

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



**2007 ANNUAL REPORT**

**SUBMITTED APRIL 1, 2008**



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## Attachments

- Strategic Plan
- Staff Information List
- SALDOs Brochure



## 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
  - Lesbian, Gay, Bisexual, and Transgender Resource Center
  - Office for Violence Prevention
- Campus Life
  - Tate Student Center
  - Student Activities & Organizations
  - Facilities & Services
  - Campus Life Business Office
  - Public Relations and Marketing
  - Center for Leadership & Service
- Disability Resource Center
- Intercultural Affairs
  - African American Cultural Center
  - International Student Life
  - Multicultural Services & Programs
- Recreational Sports
  - Ramsey Student Center for Physical Activities
- Student Affairs Development
- University Testing Services
- Student Affairs for Extended Campuses
- Office of Student Financial Aid
- University Health Center
  - Counseling & Psychiatric Services
- University Housing
- Vice President for Student Affairs
  - Associate Vice President
  - Assistant Vice President
  - Assistant Vice President for Budget & Administration
  - Director for Marketing & Communications
  - Assistants (2) to the Vice President for Student Affairs
  - Greek Life
  - Family Support
  - Office of Student Affairs Assessment



# 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 2007. The five areas of success are as follows: (1) made significant contributions to the University's three strategic goals: increase research opportunities, help students compete in a global economy, and enhance the learning environment; (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; (5) contributed to the University and surrounding community through outreach programs. A more extensive description of each success is provided below.

## ***MADE SIGNIFICANT CONTRIBUTIONS TO THE UNIVERSITY'S THREE STRATEGIC GOALS: INCREASE RESEARCH OPPORTUNITIES, HELP STUDENTS COMPETE IN A GLOBAL ECONOMY, AND ENHANCE THE LEARNING ENVIRONMENT***

Typically, those in the academic enterprise think of Student Affairs as the individuals who manage the students' out of class experience. While this is true, during 2007, Division staff taught 31 separate courses for a total of 985 Credit Hours. There were twenty-nine staff members who held the rank of Adjunct Faculty, and 16 scholarly publications were produced. Additionally, three staff members served as editors for peer reviewed journals, and 78 individuals held an office or multiple offices in professional organizations.

Student Affairs staff made contributions through scholarly and professional involvement. They also facilitate learning through the day-to-day programs and services provided by the various units. A list of some initiatives that occurred during 2007 are provided below.

- In an effort to better support the academic mission of the institution, the Division of Student Affairs in 2007 underwent a comprehensive process to create a learning curriculum that integrates the general education outcomes for the University, learning outcomes as defined by Student Affairs literature, and the practical experience of Student Affairs directors. The result is a document entitled the "Student Affairs Learning and Development Objectives" (SALDOs). Objective areas include Leadership, Intercultural Competence, Cognitive Development, Interpersonal Skills, Self-Esteem, Collaboration, Healthy Behavior, and Social Responsibility. This curriculum 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 or see the attached brochure.
- Student Affairs at Gwinnett shifted focus during to 2007 to become the Office of Student Affairs for Extended Campuses, a unit that serves students on three campuses. As a result, extensive work has been done on revising policies, creating logos, modifying staffing patterns, standardizing programs and offerings, and collecting data on the needs and wants of these students in order to fully support their academic experience and enhance their growth and development as students.
- The Division of Student Affairs sponsored countless diversity related programs that exposed University students to the multiple differences that one can experience in life. Through research, it has become clear that such initiatives facilitate greater understanding and respect for individual differences and expand students' understanding differences and uniqueness on a national and global scale.
- The Office of Judicial Programs heard over 1300 cases during 2007, thus facilitating a more civil and non-disruptive learning environment.
- The Department of University Housing implemented new academic initiatives and partnerships during 2007. Programs added are the Spanish Summer Immersion program, the One World Multicultural Residential Community, the Peach State Louis Stokes Alliance for Minority Participation, and the new Franklin College Advising office in Brumby Hall.
- Several departments within the Division worked with academic units to create academic courses. Examples include, Recreational Sports working with Kinesiology to offer a PE credit course for Georgia Outdoor Recreation Program (GORP) trips and for Lifeguard Training and the Center for Leadership and Service working with the College of Education to offer a course credit for Alternative Spring Break.

- The Office for Violence Prevention worked aggressively during 2007 to provide education to the University Community regarding sexual violence. The Coordinator presented to over 300 fraternity men, conducted 13 campus-wide programs targeting first year male and female students, created the Relationship and Sexual Violence Prevention (RSVP) Student Leadership Organization, and created a student advisory board. The work of this office has been recognized in the Red & Black with 10 positive articles and on the News source 15 television station.
- The Office of Greek Life created the Greek Emerging Leadership Resource Team, which consisted of 56 students in the Greek Community. The group was trained in the areas of career, leadership and group facilitation. Their purpose is to serve as peer facilitators for individual chapters in the Greek community.
- University Testing Services entered into new testing contracts bringing mission-centered electronic exams to the University of Georgia Campus. Examples include offering the CPA, TOEFL, and MCAT to the University of Georgia in electronic format.
- The LGBT Resource Center spent 2007 working to implement programs and services that help students feel supported and respected within the University community. Such initiatives include implementing a strategic plan, evaluating and modifying the curriculum for the Safe Space Program to ensure desired outcomes were met, expanding the Rainbow Chat program to meet the needs of students, establishing the LGBT Resource Center Advisory Board, and creating working teams to focus on specific areas of support.
- The University Health Center improved access to Counseling and Psychiatric Services by adding two additional staff psychologists resulting in a 25% decrease in the waitlist numbers. Assisting students with mental health concerns certainly enhances their ability to function and engage with the learning environment.

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

During 2007, 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 extensively and aggressively 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 to the institution as the Lumpkin Street property will now be available for new construction in the core of campus.
- The Disability Resource Center received special initiative ADA monies (\$150,000) and MRR funding (\$63,333) to improve accessibility to campus facilities.
- The Department of University Housing was given approval to continue facility enhancements such as Family and Graduate Housing modernization, life safety upgrades, and enhanced computing access. The Department of University Housing also worked to improve facilities. Examples include renovations in Mell and Lipscomb Halls, installation of loftable beds in Russell Hall, data upgrades in Brumby Hall, and modernization of Building L in Family and Graduate Housing.
- The Department of University Housing, Vice President's Office, and University Architects to work to create a plan for renovating and expanding University Housing.
- Tate II renovations and expansion is on track with its timeline of a 2009 completion. Campus Life also upgraded or renovated several facilities including the Center for Leadership and Service, several meeting rooms in Tate, and Memorial Hall aspects of the Legion Pool facility.
- Construction on the expanded Health Center began during 2007. The University Health Center also modified several systems within their facility that will enhance their ability to respond in the event of an emergency or power outage: the PA systems were upgraded allowing for better communication in the event of an emergency, and all network gear was upgraded and connected to UPS and emergency power to enable business continuity during power outages.
- The LGBT Resource Center renovated the Lambda Alliance Office to provide more functional and inviting space.
- The Department of Recreational Sports received approval from the Board of Regents to renovate Room 232 into a Strength and Conditioning area adding approximately 10,000 sf. The department was also given approval to create an outdoor Club Sports Field Complex on South Milledge Avenue.

### ***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 2007. 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 2007. 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. With the new account, they processed over 4,900 emails concerning international student taxes.
- The Office of Multicultural Services and Programs scanned all departmental documents from 2004-2007 into electronic format, thus saving space and allowing more office space for students.
- The Office of Student Financial Aid reviewed and updated electronic forms, allowing students more access to e-forms and allowing them to submit requests electronically. Financial Aid staff also developed an electronic "Cost of Attendance Calculator." This tool allows for accurate award revisions to eliminate errors caused by the huge number of tuition rates due to the Guaranteed Tuition Plan.
- Staff utilized electronic measures to distribute newsletters and information to students including LGBT Resource Center, Campus Life, Intercultural Affairs, and Student Affairs for Extended Campuses.
- The Disability Resource Center restructured the Assistive Technology Unit as a way to ensure accuracy of system security.
- Several units within the Division created online registration systems to enhance ease of registering as well as accuracy in tracking participation. These units include the LGBT Resource Center and the Office of the Vice President for Student Affairs.
- The Office of Judicial Programs updated its Web page to educate the University community on illegal downloading and electronic copyright infringements in an attempt to decrease the number of students who are in violation of such policies.
- The Department of University Housing implemented an electronic status check for the student room sign-up system. The result has been a decrease in the number of calls coming into the Assignments Office and better customer service for students. The Department of University Housing also upgraded the "Tour the Halls" section of its Web site to allow for greater ease in viewing the information for specific buildings, including realistic 3D overhead perspective views of 4,200 rooms on campus and created a Web-based appointment scheduling site for resident checkouts.
- The Department of Recreational Sports replaced its manual ledger accounting system with a password-protected online account budgets system. The Department also installed a PAWS wireless cloud in the Ramsey Student Center for Physical Activities.
- The Office of Greek Life implemented an online sorority recruitment process during 2007, allowing for enhanced efficiency, ease of registering, and a savings of over \$1,300.
- University Testing Services implemented a new scheduling database to merge student records, appointment scheduling, and financial transactions into one system to allow for better tracking.
- The Department of Campus Life implemented several online systems to support more efficient delivery of services and increase effectiveness for students. Examples include an online application form for Small Clubs funding, an online process for registering student organizations, digitized WUOG archives, and online publishing of the Pandora Yearbook.
- The University Health Center implemented electronic patient satisfaction surveys, which improved return rates and quality of data.

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

- The Division of Student Affairs made a concerted effort during 2007 to cut waste, streamline processes, and increase revenue when possible. The result is more than \$71,500 in internal savings, \$402,400 in new revenue, and over \$1.2 million in fundraising/Parents & Families giving.
- The NAACP, a group advised by the African American Cultural Center, received multiple awards at the 2007 National NAACP conference. Awards included National Chapter of the Year, National President of the Year, and National Advisor of the Year.
- The University Health Center had two successful unannounced Joint Commission accreditation surveys done in 2007, both lab and full facility reviews.

- The New Dawgs Check List, an initiative that communicates to newly admitted students the important tasks that must be completed in order to successfully enroll, received the Governor's Award and Chancellor's award for Customer Service. This initiative was led by staff within the Office of Student Financial Aid and the Department of University Housing.
- The Office of Student Financial Aid once again had good audit reports from Federal and HOPE Scholarship reviewers.
- The Office of Multicultural Services and Programs implemented an aggressive assessment plan that began with establishing learning outcome for all programs. They have assessed all programs and are utilizing results to improve learning in future programs.
- The Student Affairs Staff Achievement Innovation and Leadership (SAIL) Committee worked extensively during 2007 to integrate learning opportunities that not only addressed the personal and professional needs of staff but also the training needs of the individual departments. As a result, staff received training on key competency areas that will allow them to be better employees for the Division and for the institution.
- The Office of Student Financial Aid shifted awarding of ACG/SMART awards, federal grants, to an automated packaging system from the manual process thus allowing for more accurate calculations of the complex formula. The Office of Student Financial Aid also underwent an extensive review of office procedures and guidelines and staff's level of understanding with these procedures. A comprehensive training plan was established that allows for increased knowledge and skill base for staff and increasing the efficiency and accuracy of work.
- The Disability Resource Center reclassified an IT position to improve and maintain security and efficiency in electronic operations. The Disability Resource Center also coordinated an investigation agreement with the US Department of Education – Office of Civil Rights to determine accessibility. A quick and thorough response resulted in an agreeable proposed solution to the complaint.
- The Disability Resource Center conducted six separate assessments to determine the quality of services. As a result, improvements were made to enhance service to the University community. One study indicated that 93% of respondents were satisfied with the provision of services.
- The department of University Testing Services received a successful audit report from the Office of Internal Auditing.
- Several Departments created standardized evaluation tools to assist in measuring effectiveness of each event. Areas include African American Cultural Center, International Student Life, Multicultural Services and Programs, Center for Leadership and Service, and the University Union within the Department of Intercultural Affairs and the Department of Campus Life, respectively.
- The Office of Student Affairs Assessment, in conjunction with various units, conducted over 57 separate assessment projects. Data has been used for quality improvement and to educate the University community on the trends and issues of our students.
- The various units and departments within the Division conducted more than 68 assessments during the 2007 calendar year. This is a substantial increase over previous years and demonstrates a comprehensive effort to increase efficiency and demonstrate efficacy in the Division.
- The Office of Student Affairs Assessment conducted an intensive eight week course for select Division staff. The "Assessment Team" underwent training on effective ways to integrate learning and development assessment into the daily operation of a department.

***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 2007 year, more than 46,500 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Students and Division staff participated in over 162,159 hours of community service.
- Collectively the Division raised over \$792,940. The most substantial areas are noted below:
  - Dance Marathon (Children's Healthcare of Atlanta) = \$302,000
  - Relay for Life = \$260,000
  - Housing 4 Housing (Habitat for Humanity Fundraiser) = \$33,000
  - Interfraternity Council and Panhellenic Council Habitat for Humanity Project = \$57,000
  - Scholarships for Students with Disabilities = \$17,500
  - Alpha Chi Omega, Relay for Life = \$50,000





## ASSESSING EFFECTIVENESS



The Division of Student Affairs increased its emphasis on assessment and quality improvement during the 2007 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
<b>Associate Dean for Student Support</b>	
<b>Office of Judicial Programs (OJP)</b>	
Classroom Disruption Formal Complaint Tracking	<ul style="list-style-type: none"> <li>OJP published a document that tracked the increase of formal classroom disruption complaints from August to October 2007.</li> </ul>
Sanction Assessment Report	<ul style="list-style-type: none"> <li>OJP published a document that benchmarked peer, aspirational, and similar institutions regarding their use of sanctions.</li> </ul>
Benchmark Template	<ul style="list-style-type: none"> <li>OJP created a benchmarking template with pertinent information from SEC, peer, and aspirational institutions to facilitate future benchmark projects.</li> </ul>
Phone Call Log	<ul style="list-style-type: none"> <li>OJP tracked phone calls to identify the busiest times of day and the most common purposes of calls. This information will assist the administrative assistant as she schedules and trains student workers.</li> </ul>
Student Conduct Jurisdiction Benchmark	<ul style="list-style-type: none"> <li>OJP searched codes of conduct at SEC institutions and the University of Georgia's peer and aspirational institutions for pertinent language related to student conduct jurisdiction.</li> </ul>
Determination of Organizational Code of Conduct Violations	<ul style="list-style-type: none"> <li>OJP searched codes of conduct at SEC institutions and the University of Georgia's peer and aspirational institutions for pertinent language related to how cases are determined to be individual or organizational.</li> </ul>
Dean Certifications	<ul style="list-style-type: none"> <li>OJP collected data on the number of Dean Certifications that have come through the office over the past four years.</li> </ul>
Assessment of Staff/Faculty Hearing Administrator Training	<ul style="list-style-type: none"> <li>OJP collected feedback to assess effectiveness of and improve training of staff/faculty hearing administrators.</li> </ul>
Spring 2007 Report	<ul style="list-style-type: none"> <li>OJP collected and published data from January 1, 2007 through May 31, 2007 to inform constituents and contribute to longitudinal data that shape policy and practice.</li> </ul>
Formal Hearings Tracking	<ul style="list-style-type: none"> <li>OJP published a document that tracked the increase of formal hearings from August 2005 to August 2007.</li> </ul>
<b>Lesbian, Gay, Bisexual, Transgender Resource Center (LGBT)</b>	
Center Usage Survey	<ul style="list-style-type: none"> <li>76% of the students who utilize the Center identify as White.</li> <li>20% of students who utilize the Center identify as heterosexual.</li> <li>65 individual students utilized the Center a total of 207 times during a one week period.</li> <li>Undergraduate, graduate, and professional students are utilizing the Center.</li> <li>80% of respondents reported using the computers two days a week or more.</li> <li>38% of respondents reported using the sexual health materials supplied in the Center by the University Health Center.</li> <li>The results are being used to reach out to more students in a variety of ways.</li> </ul>

<p>Rainbow Chat Assessment</p>	<ul style="list-style-type: none"> <li>• The majority of students who attend Chat are undergraduates.</li> <li>• 83% of respondents agreed or strongly agreed to the statement that Chat “helps me feel more socially connected to other students at UGA.”</li> <li>• 83% of respondents agreed or strongly agreed to the statement that Chat “provides a safe environment to discuss emotional issues that I am facing.”</li> <li>• 67% of respondents agreed or strongly agreed to the statement that Chat “helps me understand the diversity within the LGBTQ community.”</li> <li>• 92% of respondents agreed or strongly agreed to the statement that Chat “positively impacts my overall experience at UGA.”</li> <li>• The results informed the Center to ensure efforts continue with a focus on issues related to social and emotional support in addition to keeping a core of diversity and multiculturalism.</li> </ul>
<p>Queer Graduate Group Survey</p>	<ul style="list-style-type: none"> <li>• Most students utilized the group for a social outlet.</li> <li>• Students preferred meeting in the LGBT Resource Center or at a restaurant/coffee house in Athens verses an academic space or private residence.</li> <li>• The results helped inform the Queer Graduate Group to keep a focus on social support at this time.</li> </ul>
<p>Safe Space Evaluation</p>	<ul style="list-style-type: none"> <li>• Half of the participants in Safe Space have never had training related to LGBT issues.</li> <li>• 63% of participants use the information they learned in Safe Space once/month or more.</li> <li>• Most individuals feel comfortable talking about LGBT issues.</li> <li>• Participants believe that the ideal training time for Safe Space should be 3-4 hours.</li> <li>• 90% of participants wanted continuing education training on LGBT issues after the initial Safe Space training.</li> <li>• The results of this evaluation informed the restructuring of the entire Safe Space program.</li> </ul>
<p>Lavender Graduation Survey</p>	<ul style="list-style-type: none"> <li>• 40% of graduates felt the ceremony was too long.</li> <li>• 100% of graduates felt the speakers were good or excellent.</li> <li>• 100% of graduates felt that the post-graduation reception was good or excellent.</li> <li>• The results will inform the length and set-up of the 2008 Lavender Graduation.</li> </ul>
<p>Resource Check Out System Resources Checked Out</p> <ul style="list-style-type: none"> <li>• Books=77</li> <li>• Videos=99</li> </ul> <p>Total Resources Checked Out=176</p>	<ul style="list-style-type: none"> <li>• This is a system to track usage of library materials including books and videos. The system is in place to not only ensure the return of materials but also see what types of resources are being used and by whom.</li> <li>• This information will be used to expand library resources. specifically in areas most utilized (i.e. books on coming out).</li> <li>• The results demonstrate that the library is still being used, but it needs to be marketed better to the entire community.</li> </ul>
<p>Center Visitor Tracking System Day visits = 1537 Night visits = 5108 Total visits = 6645 51 weeks open = Average of 130 visits/week</p>	<ul style="list-style-type: none"> <li>• This tracking system was put in place to indicate how many visitors per hour visit the center. This includes staff, faculty, students, and other visitors to campus.</li> <li>• This provides information for programming in the Center. For example, bringing in Health Educators into the Center during times where most students are in the Center.</li> <li>• These numbers provide information on when volunteers need to be available for student support.</li> <li>• This information enables the Center to plan events during times in which students are already using the Center.</li> </ul>

Tracking STI Prevention/Safer Sex materials <ul style="list-style-type: none"> <li>Dental Dams = 20</li> <li>Lubricant = 454</li> <li>Condoms = 717</li> </ul>	<ul style="list-style-type: none"> <li>This system tracks the usage of specific safer sex materials provided by the University Health Center such as dental dams, condoms, and lubricants.</li> <li>This information will be used to provide more safe sex materials most utilized.</li> </ul>
LGBT Resource Center Web site tracking <ul style="list-style-type: none"> <li>Web visits from January 1, 2007-December 31, 2007 = 21,195</li> <li>This is an increase of 105% from last year</li> </ul>	<ul style="list-style-type: none"> <li>This information demonstrates clearly that students and others are systematically utilizing Web information for their as a source of information.</li> <li>This data will be used to improve the quantity and quality of information provided online.</li> </ul>
<b>Office for Violence Prevention (OVP)</b>	
Statistical Report: Drawing the Line: Sexual and Relationship Violence at UGA	<ul style="list-style-type: none"> <li>The data is being used as a guiding tool in developing intentional programming for specific population more susceptible to experiencing violence. As a result, OVP has focused efforts on providing sexual harassment programs.</li> </ul>
Sexual and Relationship Violence Climate Survey	<ul style="list-style-type: none"> <li>This survey will establish baseline data to assess. The project is being coordinated with a graduate assistant in the Student Affairs program to develop and administer the survey.</li> </ul>
Program Evaluation	<ul style="list-style-type: none"> <li>Program evaluations allow the RSVP coordinator to improve the effectiveness of programs offered to enhance students' awareness in reducing their risk of violence.</li> </ul>
<b>Campus Life</b>	
<b>Tate Student Center</b>	
Monitor Web site usage	<ul style="list-style-type: none"> <li>Began tracking usage statistics for the Campus Life Web site and various sub pages and sites; monthly reports show trends and help to maximize online promotional efforts.</li> </ul>
Implemented a new standardized <i>Student Evaluation</i> for use at all University Union programs	<ul style="list-style-type: none"> <li>Project is ongoing and will be evaluated during the summer of 2008.</li> </ul>
Technical Services Customer Needs	<ul style="list-style-type: none"> <li>Designed and implemented new training programs to address deficient areas of customer service.</li> </ul>
<b>Center for Leadership &amp; Service</b>	
Dawg Camp Participant Evaluation	<ul style="list-style-type: none"> <li>Resulted in changes to the schedule of programs for 2008</li> <li>The assessment also tracked pre/post scores regarding various Student Affairs Learning and Development Objectives.</li> </ul>
Dawg Camp Staff Training Evaluation	<ul style="list-style-type: none"> <li>Resulted in changes to the 2008 training schedule.</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, training schedule, and overall program improvements.</li> </ul>
Leadership UGA	<ul style="list-style-type: none"> <li>Created formal assessment tools linked to the Division's Learning and Development Objectives.</li> </ul>
Sophomore Leadership	<ul style="list-style-type: none"> <li>No new program development in this area was needed.</li> </ul>
Leader-Shape Institute	<ul style="list-style-type: none"> <li>Verified that students' levels of leadership were statistically significantly different as a result of the program.</li> </ul>
<b>Disability Resource Center (DRC)</b>	
Student Satisfaction Survey - revised	<ul style="list-style-type: none"> <li>97% student respondents stated DRC determines eligibility and services in a timely manner and expressed an overall satisfaction with their disability specialists.</li> <li>Primary concern with dissatisfied students was with low distraction testing and professor's knowledge about disabilities and confidentiality.</li> <li>DRC will continue to investigate ways to improve testing and continue outreach to departments, faculty, and staff.</li> </ul>
Testing Services Survey – Implemented a Service Effectiveness Survey to assess Testing Services to students with disabilities during final exams	<ul style="list-style-type: none"> <li>11% increase in students utilizing testing services since Fall 2006.</li> <li>20% increase in the number of tests scheduled since Fall 2006.</li> <li>Data will be used to improve effective management of space, staffing, and technological resources.</li> </ul>

Note-Taking Survey – Evaluation for note-takers regarding the policies and procedures for serving as a student note-taker	<ul style="list-style-type: none"> <li>• 91% found the process clear and effective.</li> <li>• 9% noted areas for improvement: <ul style="list-style-type: none"> <li>- understanding of student confidentiality, and improve directions for paperwork and completing employee orientation on-line.</li> </ul> </li> <li>• Action items: reevaluate note-taker instructions on Web Site, clarify process of applying, and explore new methods for conveying importance of confidentiality.</li> </ul>
Assessment of Educational Presentations	<ul style="list-style-type: none"> <li>• Assessments of presentations showed the audience believed the information presented added to their understanding of disabilities.</li> <li>• 86% noted the presentations were clear and found the information helpful in working with students with disabilities.</li> <li>• As a result of the workshops, participants agreed to add a welcoming statement for students with disabilities on their class syllabi and felt more comfortable referring students to the DRC.</li> </ul>
Office of Information Security (OIS) Security Review	<ul style="list-style-type: none"> <li>• Conducted scans of the DRC’s firewall before and after new server, and determined OIS representatives satisfied with security.</li> </ul>
Case File Reviews	<ul style="list-style-type: none"> <li>• File reviews and case staffing’s were conducted for professional accuracy and consistency; some errors and omissions were found in case notes.</li> <li>• To rectify this, guidelines were developed for writing objective case notes to ensure greater accuracy and consistency.</li> </ul>
<b>Intercultural Affairs</b>	
<b>African American Cultural Center</b>	
	<ul style="list-style-type: none"> <li>• No major assessment done; ongoing traditional program evaluations.</li> </ul>
<b>International Student Life</b>	
Evaluations of various International Student Life programs and services including orientation, graduation, taxes, leadership training opportunities, etc.	<ul style="list-style-type: none"> <li>• Results indicated a positive appreciation for the services and programs offered by International Student Life.</li> <li>• Results also suggested constructive feedback for programs; feedback has been implemented whenever possible.</li> </ul>
<b>Multicultural Services &amp; Programs</b>	
R.E.A.L. Talk Dialogue Series	<ul style="list-style-type: none"> <li>• The assessment has provided us additional topics to discuss; we are examining whether to change it from 2 hours to 1.5 hours.</li> </ul>
Speaker Series	<ul style="list-style-type: none"> <li>• The office is in the process of discussing services that may be required to support the issues addressed by the speakers.</li> </ul>
<b>Department of Recreational Sports</b>	
Program/Class and Annual Instructor evaluations	<ul style="list-style-type: none"> <li>• Resulted in an increase in the number and type of fitness classes and program</li> </ul>
Conducted Athletic Trainer Needs Assessment for Club Sports Program	<ul style="list-style-type: none"> <li>• In development of a process to provide trainers for the program at minimal cost.</li> </ul>
Facility Manager Leadership Study	<ul style="list-style-type: none"> <li>• In progress</li> </ul>
<b>Student Affairs for Extended Campuses</b>	
Student Needs Survey on Gwinnett, Griffin, and Tifton Campuses	<ul style="list-style-type: none"> <li>• On the Gwinnett Campus, staff began changing the type of programs offered by the office as well as the time of day events, presentations, etc., are held.</li> <li>• Investigated and set up the ability to use Wimba to present speakers to students in an interactive electronic format; plans include recording speakers and presentations and making them available on UGA’s streaming server.</li> <li>• This is especially important for the Gwinnett Campus, where students largely work full-time and live in many different places, which prevents them from attending a speaker in person.</li> <li>• Used data on type of support services needed by students to add Bursar, Registrar, and Career Center responsibilities to Griffin Campus position</li> </ul>

Informal Student Surveys on Gwinnett Campus	<ul style="list-style-type: none"> <li>Used survey data to create and refine a list of student activities for students, to be funded by the activity/recreation fee for the Gwinnett Campus.</li> </ul>
<b>Office of Student Financial Aid (OSFA)</b>	
Annual State Audit of Federal aid programs	<ul style="list-style-type: none"> <li>Results indicated no findings and no corrective actions required.</li> </ul>
OSFA provides an online satisfaction survey available on its home page	<ul style="list-style-type: none"> <li>General feedback has been positive on customer service. One student noted, "All of the staff that I have dealt with in the OSFA have been the nicest most helpful people ever. Thank you for hiring such cheerful people."</li> </ul>
Review of OSFA counselor student contacts and telephone calls received	<ul style="list-style-type: none"> <li>OSFA continues to experience slight decreases in office visitors and telephone calls. OSFA attributes this to increased electronic applications and faster processing as a result. This decrease is significant and reflects the timeliness and accuracy of the work done by staff.</li> </ul>
Quality Assurance Management Assessment and Enhancements	<ul style="list-style-type: none"> <li>These are required each year as part of our participation in the U.S. Dept. of Education Quality Assurance Program and identify areas that are functioning well but could be improved. The results of this assessment provide information on processes so OSFA can target its verification selection more clearly.</li> </ul>
Annual Georgia Student Finance Commission Review of HOPE Scholarship Program	<ul style="list-style-type: none"> <li>OSFA did not have a required audit in 2007 due to the good audit the year before. Schools with good reviews are not required to be audited again for 3 years.</li> </ul>
<b>University Health Center</b>	
<b>Counseling &amp; Psychiatric Services (CAPS)</b>	
2007 Patient Satisfaction Survey	<ul style="list-style-type: none"> <li>Changed to the electronic satisfaction survey in 2007 resulting in a three fold increase in return rate from 4.1% (2006) to 12.8% (2007).</li> <li>Across the board decreases in satisfaction with length of wait to see medical services clinicians leads to strategic priority #3 – implementing the medical home in Medical Services. Notably, satisfaction with length of wait to see a clinician in CAPS improved after adding clinician staff.</li> </ul>
2007 Campus-Wide UGA Student Telephone Survey	<ul style="list-style-type: none"> <li>77.9% students polled desired dermatology services resulting in hiring a part-time hire specializing in dermatology.</li> <li>79.6% students polled affirmed desire for vision care services, reinforcing the decision to add these services to the building expansion.</li> <li>Parking continues to be a challenge for students, resulting in decision to increase student parking and decrease staff parking in the new parking lot.</li> <li>Students requested ability to make dental appointments online, which was implemented in summer 2007.</li> <li>Students note confusion with insurance, resulting in improvement of Web site info and development of new brochures spearheaded by Student Health Advisory Clinic.</li> <li>Student request for Dental Clinic services tell us that students are unaware of our existing Dental Clinic resulting in marketing campaign for dental services.</li> </ul>
Assessment of "Choices" program for athletes	<ul style="list-style-type: none"> <li>Every UGA student athlete received a 60 minute alcohol prevention discussion group session. Pre and post-test data demonstrated a positive change in knowledge and attitudes toward adopting low risk drinking.</li> </ul>

<b>University Housing</b>	
EBI (Educational Benchmarking, Inc.) Surveys conducted with RAs, Residents, Family and Graduate Housing, and East Campus Village	<ul style="list-style-type: none"> <li>Results shared during management meetings, unit specific staff meetings, (including Residence Life), and in specific committees to improve services provided at various levels.</li> </ul>
CA/RA Feedback by residents on-line	<ul style="list-style-type: none"> <li>Results were used to make sure that the needs of our residents were met in the areas of programming, communication, and transition.</li> </ul>
Learning Communities Assessment	<ul style="list-style-type: none"> <li>The purpose of the study was to gain a longitudinal understanding of the impact of the Learning Communities on students' learning, personal growth, and involvement. The information was used to <u>guide and improve program development and assessment efforts.</u></li> </ul>
Professional Staff Interview/Search Assessment	<ul style="list-style-type: none"> <li>The purpose of this study was to assess the current professional staff recruitment efforts of University Housing and identify areas to guide improvement of the selection and interview process.</li> </ul>
CA/RA/VCA Training Assessment, Winter 2007 Training	<ul style="list-style-type: none"> <li>The data was used to measure effectiveness of information retention and comprehension of the training system.</li> </ul>
CA/RA/VCA Training Assessment, Fall 2007 Training	<ul style="list-style-type: none"> <li>The data was used to measure effectiveness of information retention and comprehension of the training system.</li> </ul>
RA Perceptions of Alcohol, Noise, and Drug Policy Enforcement	<ul style="list-style-type: none"> <li>The purpose of this assessment was to better understand results from the Resident Assistant EBI study concerning policy and enforcement experiences. The results of this study were used to identify areas to improve staff training opportunities and to communicate hall policies.</li> </ul>
Facilities Assessment	<ul style="list-style-type: none"> <li>An outside consulting company was hired to assess the high rises (Brumby, Russell, and Creswell Halls) and make recommendations for facility improvements. Staff are currently reviewing these recommendations for implementation.</li> </ul>
Assignments Review Process	<ul style="list-style-type: none"> <li>A committee is conducting an internal program review to determine if the assignments process is managed in the most efficient manner, and provide recommendations to enhance the relationship between the Administrative Operations Office and the Community Offices.</li> </ul>
<b>University Testing Services</b>	
Performed faculty service assessment to determine current level of satisfaction and need for new scoring software	<ul style="list-style-type: none"> <li>Overwhelming satisfaction with current service.</li> <li>Costs of enhanced scoring software should be based on service requests.</li> </ul>
Measured client satisfaction with testing and faculty scoring services through kiosk instrument	<ul style="list-style-type: none"> <li>100% satisfaction with services.</li> <li>Suggestions included expanding testing hours for GRE and MAT to include occasional weekend and evenings.</li> </ul>
<b>Vice President for Student Affairs</b>	
<b>Office of Student Affairs Assessment</b>	
DRC Profile Study	<ul style="list-style-type: none"> <li>Assisted the Department of Disability Resource Center with conducting a profile survey for all student users of the Center; the data was used to inform professionals and outreach and service programs for student users.</li> </ul>
New Professional Seminar Assessment	<ul style="list-style-type: none"> <li>Assessed the satisfaction of seminar content; data was utilized to improve outreach and types of seminars provided for new professionals in the Division.</li> </ul>

Assessment Team Outcomes Assessment	<ul style="list-style-type: none"> <li>Assessed the learning and program outcomes of the Division Assessment Team training for Fall 2007; based upon the data collected, participants achieved learning outcomes; information on seminar structure and logistics were collected to improve the Fall 2008 seminars.</li> </ul>
University Housing Staff Feedback Project	<ul style="list-style-type: none"> <li>Assisted the University Housing staff with collecting data on staff recruitment processes; data collected show ways for the department to better recruit and hire future employees.</li> </ul>
Office of Student Support Withdrawal Report	<ul style="list-style-type: none"> <li>Created an instrument to collect withdrawal data for the Office of Student Support Services; this information provided the Office with a comprehensive understanding of individual reasons and profiles of students who withdrew for hardship reasons in 2007; information is being utilized to increase outreach and provide preventative information for students at-risk.</li> </ul>
Doctoral Dissertation Research Project-Gail Cole-Avant	<ul style="list-style-type: none"> <li>Provided consultation on the plan and design of an instrument to collect data on the technological uses, awareness, and understanding of Student Affairs Professional across the country.</li> </ul>
Doctoral Dissertation Research Project-J.D. White	<ul style="list-style-type: none"> <li>Provided consultation on the plan and design of an instrument to collect data on supervisory strategies for New Professionals in Student Affairs.</li> </ul>
Student Affairs Lecture Series Evaluation	<ul style="list-style-type: none"> <li>Collected information from participants at Student Affairs Lecture Series; data showed satisfaction and an increase in learning and awareness concerning social responsibility and creating a community of responsible learning; data was also used to improve programmatic structure and for next year's series.</li> </ul>
SAIL Tracking Project	<ul style="list-style-type: none"> <li>Collected information on participants of new professional seminars; tracked position and department; provided a report to directors on the professional development of their employees; data is also being utilized for improving outreach to future programs.</li> </ul>
Graduate Assistants Experience Project-Master's Program in Student Affairs Administration	<ul style="list-style-type: none"> <li>In process; conducting a mixed methods assessment on the learning and development experiences of graduate assistantships; this information will be utilized to assess and improve the quality of the assistantships as it pertains to learning inside and outside the classroom.</li> </ul>
University Housing Land-Line Phone Assessment	<ul style="list-style-type: none"> <li>Assisted University Housing in collecting and analyzing data on land-line usage and needs of on-campus residents; information is currently being analyzed to assess the need and use of land-line phones and services.</li> </ul>
New Dawg Check-List Assessment	<ul style="list-style-type: none"> <li>Assisted the Office of Student Financial Aid and the Department of Admissions in understanding ways that students are being admitted to the institution; information led to a revised Web site and improved customer service.</li> </ul>
CIRP-NSSE Student Learning and Engagement Study	<ul style="list-style-type: none"> <li>In process; the Office of Student Affairs Assessment is assisting the Vice President for Instruction in collecting and analyzing trends, student behaviors, and outcomes based upon the National Survey for Student Engagement and the Cooperative Institutional Research Project for entering first year students; information collected will be utilized to improve student services and co-curricular programs focused on student learning and development.</li> </ul>
Student Government Association (SGA) Student Polls	<ul style="list-style-type: none"> <li>Ongoing; assisted SGA with collecting and analyzing data on student perspectives and preferences concerning programs and issues on campus; information is being utilized by SGA officers to improve outreach and advocacy for student needs.</li> </ul>

<b>Greek Life Office</b>	
Evaluated Chapter Management	<ul style="list-style-type: none"> <li>• Results indicated each chapter's executive board needs formal training in all areas of chapter management (goal setting, risk management, budget, leadership and team building). This information provides a template of how to better educate students moving forward.</li> </ul>
Evaluated Chapter Involvement with Community Service Activities	<ul style="list-style-type: none"> <li>• Results indicated most chapters do not utilize information resources about service opportunities and/or chapters do service with no goal in mind. Results will be used to inform and plan future events.</li> </ul>
Evaluated fraternities and sororities relationship with Greek Life Office	<ul style="list-style-type: none"> <li>• Results indicated that fraternities and sororities believe the Greek Life staff is supportive.</li> <li>• Students would like to have more resources in the area of leadership programming for the individual chapters not just for executive board members of their respective council.</li> <li>• They would also like to build community with non-Greeks and faculty/staff on campus, and would like to see more collaboration between organizations in the Greek Community.</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 2007 year, more than 46,500 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Division students and staff participated in over 162,159 hours of community service. The types of programs varied greatly. Some focused on the distribution of materials, some focused on being actively engaged with the community, and others focused on raising funds for community organizations. The amount of money raised by the Division of Student Affairs is particularly noteworthy. Collectively the Division raised over \$792,940. The most substantial areas are noted below:

- Dance Marathon (Children's Healthcare of Atlanta) = \$302,000
- Relay for Life = \$260,000
- Housing 4 Housing (Habitat for Humanity Fundraiser) = \$33,000
- Interfraternity Council and Panhellenic Council Habitat for Humanity Project = \$57,000
- Scholarships for Students with Disabilities = \$17,500
- Alpha Chi Omega, Relay for Life = \$50,000

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, (4) community service, and (5) professional service. A list of selected programs is provided below:

- LAMBDA Student Support Program
- BEST Student Support Program
- Clarke Youth Association Talent Show
- Athens Human Relations Council
- Peer Financial Counselors
- Students In Free Enterprise (SIFE)
- Judicial Outreach Workshops
- Aids Walk Atlanta
- Relay for Life
- Martin Luther King Day of Service
- Domestic Violence Task Force
- Public Health Activities
- Take Back the Night
- River's Alive
- World Aids Day
- Bulldawg Budgeting
- Coile Middle School Transition Day
- Advocating Safe Alternatives for Peers
- Dawg Camp Classic City
- Georgia Collegiate Leadership Conference
- Alternative Spring Break
- Classic City High School Mentor Program
- Arch Society
- Brumby Hope Worldwide
- Georgia AHEAD
- UGA Minority Recruitment Day
- Alternative Spring Break
- World Fest
- International Street Festival - Athens
- Blood Drives (405 pints)
- St. Mark Tutorial Program
- Rocksprings Clean-up
- Flu Vaccinations
- Heart Healthy Month
- Better Body Image Campaign
- In Sickness and In Health Outreach Program
- Financial Aid High School Presentations
- Hispanic Student Association Local Tutoring Program
- Athens Boys and Girls Clubs
- Georgia Teacher Certification Exams
- Children's Healthcare of Atlanta



# 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 (Gwinnett Campus, 30 students), and International Student Life (300 students).
- 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 Rainbow Chat Program supports the social, emotional, and academic lives of LGBT students and provides support for long-term success at the institution.
- 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.
- National research indicates Greek membership increases student retention. Approximately 5,400 UGA students are involved in Greek organizations.
- 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), Franklin Residential College (95 participants), Language Communities (26 participants), Learning Communities (132 students in one of seven communities (Global Engagement, Film and Stage, Business, Life Science I and II, and Pre-Law), Creswell S.M.A.R.T.E.E.S. and Brumby Buddies (200 participants), and Freshman Live-On Requirement (4,600 first year students).
- During summer 2007, the Department of University sponsored the Peach State Louis Stokes Alliance for Minority Participation program. This summer bridge program assisted approximately 30 students with the transition from high school to college life.
- The C.L.A.S.S. Advocate program provided support to African-American students in their adjustment to college and to the classroom.
- The Multicultural Services and Programs Office sponsored LISTo (Latinos Investing in the Students of Tomorrow), a mentoring program geared toward helping younger Latino students transition to and matriculate through the institution.
- The International Student Life Office sponsored Global Friends, a peer mentoring program for approximately 50 international students.
- The African American Cultural Center began a new program entitled "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.
- The African American Cultural Center worked closely with student organizations and provided programming, which helps African American students feel connected to the University community.
- Over 300 students participated in DAWG Camp Discovery, Adventure, Classic City, and Fusion. These programs assist students in their transition to the University. Additionally, research conducted with this group has concluded that students participating in DAWG Camp perform better academically and are more involved with the institution.
- The Alternative Spring Break program provides an affordable substance free spring break experience with a service and social justice focus; 180 students participated.

- 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 Committee for Black and Cultural Programs as well as the Multicultural Affairs Committee of the Student Government Association work to provide programs that address the needs of diverse student populations.
- The Health Center sponsored many programs that address the medical and psychological needs of students. Programs include:
  - 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 200 patients during 2007.
  - Interdisciplinary Alcohol and Other Drug Team, a group consisting of CAPS and Medical Services clinicians, focuses on identifying and establishing a treatment plan for students with alcohol or other substance concerns. In 2007, 660 students were screened and referred to the appropriate counseling or treatment resources.
- The Department of Recreational Sports revised their student wage plan, thus, increasing the pay of 400 student assistant employees and allowing some to have the finances to pay for their education.
- 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 44 with approximately 1600 student participants. Each of these opportunities funnels students into activities that have proven to enhance the retention and graduation of students.
- The Department of Student Activities coordinated “A Big Dawg Welcome.” The program assists students with the transition back to school and provides a week of alcohol-free events.
- The Department of Student Activities had over 41,000 students attend various lectures, films, concerts, and alcohol alternative programs. Additionally, the Department registered over 500 student organizations with a combined membership of approximately 58,000. (NOTE: Some students participated in multiple programs and were members of multiple organizations).

## Services

- The Office of Student Financial Aid developed electronic awarding programming which provided \$1.4 M in Federal ACG.SMART Grants to more than 900 students to assist with their college costs.
- The Office of Student Financial Aid spent much of 2007 planning and implementing the Hispanic Scholarship Fund. In Fall 2007, the scholarship was awarded to 40 Hispanic Students.
- University Testing Services administered 1,520 Regents’ Test, 1,770 Saturday Tests, 409 History/Constitution Tests, and 4,573 placement tests during 2007 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. Also, University Testing Services administered Regents’ Skills Testing for BOR graduation requirements to 1,847 individuals.
- 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 2007, the average GPA for these students was 3.09. Additionally, 189 DRC students graduated from UGA during 2007. The Disability Resource Center also contacted 419 prospective students and provided transition assistance to ensure successful acclimation to the University, the campus, and the academic environment.
- The LGBT Resource center serves as a safe space for many students, faculty, and staff. The center hosted over 6,600 visitors during 2007 and had over 21,000 visits to its Web site. Staff and volunteers in that office also serve as advocates and ombudspersons to multiple departments on campus, including Academic Advising, Housing, University Health Center, University Registrar, and the Office of Student Financial Aid.
- 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 a workshops for incoming and transfer students on the standards and expectations of behavior for members of the UGA community.
- A Parent and Families Association Grant, awarded to CAPS, provided a means for students with limited income to receive CAPS services. A total of \$15,358 was awarded to assist 93 students with counseling, psychiatric care, or diagnostic testing and thus improved these students’ retention and graduation rates.



# 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. The final layer is grounded in the Division's strategic plan. On an annual basis, the Student Affairs Leadership Team determines which areas of the strategic 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.

The Division is simultaneously working to achieve (1) the two overarching "contributing" goals, (2) The Five Year Program Plan, and (3) the designated (annual) strategic plan "points of emphasis." 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.

## PRIORITY ONE

### **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 2007. The result is more than \$71,500 in internal savings, \$402,400 in new revenue, and over \$1.2 million in fundraising/Parents & Families Association giving.

#### **Money Generated - \$1,675,302**

- Annual Giving = \$372,390  
Development  
LGBT Resource Center
- Major Gifts = \$636,972
- Parents & Families Association Giving = \$263,540
- New Money Generated = \$402,400  
University Testing Center; Recreational Sports

#### **Money Saved - \$71,526**

- Greek Life; University Health Center; Student Affairs for Extended Campuses; Campus Life; and the Office of Student Financial Aid
- Other areas within the Division of Student Affairs streamlined processes; however, the direct financial savings is more difficult to measure. Noteworthy areas include:
  - Disability Resource Center, which moved its intake process to an online system.
  - Campus Life implemented a Web based budget development system for student activity program units.
  - Campus Life also implemented an electronic check request payment system which will save in personnel time and necessary paper supplies.

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

## **PRIORITY TWO**

### **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:

##### LGBT Resource Center

- Graduate Experience for LGBT Students at the University of Georgia

##### Disability Resource Center

- Collaboration with the University of Minnesota on the PASS IT Grant regarding Universal Instructional Design (UID): Karen Kalivoda

##### University Health Center

- Dept of Infectious Disease, UGA Vet Med, Dr. Eric Lafontaine: Surface antigens of *Moraxella catarrhalis*, *Burkholderia pseudomalleri* and *B. malleri*.
- Rebecca Glove-Kudon, PhD candidate: An evaluation of alcohol abuse prevention education among college students.
- Medical College of Georgia, Dr. Daron Ferris, Lynn Allmond, NP, UHC Women's Clinic: Merck 003-0 A Randomized, International Double Blinded (with in house blinding), Controlled with Gardasil, Safety, Tolerability, Immunogenicity, and Efficacy Study of Octavalent Human Papilloma Virus (HPV) (Types 6, 11, 16, 18, 31, 45, 52, and 58) LI Virus – Like Particle (VLP) Administered to 16-26 year old women.
- Dr. Dionne Godette, Department of Health Promotion and Behavior; UHC Medical Services and Information Technology: Alcohol Intake and Elevated Blood Pressure Among College Students.
- Dr. Daron Ferris, MD, Lynn Allmond, NP (medical College of Georgia); UHC Women's Clinic: A Double-Blinded, Randomized, Controlled, Phase III Student to Assess the Prophylactic Efficacy and Safety of gD-Alum/MPL Vaccine in the Prevention of Genital Herpes in Young Women Who are HSV-1 and -2 Seronegative.
- Dr. Daron Ferris, MD, Lynn Allmond, NP (Medical College of Georgia; UHC Women's Clinic: A Phase-II, Randomized, Double-Blinded, Comparative Clinical Trial for a Group B Streptococcus Serotype III-Tetanus Toxoid (GBS III-TT) Vaccine to Prevent Vaginal Acquisition of GBS-Type III.

##### Office of Student Affairs Assessment

- The Office of Student Affairs Assessment worked with six 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.
- Sophomore Year Needs Project: A joint project with the Office of Student Affairs Assessment and the Center for Leadership and Service.
- Current Issues: SGA Poll: A joint project with JP Javier Wong, Graduate Assistant in the Office of Student Affairs Assessment; Leslie Atchley, Coordinator for Assessment and Staff Development, and Student Government Association members.

##### 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 help students compete in a global economy.

The Division sponsored diversity related programs that exposed the University community to ethnic and cultural differences. A *selection* of such programs includes:

- R.E.A.L. Talk Intercultural Dialogue Series
- My Sistah's Keeper
- Black History Month
- Kwanzaa Celebration
- Peer Financial Counselors Program
- Leadership UGA
- Diversity related speakers on Extended Campuses
- Universal Instructional Design training
- Diversity Awareness Week at Georgia (DAWG Days)
- Diversity Awareness Week at Gwinnett
- C.L.A.S.S. Advocate program and undergraduate staff programming offered in the Department of University Housing
- Bi-weekly International Student Life Coffee Hour
- Alternative Spring Break – exposes students to issues that affects communities worldwide
- Volunteer UGA community service projects
- One World Multicultural Learning Community
- Georgia Daze Program
- LGBT History Month
- Career Development for LGBT Students
- Global Friends Peer Mentor Program
- Department of Intercultural Affairs “Welcome Day”

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

- Staff members from the Disability Resource Center serve as liaisons 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.
- 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.
- The Office of Student Financial Aid works collaboratively with various University offices to facilitate fee payment for students studying abroad.
- 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 2007, 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**

- Tate II renovations and expansion continues on its timeline to be completed by 2009; the facility will provide an additional 95,000 sf of space to the existing center. Campus Life also upgraded or renovated several facilities including the Center for Leadership and Service, several meeting rooms in Tate, and aspects of the Legion Pool facility.
- The Department of University Housing worked to improve facilities; including renovations in Mell and Lipscomb Halls, installation of loftable beds in Russell Hall, data upgrades in Brumby Hall, and modernization of Building L in Family and Graduate Housing.
- The Department of University Housing, the Office of the Vice President for Student Affairs, and University Architects continued work to create a plan for renovating and expanding University Housing.



- The University Health Center modified several systems within their facility that will enhance their ability to respond in the event of an emergency or power outage: The PA systems were upgraded allowing for better communication in the event of an emergency, and all network gear was upgraded and connected to UPS and emergency power to enable business continuity during power outages. Lastly, Construction on the expanded Health Center began during 2007.
- The LGBT Resource Center renovated the Lambda Alliance Office to provide more functional and inviting space.
- The Department of Recreational Sports received approval from the Board of Regents to renovate Room 232 into a Strength and Conditioning Area, adding approximately 10,000 sf. They were also given approval to create an outdoor Club Sports Field Complex on South Milledge Avenue.
- The Disability Resource Center received Special Initiative ADA monies (\$150,000) and MRR funding (\$63,333) to improve accessibility to campus facilities.
- The Department of Intercultural Affairs renovated the Memorial Hall computer lab into a multi-use conference room. The space includes a LCD projector, motorized screen, TV, VCR/DVD player, marker board, and seating for 10. This space is reservable by any of the staff and students in Memorial Hall.

### **Enhancing Programs and Services**

- The Department of University Housing partnered with 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.
- Increased computer access for students in the LGBT Resource Center.
- Increased the number of books and videos in the LGBT Resource Center to over 1000.
- University Testing Services provided centralized testing and evaluation services in collaboration with faculty, staff, and national testing organizations.
- The Greek Life Office launched the Greek Emerging Leaders Resource Team to facilitate educational programs on risk management, conflict mediation, and leadership.
- Staff in the Greek Life Office held one-on-one meetings with chapter presidents to discuss leadership skills and strategies for a successful year.
- The Department of Recreational Sports sponsored several graduate students' attendance at national and regional conferences.
- The Department of Recreational Sports conducted a monthly Lunch and Learn series for graduate students and full-time staff.
- Administered examinations through the University Testing Center and UGA at Gwinnett, preventing students from having to leave campus to take examinations.
- Sanctions in the judicial process are educationally based and intended to provide learning opportunities for students.
- The University Health Center provided clinical rotations and learning opportunities for 4<sup>th</sup> year MCG medical students, Pharmacy students, Lab students, Nursing students, CAPS post doctoral fellows, and practicum students.
- Auxiliary aids, enhanced adaptive technology, and academic accommodations were coordinated by the Disability Resource Center.
- The Disability Resource Center collaborated with faculty regarding their responsibilities to provide equal access.
- The Office of Student Support Services engaged in outreach activities to train TAs, instructors, and advisors.
- Units within the Division became learning laboratories for masters level practicum students in the College Student Affairs Administration program and other academic programs.
- 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.
- The Office of Multicultural Programs and Services offered R.E.A.L. Talks, a program that engages faculty, students, and staff in intercultural dialogues.
- The Health Center offered public health activities as a way to create a healthy campus culture.
- The Office of Student Financial Aid provided aid to students as quickly and efficiently as possible so time was not taken from academics.
- The Center for Leadership and Service offered high quality, cutting edge programs that exposed students to new concepts and trends in leadership and service.
- Student Affairs for Extended Campuses served as a resource to address all the needs of students.
- 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 Aperó Africana Brown Bag Speaker Series each week with University of Georgia faculty members.

## 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:

### *Adjunct Faculty (25)*

- Dr. Rodney Bennett (UGA Adjunct)
- Dr. Pat Daugherty (UGA Adjunct)
- Dr. Tom Burke (UGA Adjunct)
- Dr. Karen Kalivoda (UGA Adjunct)
- Dr. Jim Day (UGA Adjunct Emeritus)
- Dr. Jane Russell (UGA Adjunct)
- Dr. Jean Chin (MCG Adjunct)
- Dr. Ron Elliott (MCG Adjunct)
- Dr. Margaret Cramer (MCG Adjunct)
- Dr. Paul Peteet (MCG Adjunct)
- Dr. Beth Smith-Thompson (MCG Adjunct)
- Dr. John Leffert (MCG Adjunct)
- Dr. Keener Scott (UGA Adjunct)
- Dr. Jan Davis Barham (UGA Adjunct)
- Dr. Garth Russo (MCG Adjunct)
- Dr. Natalie Russo (MCG Adjunct)
- Dr. Karen Prasse (MCG Adjunct)
- Dr. Tad Smith (MCG Adjunct)
- Dr. Ron Forehand (MCG Adjunct)
- Dr. Clara Herrin (MCG Adjunct)
- Dr. Richard Finger (MCG Adjunct)
- Dr. J. Shay Davis Little (UGA Adjunct)
- Dr. Ralphel Smith (UGA Adjunct)
- Dr. Devin Sanville (MCG Adjunct)
- Dr. Robert Van Gallera (MCG Adjunct)
- Dr. Gerard Kowalski (UGA Adjunct)
- Dr. Michael Pennington (UGA Adjunct)
- Donna Waters (UGA Adjunct)

During the 2007 year, Division staff taught 31 separate courses for a total of 985 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 publications created by Division of Student Affairs staff during 2007.

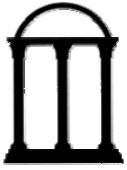
- Atchley, L., The Student Affairs Learning and Development Objectives (SALDOs) Initiative. *Student Pulse*.
- Carter, A., From glory to glory: The transition of African American athletes from college sports into athletic retirement; *Diversity and Social Justice in College Sports: Sports Management and the College Athlete*;
- Cole-Avent, G., & Simmons, C. W., *Best Practices for Leveraging Online Social Networking Communities*; Who's Poking Around Your Profile: An Educational Campaign at the University of Georgia.
- English, E., Understanding Core Alcohol and Other Drug Survey. *Student Pulse*.
- English, E., Assessment Plan Using SALDOs. *Student Pulse*.
- Frye, B., & Dean, L., *Georgia Journal of College Student Affairs*; Employee Evaluation & Assessment Skill Development.
- Hamilton, S., Working with intimate partner violence, In the *Handbook of Bisexuality and Broken Relationships* (book chapter-in press).
- Kalivoda, K., "Disability Realities: Community, Culture, and Connection on College Campuses," In *Making good on the Promise: Student affairs professionals with disabilities* (book chapter-under contract).
- Kalivoda, K., & Totty, M., "Technology Resources for Disability Access," In *Making good on the Promise: Student affairs professionals with disabilities* (book chapter-under contract).
- Kalivoda, K., & Totty, M., "Disability Services as a Resource: Advancing Universal Design," In *Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education* (book chapter-in press).
- Oswalt, S. B., Shutt, M. D., English, E. & Davis Little, J., *Journal of College Student Development*; Did It Work? Examining the Impact of an Alcohol Intervention on Sanctioned College Students.
- Poole, L., Creating Student Learning Outcomes: Measurable, Meaningful, and Manageable. *Georgia Journal of College Student Affairs*.
- Putman, J. M., *College Student Educators International (ACPA)*; Developments – Winter 2007 Issue.
- Rush, S. B., Assessment Defined. *Georgia Journal of College Student Affairs*.
- Scott, J. H., Understanding Factors Before Choosing an Assessment Method. *Georgia Journal of College Student Affairs*.
- Scott, J. H., Why Student Affairs Learning and Development Objectives (SALDOs)? *Student Pulse*.
- Wong, J. P., CAS and SALDOs. *Student Pulse*.



*Staff Accomplishments*

Division staff also contributes to the University community by conducting scholarly presentations, as well as serving in leadership roles in professional organizations. In summary, Division staff conducted 27 presentations at national conferences, 54 at regional/state/local conferences, and 78 served in a leadership role or roles for professional organizations. This marks a 17% increase in presentations and 150% increase in leadership roles over 2006. It is also important to note that three Division staff served as editors for professional journals. A list by Department is provided below.

<b>Department Name</b>	<b>Presentations</b>	<b>Organizational Involvement</b>
<b>Campus Life</b>	Regional/State/Local = 5	Leadership Position(s) = 12
<b>Department of Intercultural Affairs</b>	National = 3 Regional/State/Local = 2	Leadership Position(s) = 4
<b>Disability Resource Center</b>	National = 1	Leadership Position(s) = 2
<b>Greek Life</b>	Regional/State/Local = 3	
<b>LGBT Resource Center</b>	Regional/State = 2	
<b>Office of Judicial Programs</b>	National = 2 Regional/State/Local = 2	Leadership Position(s) = 3
<b>Office of Student Financial Aid</b>	National = 4 Regional/State = 4	Leadership Position(s) = 11
<b>Office of the Vice President for Student Affairs</b>	National = 1 Regional/State/Local = 8	Leadership Position(s) = 8
<b>Office of Violence Prevention</b>	Regional/State/Local = 1	
<b>Recreational Sports</b>	National = 7 Regional/State/Local = 2	Leadership Position(s) = 5
<b>Student Affairs For Extended Campuses</b>	National = 1	Leadership Position(s) = 1
<b>University Health Center</b>	National = 7 Regional/State/Local = 24	Leadership Position(s) = 18
<b>University Housing</b>		Leadership Position(s) = 12 Editor: Regional Journal = 2 Editorial Board: National Journal = 1
<b>University Testing Services</b>	National = 2	Leadership Position(s) = 2
<b>Total</b>	<b>National Presentations = 27</b> <b>Regional/State/Local = 54</b>	<b>Leadership Position(s) = 78</b> <b>Journal Editors: Regional = 2</b> <b>Journal Editor: National = 1</b>



**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				
• Number of University level courses taught by Division staff.	31	33	37	31				
• Number of scholarly research projects.	11	20	28	15				
• Number of staff publishing scholarly research.	No data	13	15	16				
• Number of staff presenting at professional conferences.	Due to redirection of budgetary priorities, measures were not collected during these years. This was temporarily suspended as a measure of productivity.		61	81				
• Number of staff participating in professional organizations.			31	81				

**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.			

**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			
<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.			

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

- The Office of Student Affairs Assessment, in conjunction with various units, conducted over 57 separate assessment projects. Data has been used for quality improvement and to educate the University community on the trends and issues of our students.
- Additionally, many departments and units within the Division also conducted various assessments. 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.				
<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.				
<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.				
<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.				
<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.	Complete				
<ul style="list-style-type: none"> <li>Renovation of Ramsey 252.</li> </ul>	Space currently occupied. (investigating funding sources)	Project is progressing and being considered in conjunction with other Division and institutional priorities.	Project is progressing.				

