in the *Policy*. These processes provide for:

- Evaluating the viability, quality, and productivity of the Unit according to a set of criteria that are designed to meet the unique goals of the particular program;
- Evaluating the success of the Unit in fulfilling its mission as defined by its internal strategic planning process;
- Evaluating the Unit's contribution to the University's mission;
- Recommending a set of priorities for the Unit's continued improvement.

Phase I. Division-Wide Self-Study Using CAS Standards

In 1998, the Division of Student Affairs conducted a comprehensive self-study in accord with the standards and guidelines established by the Council for Advancement of Standards in Higher

Education (CAS). According to Miller (1999), the *CAS Standards and Guidelines* were designed to give “practitioners concerned with high quality professional practice a comprehensive set of criteria upon which they can rely as they judge how well they are fulfilling their responsibilities... [and to] assist student support services programs in program development, program self-study, and staff development” (p. 3).

As stated in the *1998 CAS Self-Study Executive Summary Report*, the programs reviewed at that time included “Undergraduate Admissions, Alcohol and Other Drug Programs, Campus Activities, Career Planning and Placement, University Union, Disability Services, Fraternity and Sorority Programs, International Student Programs, Judicial Programs, Leadership Programs, Student Orientation, Recreational Sports, and the Registrar’s Office....In addition, Student Financial Aid, University Housing, and Counseling and Testing each embarked upon an extensive self-study using their professional organization’s criteria... and the Minority Programs and Services department engaged in its self-study under a new director” (p. 1). For an overview of these findings see *1998 CAS Self-Study Executive Summary Report*. Additionally, copies of the *1998 Self-Assessment Guides* of each unit currently within Student Affairs are attached. [See Exhibit 2, *1998 CAS Self-Study Executive Summary*; Exhibits 3 - 7, *1998 Self Assessment Guides*]

Units not included in this review are those that have been recently created or significantly reorganized [e.g., Dean of Students (including Greek Life, Judicial Programs, Minority Services & Programs, Student Leadership Center), Counseling & Psychological Services, Student Life Studies, and University Testing Services].

Phase II. 1999-2000 SACS Self-Study, Enhancing the Undergraduate Experience

During FY 2000-2001 the University completed its self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). Due in part to the emphasis on the quality of the undergraduate experience, the Division and its departments participated extensively in this. The review was overwhelmingly positive. The Division was found to be in compliance with established standards, and the discussions and findings derived from the process established a framework for subsequent planning for the Division. The Department of University Housing received commendation for its academic programs in the residence halls, and the Ramsey Center—the hub of recreational sports programs—was also commended.

Phase III. Division-Wide System Of Continuous Improvement

New Planning Model. The Vice President for Student Affairs provided the leadership in developing a new divisional planning model, which is tied to measurable outcomes and to the resource allocation process. The model clearly links departmental planning to the missions of the University and the Division. These plans form the foundation for identifying annual attainable goals for the Division. [See Exhibit 1, *Planning Model*, CD-ROM]

- Phase I. The development and introduction of this model was an attainable goal achieved in FY 2000-2001.
- Phase II. FY 2001-02 marked the second year of the planning model’s implementation.

- Phase III. Departmental plans developed during 2002-03 for FY '04 were systematically employed during the FY '04 budget development process.

Planning Retreat. In the first two years of implementation the OVPSA sponsored a planning retreat for its departments; at which key departmental representatives presented their planning summaries for the upcoming fiscal year. These plans outlined principal critical processes, enhancements, and innovations slated for special attention by the department in the upcoming year. This increased awareness of each department's plans, and it provided a forum for enhancing collaborative planning among departments/units. As familiarity with the planning process increased, the retreat format was changed during 2002-03. Instead, the Director of Student Life Studies met individually with each department to assist departments in preparing their plans; which were later aggregated and distributed for subsequent discussion and use by unit leaders.

Emphasis on Assessment & Evaluation

Full-time professional attention devoted to assessment. The Vice President for Student Affairs created the Office of Student Life Studies (July 2000), in response to recommendations arising from the SACS Self-Study. This new unit, within the OVPSA and headed by a director with appropriate training, assists the division and its departments in expanding, refining, and integrating their planning, assessment, and evaluation responsibilities. Examples of new support mechanisms for assessment within the Division are:

- Web-based surveys/assessments/evaluations/forms
- Development and maintenance of a Web-based/computerized Student Involvement Database
- Assistance accessing and using data about students from UGA computer mainframe databases
- Consultation services on research design, survey development, strategic planning, and evaluation
- Data reporting services
- Quantitative and qualitative statistical analyses and related software support
- Assistance in creating locally developed instruments and evaluating commercial instruments

Campus-wide Assessments. Through Student Life Studies, the Vice President for Student Affairs provides support for division-wide assessment projects, university-wide assessments, and University System of Georgia assessments. Findings are published and made available to units for purposes of information, training and development of staff, and use in strategic planning and program development. Collectively, these gather evidence of student satisfaction, student use of services, student needs, selected learning outcomes, and student perspectives of the college environment. They provide national and norm-referenced benchmarking data and contribute to the professional body of knowledge about students and student learning and development. Examples of key assessments are the following:

- Cooperative Institutional Research Program (CIRP) Freshman Survey, in cooperation with the Higher Education Research Institute (HERI); charter participant [See Exhibit 68]

- National Probability Sample of the CORE Alcohol & Drug Survey, in cooperation with the CORE Institute: Center for Alcohol & Other Drug Studies, Student Health Programs, Southern Illinois University at Carbondale, Illinois
- Student Opinion Survey (SOS), conducted in cooperation with the University System of Georgia
- Alternative Dispute Resolution for Students Survey, conducted by the University System of Georgia
- National Study of the Campus Crime Awareness Act
- Impressions of the First Semester Survey—Parent and Student Forms
- Biennial Review
- National Survey of Student Engagement (NSSE)
- National Association of Student Personnel Administrators (NASPA) Benchmarking Survey, charter participant

Attainable Goals Emphasizing Assessment. The Division values assessment, evaluation, and strategic planning, as evidenced in its fiscal year attainable goals, which are as follows:

- FY 2000-2001 “Develop a division planning model tied to measurable outcomes and the resource allocation process.”
- FY 2001-2002 “Assessment: develop benchmarks as comparative indicators with peer and aspirational institutions; conduct first year student and parent surveys.”
- FY 2002-2003 “Continue developing appropriate benchmarks for division and individual units.”

Progress in achieving goals is regularly discussed among leaders in the Division, and a formal report is submitted to the President annually in March or April.

Annual Reporting. Additionally, the Division and its units regularly report progress made in planning, institutional effectiveness, and assessment in annual reports of divisional and departmental progress. Emphasis is placed on assessments and how assessment data was or will be used by the unit. Efforts are underway to better coordinate all reporting processes. For example, information necessary for compiling the Biennial Review will now be reported as part of the Annual Report. [See Exhibit 1, *Annual Report 2001-02*, CD-ROM]

Phase IV. Progress Reports by Individual Units

Disability Services. In addition to using the CAS data to develop critical process goals, enhancement goals, and program innovations, Disability Services adopted an evaluation plan, which follows the CIPP model (e.g., context, input, process, and product evaluation). This is used in decision-making, improving services, and establishing mechanisms to document compliance. An eleven-page table is enclosed that outlines the evaluation measures, time frame, and personnel responsible for both the unit goals and the division goals, which correspond to the focus of evaluation. For each of the 42 assessments documented, an explanation of the action taken as a result of the findings is provided. [See Exhibits 8 - 9]

Learning Disabilities Center. This unit did not report to Student Affairs during the 1998 CAS Self-Study or the SACS Self-Study. However, in February 2002, The Vice President commissioned the assistance of an outside consultant, Mr. John Timcak, to “make

recommendations on how to improve services for students with disabilities and to review the pros and cons of the current system of service delivery by the two support offices. Information [was] requested on how to promote a seamless process for meeting the needs of students with disabilities at UGA” (Timcak, *Consultant’s Report*, 2002). Mr. Timcak noted that the “University of Georgia has two excellent operations providing services,” and provided recommendations for phasing in a possible merger at a later time. Additional documentation is available from LDC regarding the ongoing use of these findings. [See Exhibits 10 - 11]

Recreational Sports. Since the 1998 CAS Self-Study, Recreational Sports has reviewed and revised its mission. It has effectuated a new staff recognition and rewards program, and an effective mechanism for staff meetings in all areas of this large department was implemented. Improvements were made in goal setting and progress assessment. Written policies and procedures were enhanced and staff manuals developed. Staffing and revenue patterns were enhanced. Technological enhancements for tracking and communication were implemented; collaboration has increased across units within the University, and planning is underway for an outdoor leisure pool and activity area adjacent to the Ramsey Student Center. [See Exhibit 12]

Student Activities. CAS Standards have established a minimum standard of 10 square feet of student activity space per student (e.g., facilities space for performance venues, meeting rooms, student organizations space etc.); thus approximately 300,000 square feet of facilities space is needed at UGA to reasonably accommodate the space needs for student activities /student center at UGA. The Tate Student Center has 100,000 square feet—one-third the recommended size. This recommendation was reaffirmed during the SACS Self-Study. In 1999, Student Activities commissioned a study of student needs and opinions regarding a new and expanded student center. In November 2001, it sponsored a “best practices’ seminar at which invited speakers/consultants discussed design and operations issues with various campus stakeholders and planners. In April 2002, Student Activities assumed responsibility for managing the Campus Reservations Office; thus affording Student Activities a means for scheduling unused classroom space in the evenings for student organizations and their meetings. This is especially important given the scheduled opening of the new Student Learning Center in 2003. These and related facilities issues continue to be explored extensively within the Division and throughout the University. [See Exhibits 13 - 14]

Other major 1998 CAS recommendations in Student Activities involved leadership programs. The Leadership Programs unit was completely reorganized in 2001. It now is called the Student Leadership Center, reports to the new Dean of Students, and is housed in newly renovated space in Memorial Hall. Additionally, Student Activities participates in the SEC College Union Survey on an annual basis. This assessment provides a valuable source of benchmarking information, which is used in budget planning processes, especially those involving achievement of key benchmarks outlined in the Division’s 10-year strategic plan. [See Exhibit 1, *Strategic Plan*, CD-ROM]

Student Financial Aid. The Office of Student Financial Aid (OSFA) conducts numerous assessments annually to ensure effectiveness and accuracy in processing student financial aid. Reviews are conducted by internal and external auditors.

- The federal and state audits have resulted in no findings or recommendations for changes in how this office operates.
- UGA is one of 142 institutions nation-wide that participates in the U. S. Department of Education's Quality Assurance Program (QAP). As a QAP school, this office does annual assessments to improve and enhance compliance with federal regulations. The UGA OSFA selects areas that have the greatest potential for error.
- The annual QAP assessment affects how the UGA OSFA selects students for Verification. Verification is mandated by the U.S. Department of Education and requires schools to review tax returns and other documents to verify that information provided on the student's FAFSA is accurate. Files of students who made corrections to their FAFSA information are tracked to identify errors and develop a profile of those who make them. This process narrows the focus of verification to those in the error-prone population. This allows the office to minimize requests to students who are likely to have filed correctly.
- Annually the UGA OSFA participates in the Self-Evaluation Guide provided by the National Association of Student Financial Aid Administrators. This immediately identifies any regulatory issues that may need corrective action.
- The UGA OSFA also uses a system of internal committees that engage in ongoing assessment and evaluation. New procedures are then incorporated into the Staff Handbook.
- Finally, one staff member is assigned to assist the director as a compliance reviewer. Any areas of concern are discussed with appropriate staff members for study, and changes are made in procedures to correct any deficiencies. [See Exhibits 15 - 21]

University Health Center. This Center engages in two program review activities on a planned basis. The first and most comprehensive is the survey process conducted by the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO)—the premier accrediting body for the entirety of the health care field, regardless of ownership, location, or scope of services. The JCAHO accreditation is conducted triennially and encompasses the full scope of the health center's operation. On a biennial basis, JCAHO reviews the health center's clinical laboratory for continued accreditations. The last JCAHO accreditation survey occurred on November 12-13, 2001 and the health center scored 98 out of a possible score of 100. The clinical laboratory was last surveyed in March 2001. The outcome of this survey was a score of 99.

The second form of comprehensive review occurs with the use of CAS Standards in the evaluation of Alcohol and Other Drug Programs (OAD). This program scored 90 or higher in all categories of standards with the exception of the standard on Diversity where the score was 83. The area of concern was that of limited diversity among the program staff. While diversity among peer educators was clearly evident, staff were Caucasian and female. Since the CAS evaluation was completed, a male alcohol and drug educator has been added to the staff. When a

vacancy occurs in the AOD Program staff, every effort will be made to employ a well-qualified health educator with a different racial or ethnic background. [See Exhibits 22 – 24]

University Housing. The Department of University Housing participates in rigorous and regular assessment and evaluation. In addition to a yearly review of the strategic plan where goals, critical processes, enhancements and innovations are examined, the department conducts individualized assessment projects to further inform practice, improve effectiveness, efficiency, satisfaction, and quality. The Department also effectively communicates these findings. For example, it has received recognition from EBI for developing the “Measuring Stick,” an intra-departmental publication that facilitates understanding of EBI results and ways to utilize them. A four-page chart outlining the yearly and one-time projects is attached, as well as samples of reports and summaries. [See Exhibits 25 - 67]

Some key examples are as follows:

- EBI National Benchmarking Studies on residence hall students, resident assistants, and apartments. Provides national norms and pinpoints areas for action based on users’ perceived levels of importance and satisfaction.
- CLASS Advocate Assessment
- Staff Evaluations: RAs, CAs, GRs, RHD/AAC, and AC
- Family and Graduate Housing Exit Survey
- Fire System Assessment
- RA Training and Evaluation
- SEC Benchmarking Study
- Janitorial Equipment Evaluation
- Quality of Life Survey
- Housing External Review
- Market Research Assessment

Vice President’s Office. Since the findings of the CAS and SACS Self-Studies were published, the Office of the Vice President has implemented various organizational changes and championed new initiatives, which have augmented the viability, productivity, and quality within the Division. Some of the most significant accomplishments are highlighted below:

- Progress on enhancing student leadership development programs
 - Upgraded facilities and expanded space
 - Created the Dean of Students structure to enhance student contact
 - Enhanced staffing patterns
 - Expanded programs and student participation in programs
 - Enhanced funding; especially private donor support
- Implementation of the Dean of Students Model
 - Strengthened administrative supervisory support for key areas of student life
 - Located in the Central part of campus—close to the hub of student activity
- Progress on enhancing student programming and late-night weekend programming on campus
 - Enhanced Welcome-Week Activities
 - Initiated Dawgs-After-Dark series; Fall and Spring Semesters
 - Secured funding and administrative support for this program

- Progress on improving planning and assessment within the Division
 - Created, staffed, and financed the Student Life Studies Office
 - Initiated new strategic planning model
 - Expanded and enhanced division-wide and university-wide assessment efforts
 - Incorporated benchmarking into assessment and strategic planning efforts
 - Commissioned Task Forces on: Greek Life, Judicial Programs, Risk Management in Student Activities
 - Use of technology to enhance assessment
- Progress on improving Staff Development Programs and Services within the Division
 - Continued State of the Division Fall Breakfast for professional staff (entry, mid-level and management-levels)
 - Initiated State of the Division Fall Breakfast for custodial, maintenance, and clerical staff
 - These are Fall “kick-off;” Q&A forums with the Vice President.
 - Needs/Satisfaction Assessments of Professional & Support Staff
 - Redesigned Spring Staff Recognition Program
 - Initiated Spring Retreat for Directors
 - English-Spanish language classes for Housing staff
- Enhanced cooperative partnerships with academic affairs
 - New initiatives to locate academic advisors, faculty, and instruction in the residence halls
 - National Survey of Student Engagement

PRIORITIES FOR CONTINUED IMPROVEMENT

The Division of Student Affairs and its units actively utilize and continue to refine numerous formative and summative review practices. Our priorities are set forth in our annual attainable goals, fiscal year planning and budgeting processes, and ten-year strategic plan. As the needs and priorities of the University and its students shift, the Division of Student Affairs will employ its versatile system for continuous improvement to anticipate as well as respond to those needs.

Several units were not included in this review, as they were recently created or significantly reorganized [e.g., Dean of Students (including Greek Life, Judicial Programs, Minority Services & Programs, Student Leadership Center), Counseling & Psychological Services, Student Life Studies, and University Testing Services]. According to the terms of the *Policy*, these are slated for administrative program review in seven years.

Attachments: (1) Schedule of Exhibits
 (2) File Box of 67 Exhibits (Including 1 CD-ROM)