



2010
ANNUAL REPORT
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Submitted by
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SECTION ONE

Overview

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

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 achieve this mission.

- Department of Campus Life, including:
 - Center for Leadership and Service (CLS)
 - Center for Student Organizations (CSO)
 - Department of Intercultural Affairs (ICA)
 - Greek Life Office (GLO)
 - Office of Student Conduct (OSC)
 - Tate Student Center
- Department of Student Affairs Assessment (DSAA)
- Department of Student Affairs for Extended Campuses (DSAEC)
- Department of University Housing
- Disability Resource Center (DRC)
- Office of Student Support Services (OSSS)
- University Health Center (UHC)
- University Testing Services (UTS)
- Department of Recreational Sports

SECTION TWO

Accomplishments

I. SIGNIFICANT ACHIEVEMENTS

The Division had one of its most successful years to date. Each unit within the Division reported five significant achievements from the 2010 calendar year. Taken together, these reports illustrate the Division's strong commitment to enhancing the learning environment for students and the great extent to which the University community participates in the Division's educational programs and services. A list of notable examples from the unit reports is provided below.

- The development unit raised over \$672,000 in new gifts and pledges to the Division, which is an increase of 7% from the previous year.
- The DSAA provided support on approximately 60 assessment and research projects to nearly every unit within the Division, as well as several academic and administrative units outside of Student Affairs. This support included working extensively with seven members of the 2010 Assessment Team to develop and implement an assessment plan for their respective units.
- University Housing successfully opened Building 1516, a 555-bed residence hall that includes 190,000 sq. ft. of total living space, 6,471 sq. ft. of meeting and community space, and 1,430 sq. ft. of academic study space. Building 1516 is UGA's first residence hall designed with sustainable features.
- The OSSS provided individualized assistance to students, staff, faculty, and parents that involved 3,565 telephone contacts, 265 scheduled appointments, and 257 unscheduled appointments.
- The Tate Student Center served 1,712,764 students, staff, faculty, and other visitors through a broad range of services and programs offered in a newly expanded facility.
- The UHC received the Governor's Commendation for Excellence in Customer Service in January of 2010 for implementation of the medical home.
- UTS administered 14,270 tests to assist students and community members in their academic and professional careers.
- The OSC received over 1,200 cases during the 2010 calendar year, resolved over 930 cases, and processed over 4,440 Dean's Certifications during the same period.
- The DRC developed two new endowed scholarships and two new endowments to support leadership programs. Three DRC students received the new scholarships during the 2010 Student and Faculty Awards Ceremony.
- The DSAEC developed a departmental five-year assessment cycle and a five-year strategic plan for the Griffin Campus Fitness Center.
- ICA installed new sound equipment and technology for Adinkra Hall.
- Recreational Sports made several improvements to facilities, including installing a new climbing wall, opening a new Mind Body Studio, and purchasing 52 pieces of strength and conditioning equipment.
- The CSO reported a record number of registered student organizations: 636.
- The CLS added two additional spring break trips (19 total), 46 participants spots (325 total), and experienced a 170% increase over the last year in the number of students who submitted applications to participate (888 total).

II. PUBLIC SERVICE AND OUTREACH

During the 2010 calendar year, Division staff and students participated in approximately 68,000 hours of community service and raised over \$850,000 for philanthropic purposes. In addition, Division staff worked with numerous student groups and organizations to plan and facilitate a variety of service and fundraising efforts. Noteworthy examples of service and outreach initiatives coordinated in the Division include the following:

- Members of Greek letter organizations on campus participated in a total of 8,035 hours of service and raised over \$220,000 for philanthropic purposes.
- The GLO organized the annual Dance Marathon to benefit Children's Healthcare of Atlanta and raised approximately \$250,000.
- University Housing raised over \$44,000 during a Habitat for Humanity fundraiser.
- Students involved in the CLS participated in over 53,000 hours of service and raised close to \$300,000.
- The UHC organized blood drives in collaboration with the Red Cross and collected over 200 pints of blood.
- The DSAEC organized the Clothesline Project to raise awareness of domestic violence, a stuffed animal drive for victims of the earthquake Haiti, and a food drive for the Gwinnett Children's Shelter.
- ICA participated in the Adopt a Class Program at Hilsman Middle School, organized Toys for Tots and Toys for Boys, and coordinated the International Street Festival.
- Over 1,300 participants took advantage of Recreational Sports' fitness outreach program.

III. STUDENT RETENTION AND GRADUATION

During the 2010 calendar year, units within the Division coordinated a wide range of programs and services that promoted student retention and graduation. The following is a list of notable examples:

- The CLS coordinated Dawg Camp, providing 272 incoming students with opportunities to connect with other incoming students, upperclassmen leaders, and faculty and staff resources on campus.
- The OSC provided an overview of the UGA conduct process to over 5,000 incoming and transfer students.
- The CSO facilitated two activities fairs involving over 8,000 participants.
- The DRC awarded 15 scholarships to students to help pay for medical bills, assistive technology, and tuition.
- University Housing organized the Freshman College Summer Experience, in which 276 students connected with faculty and staff to explore a host of educational, cultural, and social opportunities available on campus and in the Athens community.
- ICA directed a comprehensive orientation program for over 300 international students. ICA also facilitated the Safe Space Program on campus, an initiative offering a visible message of inclusion, acceptance, and support to lesbian, gay, bisexual, and transgender (LGBT) people in the University community.
- The OSSS consulted with 80 members of the academic advising community to increase awareness of policies related to graduation and retention.
- The UHC provided influenza vaccinations to over 3,000 members of the University community. UHC also provided counseling to approximately 300 clients diagnosed with issues related to alcohol and other drugs.
- UTS administered placement examinations to approximately 5,000 students during orientation.

IV. STAFF ACCOMPLISHMENTS

During the 2010 calendar year, Student Affairs staff demonstrated strong commitment to the University's tripartite mission of teaching, research, and service. Staff held positions in local, state, regional, national, and international professional organizations; published original research and scholarship in academic journals and other mediums; presented scholarship at professional conferences; served on editorial boards; taught graduate and undergraduate level courses on campus; and served the University through committee membership. A summary of staff accomplishments is provided below.

- Staff held over 70 positions in local, state, regional, national, and international professional organizations.
- Staff conducted over 85 presentations at professional conferences, including 23 locally, seven in-state, 25 at regional locations, 22 national conferences, and nine at the international level.
- Staff published 11 manuscripts in a variety of scholarly outlets.
- Four members of the Division served on editorial boards.
- Staff maintained over 150 positions on numerous committees across the University.
- Staff taught courses in a variety of academic programs, totaling over 60 credit hours and including over 600 students.

SECTION THREE

Strategic Management

At the beginning of each fall term, the Student Affairs Leadership Team determines priorities for the Division from the 2010 Student Affairs Strategic Plan (to view this plan, please visit <http://www.uga.edu/studentaffairs/index.htm>). The Leadership Team established two priorities for the 2010-2011 academic year.

- 2010 Division Priority I: *Utilize technology as a resource that can enhance communication with students without allowing it to replace the one-on-one interaction that is critical for student growth.* This priority derives from the first goal in the Division's Strategic Plan, which emphasizes meeting the needs of students.
- 2010 Division Priority II: *Develop mechanisms for accountability across the Division, including fiscal management of resources, fundraising, and development.* This priority derives from the sixth and last goal in the Strategic Plan, which aims to increase accountability within the Division.

As part of the annual reporting process, each unit in the Division reported on activities aligned with these priorities. Collectively, the reports demonstrate that the Division is on track to accomplish the strategic priorities identified for this academic year. Below, each priority is joined with examples of activities from the unit reports.

I. Utilize Technology

- The DSAA established an I-Tunes U podcast channel through which units in the Division can post audio and video content for students.
- The GLO implemented social media outlets such as Facebook, blogs, and Twitter to communicate more effectively with its constituents.
- The DRC created a virtual lab to expand access to assistive technology into additional areas of campus.
- The DSAEC adopted the Gwinnett Campus electronic newsletter template for the Griffin Campus. The Griffin Campus monthly newsletter shares information, features, and student profiles with Griffin students.
- University Housing began redesigning its website to provide more timely and relevant information to students and stakeholders in a more modern and functional design.
- ICA created Facebook and Twitter accounts to announce programs and services through social media.
- Recreational Sports launched a new, more user-friendly website containing enhanced functional features, and added a climbing wall management application and a new class registration system to departmental systems.
- The Tate Student Center increased the number of computer kiosks available to students to 14.
- The UHC upgraded from film x-rays to digital x-rays, resulting in faster turnaround times for radiologist interpretations as well as improved storage and retrieval of x-ray images and reports.
- UTS updated its website to assist students in determining which exams are required for a particular field of study.
- The OSSS began implementing a new electronic student tracking system and database.

II. Mechanisms for Accountability

- The development unit worked with the GLO to dedicate the Joe LoCicero Conference Room, which included over \$140,000 in gifts and pledges to support the Greek Leadership Endowment. This area also worked with DRC staff to raise over \$165,000 in new gifts and pledges to support leadership programs for students with disabilities.
- The DSAA designed and implemented a Microsoft Access database to track and coordinate assessment projects more effectively.
- The DSAEC developed and implemented a five-year strategic plan for the Griffin Campus Fitness Center.
- University Housing began a process of evaluating changes related to a new departmental organizational structure.
- Recreational Sports installed a new camera and DVD security system in the Ramsey Center.
- The OSSS began tracking and recording data associated with call volume and scheduled and unscheduled appointments to improve office utilization patterns and staffing needs.
- The Tate Student Center enhanced the Student Employee Educational Development (SEED) program to support the training needs of the student workforce.
- The UHC was reaccredited by the Joint Commission. This reaccreditation involved two separate on-site reviews, one concentrating on the Health Center overall (July 12-14, 2010) and another focused on lab services specifically (November 15, 2010). Both reviews found the Health Center in full compliance.

SECTION FOUR

Progress on Five-Year Plan

In 2005, the Division of Student Affairs complied with a request from the Office of Institutional Effectiveness to create a Five-Year Plan. Tables are provided below indicating our progress towards achieving this plan. It is important to note that the Division does not function like typical academic units and, as a result, does not consider many typical measures for demand, quality, productivity, and impact. Institutional-level performance measures appropriate for Student Affairs are provided below. Staff members are excited about the progress made and look forward to continuing efforts toward accomplishing shared goals for the Division.

It should be noted that the Division is currently in the process of establishing a new strategic plan, which will shape the direction of Student Affairs through 2015. Last September, the Vice President for Student Affairs appointed a committee of individuals from within the Division to lead this process. The committee is responsible for directing all aspects of the planning process, including collecting input from key constituents, specifying strategic objectives and priorities, identifying metrics for success, and other related tasks. It is anticipated that the planning process will conclude in June of this year. The committee has established a website to keep the Division abreast of new developments related to the new strategic plan. This website can be accessed through the following link: <http://www.uga.edu/studentaffairs/strategicplan/index.html>

I. PRODUCTIVITY

Performance Indicator	2004 Baseline	2005	2006	2007	2008	2009	2010
Number of Adjunct Faculty	17	19	24	29	27	28	28
Number of University level courses taught by Division staff	31	33	37	31	36	32	34
Number of scholarly research projects	11	20	28	15	16	14	11
Number of staff publishing scholarly research	Data unavailable	13	15	16	8	14	11
Number of presentations (national, regional, state, local)	These areas were temporarily suspended as a measure of productivity		61	81	119	157	86
Number of leadership positions staff held in professional organizations			31	81	101	230	74

II. 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 underwent training on learning outcomes assessment	Six additional staff members were trained on learning outcomes assessment. SALDOs created and implemented	SALDOs fully implemented into practice. Units measured learning in two areas during 2008	Units measured learning in two areas related to SALDOs	Units measured learning in two areas related to SALDOs

Quality measure two: Implement a systematic review process for all departments and units that utilize outside constituents and professional standards and guidelines

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
Create a systematic departmental review process that incorporates outside constituents	Program review process created	Complete	Complete	Complete	Complete	Complete
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	Division underwent systematic review by outside consultant	Departmental review schedule was established. It began in 2007	Three departmental reviews were initiated according to established schedule	Five areas completed the review process in April 2009	All areas completed review by May 2010	Complete

Quality measure three: Increase the number of assessment projects conducted within the Division

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
Increase the number of assessment projects conducted within the Division	39	64	81	94	114	81

Quality measure four: Provide a list of all assessment projects and how the data are used to enhance programs and services (see Section Five of this report)

III. IMPACT

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
Expand and renovate University Housing	Conducted planning for renovation and expansion	Plan was reexamined to better meet institutional priorities	Plan was reexamined to better meet institutional priorities	BOR approved plan for new facility on East Campus. Plans were approved for the renovation of key residential buildings	Construction of new facility started	Complete
Increase student activity space	Were on schedule with architect selection	Initiative progressed	Construction project started ahead of schedule	Expansion and renovation of Tate continued with the estimated completion date of May 2009	Tate Expansion complete	Complete
Construct outdoor leisure pool	On schedule with planning	Project was no longer a priority for the Division	Project was no longer a priority for the Division	Project was no longer a priority for the Division	Project was no longer a priority	Project was no longer a priority

Impact continued...

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
Expand and renovate University Health Center	Approval of project received from Board of Regents	Project was on schedule with final approval of the architect	Construction began on schedule	Expansion and renovation of the Health Center began. Estimated completion date was May 2009	Expansion complete	Expansion complete
Relocate Lumpkin Street fraternities to alternative location	Began conversations, built support for relocation, and designed multi-year plan for full relocation	Project was progressing	Negotiations complete. Construction scheduled to begin in 2008	Construction on new houses began with a completion date of August 2009	Construction complete	Construction complete
Renovation of Ramsey 232	Space was occupied (investigating funding sources)	Project was progressing	Project was progressing	BOR approved plans with construction set to begin in Spring 2009	Renovation complete	Construction complete
Acquisition of new space for a Club Sports Complex (new priority added during 2008)				The project was fully completed in March 2009	Construction complete	Construction complete
Renovation of Field 9 in the Intramural Sports Complex to accommodate Red Coat Marching Band (new priority added during 2008)				Renovation completed Spring 2009	Renovation complete	Renovation complete

SECTION FIVE

Assessing Effectiveness

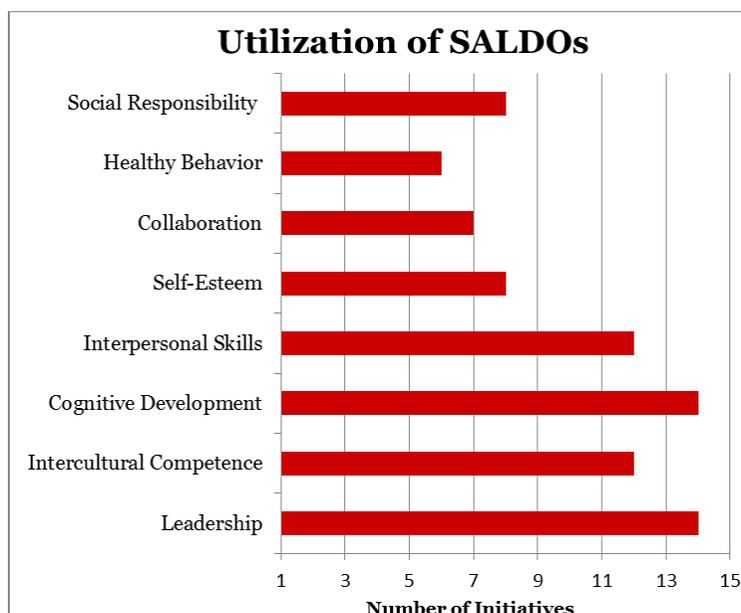
I. Student Affairs Learning and Development Objectives

In 2007, the Division facilitated a process to create learning and development objectives that integrate the University’s General Education Curriculum, salient learning outcomes defined by Student Affairs literature, the mission of the Division, and the practical experiences of Directors in the Division. This process resulted in the development of the Student Affairs Learning and Development Objectives—or SALDOs. In essence, the SALDOs are eight knowledge and skill areas on which the Division focuses to enhance the learning environment for students. The eight areas are Leadership, Intercultural Competence, Cognitive Development, Interpersonal Skills, Self-Esteem, Collaboration, Healthy Behavior, and Social Responsibility. The SALDOs can be used to develop new programs and services aligned with Division priorities, assess the level of learning and development resulting from existing programs and services, and as a guide for everyday practice.

This year, the Division fully integrated the Student Affairs Learning and Development Objectives into all functional areas. 2010 was the third year in which units submitted reports regarding the integration of SALDOs. Collectively, units reported 81 initiatives related to SALDOs. Below are some examples of how SALDOs were implemented throughout the Division.

- The DRC assessed the impact of the DRC Scholarship Program on participants’ **self-esteem**.
- The CLS assessed the impact of the Alternative Spring Break experience on students’ **interpersonal skills** and **leadership** development.
- University Housing assessed the impact of the ECHD 3010 course on the **cognitive development** of new student staff.
- The GLO designed a seminar on **social responsibility** for members charged with providing community service and philanthropic direction for their Greek organizations.
- To foster **intercultural competence**, ICA designed a photo exhibit, entitled “Love Makes a Family,” which featured photos of families with lesbian, gay, bisexual, and transgendered members.

The following table organizes the number of initiatives reported by units into the eight objective areas.



II. General Assessment Work

In addition to the SALDOs, units reported on general assessment work completed over the past year. The following table contains a selected list of assessment projects by unit. Each project includes an account of related findings and a brief description of ways in which data are being used to guide practice.

Assessment project	Findings from assessment project	Action taken in response
CSO Mandatory Registration Information Session	Data indicated that the information covered in this session is extremely pertinent to organization function and is valued by students. Data also indicated a need to improve filtration of information from the organization representative to the entire organization.	Mandatory Registration Sessions are currently in the planning stages for the 2011-2012 academic year. The CSO is currently looking critically at ways to provide education to organizations in a more comprehensive manner.
DSAA Outreach Benchmark	Findings indicated best practices related to assessment outreach among peer and aspirant institutions. Assessment teams, collaboration with graduate students, opportunities for recognition, yearly retreats, and web-based technology were highlighted as strategic areas for outreach.	The findings guided the development of a questionnaire to survey Division staff regarding outreach needs and preferences. Findings are being used to establish a comprehensive strategy to direct the Department's outreach efforts related to assessment education.
DSAEC Griffin Campus Needs Assessment	Findings from this project included: <ul style="list-style-type: none"> • Students are interested in having Zumba classes and a personal trainer in the fitness center. • Students are interested in time-management and study skills workshops. • Preferred method of contact is via email or website. 	The Student Advisory Council used this information to select on- and off-campus events. In addition, personnel used this data to redesign a website to provide more timely information. Students used data from this survey in their development of a food service initiative. As a final example, the Fitness Center Strategic Planning Committee used this data in creating a strategic plan for the Fitness Center.
Recreational Sports Leadership Assessment for Clubs	Data pointed to specific needs for club representatives regarding the development of leadership skills.	Recreational Sports adapted training workshops to enhance learning related to leadership.
OSSS Semester Withdrawal Report	Data elucidated issues and trends related to the hardship withdrawal process.	The data informed policy refinements and proposals. For example, data were utilized to inform the decision to change the withdrawal policy to allow single-course hardship withdrawals.
Tate Dawgs after Dark Assessment	Data indicated that more than 25% of participants attended this program instead of participating in activities in which alcohol would be served.	Findings led to collaborations with health promotion organizations to incorporate educational information on alcohol use in this program.

Table continued...

Assessment project	Findings from assessment project	Action taken in response
UTS Distractions Assessment	Data indicated that there were no significant distractions to test takers. Noise from the Proctor's area was identified as the least distracting element of the five listed in the assessment instrument.	Recommendations from this project included the installation of window film and sound proof glass for all windows. These tasks will be completed by June 2011.
UHC Patient Satisfaction Annual Report	<p>Findings from this project included:</p> <ul style="list-style-type: none"> • 90.3% of respondents rated their visit overall as excellent or very good. • 92.9% of respondents rated the professional skills as excellent or very good. • 94.4% of respondents rated personal manner as excellent or very good. • 81.1% of respondents rated length of time waited as excellent or very good. • 95.3% of respondents would recommend the UHC to a friend. 	<p>The following actions were taken in response to these findings:</p> <ul style="list-style-type: none"> • Provided information on the UHC website on average length of clinic visit to temper expectations • Encouraged support staff to actively interact with students in exam rooms • Encouraged students to complete needed paperwork prior to clinic arrival