



2011-2012
ANNUAL REPORT
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SECTION ONE

Introduction

The mission of the Division of Student Affairs is to enhance the learning environment for students at the University of Georgia. We accomplish this by stimulating the learning process, integrating 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 Intercultural Affairs
- Department of Recreational Sports
- Department of Student Affairs Assessment
- Department of Student Affairs for Extended Campuses
- Department of Student Life
- Disability Resource Center
- Office of the Dean of Students
- Office of Student Support Services
- Tate Student Center
- University Health Center
- University Housing
- University Testing Services

The 2011-2012 academic year was full of success for units in Student Affairs. This annual report highlights many of our accomplishments over the past year. Taken together, these accomplishments illustrate the great extent to which the Division fulfilled its mission to enhance the learning environment for students.

This annual report is organized around four key areas: a) student success; b) organizational effectiveness; c) public service and outreach; and d) staff accomplishments. Each area includes a brief description and a select list of significant achievements from the 2011-2012 academic year.

SECTION TWO

Fostering Student Success

I. Student Affairs Learning and Development Objectives

To achieve its mission of enhancing the learning environment, the Division has identified eight specific areas in which to facilitate learning and development among students at UGA. These areas are collectively referred to as the Student Affairs Learning and Development Objectives (SALDOs) and include **leadership, intercultural competence, cognitive development, interpersonal skills, self-esteem, collaboration, healthy behavior, and social responsibility**. Since 2006, units in the Division have been systematically integrating SALDOs into programs and services throughout the organization. As part of this integration process, units annually conduct assessment projects to determine the extent to which programs and services foster learning and development in the SALDOs areas. Reports describing these projects are submitted to the Vice President's office.

During 2011-2012 academic year, units in the Division continued this important work for students. For example, in Student Life, the Office of Student Conduct created learning and development outcomes for University Judiciary training in the areas of **leadership, cognitive development, interpersonal skills, and collaboration**. A questionnaire was constructed to ascertain the extent to which training interventions facilitated over the course of the 2011-2012 academic year fostered learning and development in these SALDOs areas. Data collected from this questionnaire will be analyzed during summer 2012. In addition, Student Conduct is now developing learning outcomes for various educational outreach initiatives sponsored by University Judiciary to educate students on conduct-related issues.

As another example, the Disability Resource Center (DRC) assessed the extent to which the Speaker's Bureau engendered growth in the areas of **leadership, interpersonal skills, self-esteem, collaboration, and social responsibility**. Qualitative data from focus groups and observations showed that participants in the Speaker's Bureau were able to communicate more effectively regarding their disability, were more prepared to help other students self-advocate, and were better able to collaborate with peers at UGA. As a result of these findings, staff in the DRC have plans to provide additional speaking opportunities in the next year and to continue training opportunities for participants in the SALDOs areas identified for this program.

As a final example, the Center for Leadership and Service (CLS), also housed in Student Life, initiated an assessment project to understand the effect of Volunteer UGA Day of Service on students' learning and development in the areas of **collaboration, leadership, intercultural competence, and social responsibility**. The purpose of this program was to establish a greater sense of community by providing participants with an experience of direct, hands-on service aimed at a specific community need. Student site leaders administered a questionnaire to participants at the end of their service day. Staff in the Center are now organizing and analyzing data to determine effectiveness. Findings from this assessment project will shape the program design for next year's Day of Service.

II. Student Retention, Progression, and Graduation

In addition to SALDOs, the Division fosters student success at UGA by coordinating a wide range of programs and services designed to promote student retention, progression, and graduation. From delivering high-quality health care services, to building learning communities in the residence halls, to providing accommodations to students with disabilities, units in Student Affairs continued to play an integral role in the academic progress of students during the 2011-2012 academic year. Descriptions of exemplary programs in this area are provided below.

- The Office of Student Support Services provided holistic, individualized guidance and assistance to over 350 students experiencing significant extenuating hardship circumstances. This service provided students with knowledge, problem-solving skills, and self-advocacy skills with which to navigate difficult circumstances.
- University Housing coordinated several learning communities in the Creswell residential complex. These learning communities assisted first-year students in making the transition from high school to UGA by creating small, intentionally structured cohorts of students with similar interests. In a recent program assessment, graduating seniors who participated in the learning communities as first-year students indicated their experiences in this program played a positive role in starting off their college careers on the right foot.
- Counseling and Psychiatric Services (CAPS) in the University Health Center (UHC) conducted over 125 outreach programs for approximately 3,000 students. These programs were designed to provide students with information about mental health concerns, strategies to reduce emotional distress, and psychiatric services on campus. Programs were also offered to UGA faculty, staff, and departments following significantly adverse events.
- The DRC worked directly with approximately 1,300 students at differing academic class levels to assess their disability-related needs and develop customized plans for academic accommodations and services. These accommodations allowed students to fully engage in course materials and effectively demonstrate their academic competencies in formal and informal academic settings.
- The CLS sponsored Dawg Camp for over 300 incoming first-year students. Dawg Camp participants were mentored by upper-class student leaders and learned about leadership, service, and involvement opportunities at UGA and in the broader Athens community. As a result of this experience, Dawg Camp participants began their first year at UGA with a strong network of friends, a sense of belonging on campus, and the community expectations, knowledge, and skills to succeed at UGA.
- International Student Life in the Department of Intercultural Affairs facilitated a student orientation program for approximately 300 international students. This program provided a support system to international students who were transitioning to UGA from abroad and taught strategies to adapt to academic and social life on campus.

SECTION THREE

Promoting Organizational Effectiveness

I. Student Affairs 2015 Strategic Plan

The Division adopted a new strategic plan on August 26, 2011. The Student Affairs 2015 Strategic Plan aligns with the University of Georgia 2020 Strategic Plan and outlines strategic directions that will guide the Division's work through the next five years. Each academic year, the Student Affairs Leadership Team identifies strategic directions from the plan to serve as areas of focus for units in the Division. The following strategic directions were selected for the 2011-2012 academic year:

- ***Strategic Direction III: Demonstrating Effective Stewardship of Resources Administered by Student Affairs.***
- ***Strategic Direction IV: Developing Partnerships to Advance the Mission of the University of Georgia.***

Over the past year, Student Affairs units accomplished a significant number of priorities aligned with these directions, resulting in great progress toward realizing the 2015 Strategic Plan. This section provides a description of select unit-level priorities, organized by established areas of focus for the 2011-2012 academic year.

Strategic Direction III

- Student Life implemented technology in the CLS to streamline communication to stakeholders, including creating Volunteer Portal, migrating registrations for key service opportunities to the Volunteer Connect platform, and utilizing PollEverywhere to capture real-time feedback from IMPACT participants.
- The Health Center completed the implementation of e-Prescribing, which allows clinicians at UGA and elsewhere to send electronic prescriptions directly to the pharmacy on campus.
- Recreational Sports recycled over 60 pieces of exercise equipment for the University's new Health Sciences Campus to be used starting in August 2012.
- University Housing continued to implement capital project plans for a host of residential facilities on campus, including traditional residence halls, family and graduate housing, and facilities on the Health Sciences Campus.
- The DRC implemented a more effective reporting structure and organizational chart in response to a University-sponsored self-study process.
- The Tate Student Center increased opportunities for fundraising and development by enhancing its foundation database, fostering relationships with Student Government Association alumni, and sponsoring a weekend of events for WUOG radio station alumni.

Strategic Direction IV

- The UHC partnered with other staff and faculty at UGA on several health-related research projects, including studies on diabetes prevention, obesity, treatment of childhood anxiety disorders, and alcohol use among first-year students.
- University Housing collaborated with other units on campus to enhance the residential experience for students, including the development of the American Sign Language Learning Community and Arabic Languages Learning Community, assessing the experience of first-year students in the Rogers Road expanded housing option, and establishing a successful visiting scholars program at the Health Sciences Campus for faculty guests from across the nation and world.
- University Testing Services partnered with units on campus to become an authorized testing center for information technology certification.
- Recreational Sports strengthened the academic alliance between the Office of International Education and the Georgia Outdoor Recreational Program by developing a study abroad trip for students to Australia.
- The Tate Center collaborated with faculty in the Lamar Dodd School of Art to increase students' exposure to visual arts by transforming areas of the Tate Center into an exhibit hall for class projects.
- In Intercultural Affairs, Multicultural Services and Programs collaborated with the College of Social Work to develop and implement a workshop on values and diversity for undergraduate students in that college.

II. Assessment and Evaluation

Assessment and evaluation continue to be a top priority for units in Student Affairs. During the 2011-2012 academic year, numerous assessment projects were designed and executed in order to promote the highest levels of organizational effectiveness for students at UGA. The following table showcases examples of assessment projects, related findings, and ways in which those findings led to improved programs and services in the Division.

Unit	Assessment project	Key findings from assessment project	Action taken in response
Intercultural Affairs	Global Leadership Institute (GLI) Expansion Project	Qualitative data from participants indicated significant interest in a spring series for the Institute. Data also indicated interest in a range of specialized topics for the spring series.	Findings led to the development of GLI seminars for the spring on topical areas previously unexplored. New seminars examined LGBT issues, public health, global leadership, and political issues.
University Housing	Satisfaction Assessment for East Campus Village	In the initial review of findings, students reported high levels of satisfaction with the on-campus housing experience. Students also indicated that living on campus enhanced their learning experience.	Following a predetermined assessment cycle, Housing staff will thoroughly review findings from this assessment in the next academic year, make any necessary improvements in the year following, and reassess satisfaction levels to determine the effectiveness of any implemented interventions at East Campus Village.
Health Center	Medical Clinic Service Outcomes Assessment	Over the past four years, patients' responses to a satisfaction survey have revealed a need to decrease the average time of visit to Medical Services. Total time of visit for all Medical Services clinics has approximated 50 minutes.	Staff enhanced messaging to students throughout a variety of conduits. Staff also standardized the use of a light system to indicate wait status. As a result of these enhancements, wait times decreased by 12% in one medical clinic and 16% in another. Additionally, patient satisfaction ratings on wait times improved significantly.
Tate Center	Usage Assessment	Findings from this year's assessment projects indicated that students desired longer hours of operation during finals in order to offset crowding in the Miller Learning Center. In addition, usage statistics indicated that the optimum time period for daytime programs for students was 11am to 3pm.	As a result of these findings, hours in Tate were extended to 2am during finals in the fall semester. Usage statistics revealed that occupancy was not sufficient to continue this practice during finals in the spring semester. The University Union Student Programming Board responded to daytime usage statistics by beginning a series of programs for students during peak times.

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Unit	Assessment project	Key findings from assessment project	Action taken in response
Student Affairs Assessment	Assessment Team Training Program Assessment (A-Team)	Staff who participated in A-Team showed great improvement in their understanding of assessment practice in student affairs. Participants were asked to rate their understanding of assessment practice before and after A-Team on a ten-point scale. The average score among respondents increased from 5.2 to 8.5. However, several respondents were unable to adequately construct learning outcomes using the model presented in the training program.	In response to these findings, staff have included more opportunities to discuss and practice writing learning outcomes in next year's training curriculum. The 2011-2012 academic year was the first year in which web technology was employed to deliver content. Considering the findings, staff plan to increase the use of web technology by adding resource materials to eLearning Commons (ELC) and facilitating structured conversations on-line around topics deemed to need reinforcement.
Disability Resource Center	Student Satisfaction Survey	On a satisfaction survey, over 95% of respondents reported being satisfied with the services provided by the DRC overall. Additionally, 84% of respondents believed that faculty members were responsive to disability related needs. Respondents were asked to indicate challenging issues experienced at UGA. The three most challenging issues were adapting to faculty, stress, and time management.	In response to student feedback, the DRC plans to send letters to academic deans and department heads recognizing faculty whom students commended through the survey. The DRC also plans to provide information on UGA policies and procedures regarding students with disabilities to instructors reported by students to be less responsive to disability related needs.
Extended Campuses	UGA Career Fair Assessment	All students who completed the questionnaire for this assessment project reported that attending the UGA Career Fair was a valuable activity. Additionally, students who participated in preparation sessions prior to the Career Fair reported being well prepared for the main program.	In response to student feedback, staff intend to continue promoting attendance at the UGA Career Fair among students on the Griffin campus. Additionally, staff plan to promote the preparation sessions more broadly on campus.

SECTION FOUR

Public Service and Outreach

Throughout the 2011-2012 academic year, the Division of Student Affairs consistently reached beyond the walls of the University to engage in public service and outreach. Division staff worked with students to complete approximately 112,000 hours of service and to raise over \$335,000 for worthy causes. These philanthropic efforts advanced the University's mission of service, while providing students with highly engaging experiential learning opportunities.

The statistics presented above, however, do not tell the full story of the Division's commitment to public service and outreach. Students and staff led extraordinary service projects that addressed critical needs at national, state, and local levels, including:

- Health and wellness
- Environmental stewardship
- Hunger and poverty
- Children and families
- Disability awareness
- Diversity education and cross-cultural understanding

On a national level, student volunteers with the IMPACT program (formerly Alternative Spring Break) traveled across the country to complete service activities that improved the health, environment, and quality of life for residents in visited communities. In total, approximately 360 students completed 21 IMPACT trips and logged a staggering 14,664 hours of community service. As another example, University Testing Services staff collaborated with the DRC to collect and send gifts to children undergoing treatment at St. Jude Children's Research Hospital.

Closer to home, Division staff and students completed service activities that contributed to the vitality of UGA's host communities. For example, students and staff from Recreational Sports adopted a local highway and helped build a mountain biking trail in an Athens park to encourage recreation and environmental stewardship. The International Street Festival, organized by International Student Life and held in downtown Athens, increased cross-cultural and global understanding among approximately 5,000 participants. This engaged the Athens community and supported the University's mission of promoting student participation in the global society of the twenty-first century. In Gwinnett, Extended Campuses worked with social service organizations to feed the hungry and ease difficult transitions for children entering foster care.

Units in the Division also facilitated service activities on campus. University Housing staff teamed up with students in residence halls to collect almost 600 pints of blood in support of American Red Cross blood drives. The Health Center hosted visits from 745 local eighth-graders, as part of the Adopt-a-Class program, to expose these students to health-related careers.

Students from the DRC Speaker's Bureau educated on and off-campus audiences about the lives of persons with disabilities. Presentations were offered in-person and recorded for delivery in an accessible video format online.

Whether traveling across the country, reaching out to neighbors down the street, or inviting community members to campus, the Division fostered high levels of engagement in public service and outreach activities in 2011-2012. Efforts in this area provided invaluable service to communities and their residents and offered rich learning opportunities for students at UGA.

SECTION FIVE

Staff Accomplishments

During the 2011-2012 academic year, staff in the Division continued to support the University's commitment to excellence in teaching and scholarship. Staff held leadership positions in state, regional, national, and international professional organizations; published in books, academic journals, and other scholarly outlets; presented programs at professional conferences, institutes, and other professional gatherings (including hosting one on campus for housing professionals); and taught graduate- and undergraduate-level courses on campus. A brief summary of staff accomplishments is provided below.

- Staff held over 100 leadership positions in state, regional, national, and international professional organizations. This number represents an increase of 43% over last year's figure for positions held.
- Staff published one book chapter, two academic journal articles, and four articles in popular press.
- Staff taught undergraduate and graduate courses in a variety of academic programs across campus, totaling over 50 credit hours and including over 450 students.
- Staff conducted over 128 presentations at organized professional gatherings, including 25 to local audiences, 21 to audiences at state-wide gatherings, 22 to national audiences, and eight to audiences at the international level. This year's total number of presentations represents an increase of 50% over the previous year.