



2012-2013
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 programs and services that achieve this mission:

- [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](#)

This annual report highlights many of the Division's accomplishments during the 2012-2013 academic year. Taken together, these accomplishments illustrate the great extent to which Student Affairs fulfilled its mission to enhance the learning environment for students.

The 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 2012-2013 academic year. Hyperlinks are included throughout this report to provide additional information.

SECTION TWO

Fostering Student Success

I. Student Affairs Learning and Development Objectives

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. 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 Office of the Vice President for Student Affairs.

During the 2012-2013 academic year, units in the Division continued to integrate SALDOs. The [Office of Student Conduct](#) provided training to provisional members of [University Judiciary](#) to facilitate learning in the areas of **cognitive development, leadership, self-esteem, and social responsibility**. At the conclusion of 40 hours of training, each provisional member completed a final examination containing measures related to these SALDOs areas. Findings from the examination included that provisional members scored at 96% proficiency on measures of **cognitive development** in regards to the purpose of University Judiciary. Members scored at 98% proficiency on measures of **leadership** and **self-esteem** in regards to the role of Justice or Advisor/Advocate in the formal hearing process. Provisional members scored less proficiently (63%) on measures of **cognitive development, social responsibility, and leadership** in regards to reviewing parking appeals. In response to the latter finding, staff in this office immediately engaged in follow-up conversations to clarify members' responsibilities and expectations regarding parking appeals. The staff used the overall findings to develop a continuing education program for University Judiciary members.

As another example, staff in the Tate Student Center assessed outcomes for student employees related to **collaboration, interpersonal skills, and self-esteem**. Data were collected in the fall of 2012 through a locally developed questionnaire. Findings from this assessment indicated that employment for students in the Tate Student Center led to improved communication, networking, and customer service skills (**interpersonal skills**), as well as higher levels of confidence with administration and management in professional environments (**self-esteem**). In response to these findings, a student training and development committee was created. This committee will implement a new orientation and training program for all student employees in fall 2013. Training will include learning and development opportunities in the areas of **collaboration, cognitive development, interpersonal skills, and self-esteem**. An example from the new training program is a session on improving collaboration between functional areas in support of the Tate Student Center's mission.

II. Student Retention, Progression, and Graduation

During the 2012-2013 academic year, the Division continued to coordinate a wide range of programs and services designed to promote student retention, progression, and graduation. A select list of examples from this area is provided below:

- [Multicultural Programs and Services](#) continued to coordinate the Black Educational Support Team (BEST), whose mission is to increase the retention rate among African American students at UGA. BEST mentors served as sources of information, counselors, and conduits to involvement in co-curricular activities. Mentors promoted academic success by introducing African American students to on-campus academic assistance programs, facilitating both small and large group study sessions, and encouraging engagement between faculty and students.
- The Office of Student Support Services provided holistic, individualized guidance and assistance to over 430 students experiencing extenuating hardship circumstances. This service provided students with knowledge and self-advocacy skills to effectively navigate adverse circumstances with academic implications.
- University Housing sponsored several programs designed to support retention among first-year students. One such program, [Honors Magnet](#), provided 243 first-year Honors students with a common residential environment in which to live and study with like-minded peers in UGA's Honors program. [C.L.A.S.S. Advocates](#) coordinated "Building Bridges" for African American first-year residents. This program provided approximately 100 students with an opportunity to interact and learn from successful student leaders, faculty, and staff in the residence halls.
- The Disability Resource Center (DRC) provided a variety of services to support retention, progression, and graduation among students with disabilities at UGA. Staff in the DRC captioned 918 items used by faculty for instructional purposes. This service provided equal access to classroom information presented in a visual media format for students who are deaf or hard of hearing. The DRC also provided note-taker services to 854 students with disabilities. This service provided equal access to students by capturing speech from their courses that might otherwise be missed.
- [International Student Life](#) facilitated a student orientation program for approximately 300 international students who were transitioning to UGA from abroad. This program provided a support system and taught strategies for adapting to academic and social life in the United States and on campus. This department also coordinated a tax assistance program for approximately 1,000 international students who were required by federal law to file tax forms in the United States.
- The [Center for Leadership and Service](#) sponsored [Dawg Camp](#) for over 300 incoming first-year students. Students who participated in this program created specific goals for their college experience, established relationships with peers and mentors, and learned about leadership opportunities and support resources on campus. Assessment data indicate that students who participate in Dawg Camp demonstrate increased confidence and preparedness for their first year at UGA.

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 2012-2013 academic year:

- ***Strategic Direction II: Cultivating a Division of High-Performing Individuals within Student Affairs***
- ***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 completing the 2015 Strategic Plan. This section provides a description of select unit-level priorities, organized by this year's areas of focus.

Strategic Direction II

An important priority within Strategic Direction II is promoting training and development opportunities for staff in the Division, and several units addressed this priority in innovative ways during the 2012-2013 academic year. The Department of Student Affairs Assessment (DSAA) established the [Professional Enrichment Institute](#), whose primary goal was to cultivate, through a specially designed, year-long curriculum, staff who have demonstrated outstanding commitment to the Division's mission of enhancing the learning environment for students. The inaugural cohort participated in sessions on program development, strategic planning, state governance, facilities, and supervision, which were led by senior administrators at UGA and other higher education leaders. Additionally, program participants visited other colleges and universities, interacted with state legislators and university system administrators, and participated in a nationally recognized leadership institute for student affairs professionals.

The University Health Center (UHC) developed several new departmental initiatives to expand professional development and staff recognition. Examples included a leadership institute for managers and supervisors, an educational series for staff of all levels emphasizing personal and professional development, and a recognition program called "Making a Difference," which

allowed staff to recognize one another in a variety of ways. Along similar lines, University Housing reviewed and revised departmental recognition efforts, overhauled an in-service training program for undergraduate staff, and made significant progress toward the development and implementation of a new training program for supervisors that concentrates on compliance with human resources policies and procedures. The Department of Recreational Sports held a monthly snack and learn session for its full-time employees in order to increase campus awareness as well as professional skill sets. Programming included a presentation series on changes in university and state business processes and procedures, a session on the use of assessment in student affairs, and a session on how to successfully navigate change in the workplace. As a final example, staff in Student Support Services organized several workshops to improve safety and security in the workplace for staff in the Vice President's Office. Workshops included training on emergency preparedness, the use of automated external defibrillators (AED), and the implementation of cardiopulmonary resuscitation (CPR).

Strategic Direction III

Fundraising and development is central to Strategic Direction III, and the development office made great strides in this area during the 2012-2013 academic year. Staff in this office collected over \$1.1 million in previous donor pledges and secured over \$600,000 in new pledges. Through a total of 185 visits with major gift prospects, staff presented thirteen funding proposals, representing over \$1.2 million in potential private support for Student Affairs programs and services. Additionally, staff launched campaigns to raise endowed funds for the University Judiciary and [Student Veterans Resource Center](#), and these campaigns reached several milestones in the process of securing support. The office also established an Assistant Director of Private Gifts position to implement a new annual giving program focused on maximizing gifts of \$25,000 or less.

Strategic Direction III also focuses on increasing efficiency. Several units addressed this priority through the adoption of new technology solutions. For example, the DRC migrated student records to a more technologically advanced data platform in order to lower cost, increase collaboration with faculty and staff, and improve the delivery of accommodations. The Tate Student Center integrated a new data management system to improve program delivery for administrators and students associated with student activities and organizations on campus. This unit also made significant progress on updating the software used by [Campus Reservations, Events, and Technical Services](#) to schedule meeting times for classes, events, and conferences for faculty, staff, and students. The UHC streamlined the deployment of IT equipment in exam rooms to improve workflow, decrease space requirements, and improve patient care. This priority included enhancements such as replacing all nursing and charting station terminals with upgraded computers and replacing keyboard systems in primary care procedure and observation rooms with systems that support electrocardiography devices and USB devices. As a final example, University Testing Services moved to an online registration system and added the option to pay via debit or credit card. These updates aligned with customer expectations, lowered the amount of cash on hand in the department, and provided better reporting tools for managers.

Strategic Direction IV

One of the strategic priorities for Direction IV seeks to enhance support for returning veterans and graduate and professional students on campus. This priority was a focal point for many units across the Division. For instance, the Office of the Dean of Students officially opened the Student Veterans Resource Center (SVRC) in April of 2013. The SVRC is located on the first floor of the Tate Student Center and is staffed by an Associate Director and a Graduate Assistant. The mission of the SVRC is to provide support and advocacy while assisting student veterans to excel in Student Affairs programs and activities. Extended Campuses staff developed new resources to support the academic success of graduate students on the [Gwinnett Campus](#). These resources included a guide for maintaining work-life balance, which was distributed via a student newsletter. Staff members in Extended Campuses have identified topics for additional resources to be developed and distributed during the upcoming academic year. In addition, the Department of Recreational Sports opened the [Pound Hall](#) fitness facility and Wheeler Gymnasium on the Health Sciences Campus, an emerging hub for graduate education in the health sciences at UGA.

Strategic Direction IV also calls units in the Division to continue to build academic alliances with other departments across campus. The UHC addressed this priority by forming research partnerships with several academic departments on campus, including the departments of infectious diseases, kinesiology, and psychology. Through these partnerships, the UHC participated in 14 IRB-approved studies, two of which have been published to date. In addition, staff in Tate collaborated with the Office of the Vice President for Research to implement the first Entrepreneurial Fair for students, worked with the UGA Arts Council to implement the inaugural Week of the Arts, and connected Athletics and the Grady College with WUOG 90.5 to offer students experiences in sports broadcasting.

II. Assessment and Evaluation

Assessment and evaluation continue to be a top priority for units in Student Affairs. During the 2012-2013 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 highlights examples of assessment projects, related findings, and ways those findings led or will lead to improved programs and services in the Division.

Unit	Assessment project	Key findings from assessment project	Action taken in response
Student Life	LGBT Resource Center Needs Assessment	Findings from this needs assessment included the following: a) LGBTQ students of color reported feeling a sense of isolation and disconnection from the larger LGBTQ community; b) the queer community on campus is fragmented; and c) students reported a desire for different options for restroom facilities and housing accommodations.	In response to these findings, the LGBT Resource Center staff will consider the following for the upcoming year: a) developing programming that deals with the intersections of race and sexuality; b) creating a Queer Council that would meet to organize and strengthen the queer community; and c) establishing a task force charged with studying the experience of transgender and gender non-conforming students.
UHC	Assessment of Elevated Blood Pressure Follow-up in Medical Clinic (MC) Red/Sports Medicine Clinic (SMC)	Primary care medical clinics have a goal to obtain and document a repeat blood pressure measurement for 100% of patients with an elevated blood pressure of greater than 140/90 during the same day of that patient's visit. The UHC determined that the MC Red/SMC team obtained and documented this measurement only 17.7% of the time.	In response to this finding, the UHC took several steps. Nurses reviewed proper blood pressure taking techniques. All rooms were stocked with manual blood pressure cuffs. Electronic health record templates were changed to prompt documentation of an actionable blood pressure and to prevent closure of the chart unless documentation was inserted. Finally, laminated cards with "BP recheck" were placed on the chart rack outside the exam room door to remind clinicians. As a result of these actions, MC Red/SMC met the goal of obtaining and documenting this measurement 100% of the time.

[Table continues]

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Unit	Assessment project	Key findings from assessment project	Action taken in response
Tate Center	Leadership Resource Team Assessment	Findings indicated the Leadership Resource Team (LRT) could more effectively communicate its mission and services to other departments and groups on campus. Findings also indicated a strong desire from members to develop further the Leadership Success Series, which is comprised of presentations and workshops for organizations and departments.	In response to these findings, LRT will consider the following for the upcoming year: a) developing a marketing campaign to better promote LRT programs and services to organizations and departments and b) developing new presentations and workshops to improve the Leadership Success Series.
DSAA	Professional Enrichment Institute Assessment	Findings from this assessment included the following: a) participants benefited from exposure to institutions different from UGA; b) sessions and workshops lacked adequate opportunities to apply content; and c) instruction within sessions did not always align directly with intended learning outcomes.	In response to these findings, DSAA adjusted the curriculum for the upcoming year to: a) increase exposure to other institutions in the state of Georgia; b) include authentic learning activities within each session, the artifacts from which will provide direct measures of learning for assessment purposes; and c) more closely align pedagogy to the intended learning outcomes of the Institute. In addition, DSAA has secured funds to continue the Visiting Practitioner program.
Extended Campuses	Communication Strategy Assessment	Findings from this assessment included: a) 98% of students preferred communication via email; Facebook was the second most preferred method; b) students were generally uninterested in using Twitter; c) students showed little interest in YouTube videos as resources (e.g., how and where to get your student ID); d) students were mildly interested in LinkedIn.	In response to student feedback, staff closed the Twitter account, suspended plans to explore making short YouTube videos, and continued to use email, the website, and Facebook as primary communication tools. Staff did not suspend the LinkedIn account because of continued requests for membership in the UGA Gwinnett Campus group. Plans exist to collect data on communication preferences periodically for further assessment.

SECTION FOUR

Public Service and Outreach

During the 2012-2013 academic year, the Division continued high levels of engagement in public service and outreach. Staff worked with students to complete approximately 109,000 hours of community service and raise over \$613,000 for philanthropic purposes. Students and staff completed extraordinary service projects that addressed critical needs at international, national, state, and local levels, including the following:

- Nutrition, health, and wellness
- Environmental stewardship and community beautification
- Hunger and poverty
- Respect and care for animals
- Equal access and disability awareness

On a national level, student volunteers with the [IMPACT](#) program (formerly Alternative Spring Break) visited locations across the country to complete service activities that improved the health, environment, and quality of life for residents in visited communities. In total, approximately 410 students participated in service trips, a 14% increase from last year. Over the course of 25 IMPACT trips, the participating students logged 16,400 hours of community service, a 12% increase from last year. These students supported meaningful change throughout the communities in which they worked, partnering with Compassion Coalition and Project Blessings to support disaster relief efforts in Tuscaloosa, Alabama; joining Arc Philadelphia to promote a better life for individuals with cognitive, intellectual, and developmental disabilities in Pennsylvania; and fostering HIV and AIDS awareness in Charlotte, North Carolina.

Division staff and students completed a number of service activities that improved the vitality of Athens and surrounding communities. For example, students and staff from University Housing collaborated with Hillel at UGA, the UGA Office of Sustainability, and the Go Green Alliance to promote and sponsor [Dawgs Ditch the Dumpster and Donate](#). Through this initiative, students donated over \$20,000 worth of clothing and furniture items to benefit the Athens community. As another example, [ugaMiracle](#) raised an impressive \$346,289 in charitable contributions to benefit Children's Healthcare of Atlanta. In addition, the Department of Recreational Sports, the Disability Resource Center, and University Testing Services contributed dry food and monetary donations to the Food Bank of Northeast Georgia. In a similar vein, Extended Campuses held a food drive to benefit the Atlanta Community Food Bank.

Whether traveling across the country to address issues of homelessness and poverty in Chicago, Illinois, combatting hunger in Georgia, or contributing to the beautification and revitalization of the Athens community, staff and students associated with the Division maintained an active commitment to public service and outreach in 2012-2013. Efforts in this area provided invaluable service to communities and offered rich learning opportunities for UGA students.

SECTION FIVE

Staff Accomplishments

During the 2012-2013 academic year, staff in the Division continued to support the University's commitment to excellence in teaching and scholarship. Staff published in books, academic journals, and other scholarly outlets; taught undergraduate and graduate courses; held leadership positions in state, regional, national, and international professional organizations; and presented programs at professional conferences, institutes, and other academic gatherings. In addition, University Housing hosted the [National Housing Training Institute](#), a professional conference geared toward providing housing professionals from across the country with the skills and competencies needed to excel in a career in student housing. Staff in Student Affairs also provided support to the Mid-Managers Institute, an annual national professional development program organized by College Student Educators International (ACPA), which was held in the Georgia Center this year. A brief summary of staff accomplishments is provided below:

- Staff publications included one book, four book chapters, five academic journal articles, one article in popular press, one book review, and three dissertations.
- Staff taught undergraduate and graduate courses in a variety of academic programs across campus, totaling over 35 credit hours and including more than 370 students.
- Staff held 69 leadership positions in state, regional, national, and international professional organizations.
- Staff conducted 115 presentations at organized professional gatherings, including 28 at the local level, 16 at the state level, 34 at the regional level, 30 at the national level, and seven at the international level.