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Vision Statement:
To develop and empower students to be active learners, personally competent, and engaged in their campus, local, and global communities.

Mission Statement:
The Division of Student Affairs will create transformative and inclusive opportunities for all students through co-curricular experiences, exceptional services, and welcoming environments. We will facilitate intellectual, spiritual, social, career, and cultural development through campus collaborations that promote competence, integrity, and compassion.

Values:
**Collegiality** - Reflected in collaboration, partnership, sense of community, and teamwork.
**Compassion** - Reflected in caring, empathy, and social responsibility.
**Excellence** - Reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.
**Inclusivity** - Reflected in diversity, equality, fairness, impartiality, and respect.
**Integrity** - Reflected in accountability, ethical behavior, honesty, and reliability.
**Leadership** - Reflected in courage, honor, professionalism, transparency, and vision.
Strategic Planning

Over the past year, much work has been done to set some priorities for the division in an effort to build a stronger and more comprehensive student life. We are planning new ways of building a valuable student experience that attracts, retains, and graduates students. Our strategic plan affirms our mission of developing students to their fullest potential through initiatives which are designed to create opportunities for student growth academically, professionally, and personally.

We have developed a plan that complements Transition Forward, the University’s Strategic Plan. Each priority for the Division works towards achieving the priorities for the University. We have created the following five strategic priorities to help us achieve our goals, objectives, and learning outcomes for the next few years.

Student Affairs Strategic Priorities and Major Accomplishments in FY14

SP I. Promote Student Engagement and Involvement
The Division of Student Affairs is dedicated to creating a comprehensive college experience for students at all phases of their education. Student engagement and involvement provides opportunities for students to become active participants in all aspects of campus life through a diverse range of collaborative interactions with faculty, staff, and peers. Engaged students add to the life of a campus and are more likely to apply what they have learned in the classroom through co-curricular activities.

SP II. Build Comprehensive Student Development and Leadership Opportunities
A primary function of Student Affairs is to provide intentional opportunities for students to achieve personal and professional success. Student development and leadership enables the holistic enhancement of student competence, maturity, and autonomy through challenging programs and experiences that help them establish their identity, purpose and integrity. Competent, mature and independent students are better prepared for a lifetime of leadership and service to our campus and communities today and in the future.

SP III. Strengthen Student-Centered Services, Operations, and Facilities
It is essential for the Division of Student Affairs to have 21st century facilities that adequately meet the needs of our students and are comparable to peer institutions. The Division will articulate short- and long-term improvement plans to ensure efficient and effective services that fulfill the co-curricular needs of our student population. Through the implementation of excellent operations our departments will enhance direct services to stakeholders while incorporating technology and infrastructure changes to accommodate the needs of the university community.

SP IV. Develop our Human Resources to Support Student Success
Since people are our most valuable asset; we will ensure that all of our professional staff, student employees and graduate assistants are developed to their fullest potential with continuous training, education, mentoring, communication and assessment. Competent, committed and creative staff will be needed and supported to realize our student success-focused strategic priorities and to align the Division of Student Affairs with GRU’s Mission and Vision as outlined in the Transition Forward strategic plan.

SP V. Create Campus and Community Collaborations
The Division of Student Affairs is a collaborative organization that enjoys partnerships with all GRU entities, students’ families, and a diverse array of community organizations to provide the best engagement opportunities for GRU students on all of our campuses. As the heart of any successful partnership is communication, the division will work to develop methods to ensure an open and informed relationship will exist with all stakeholders. The division will serve as a resource for our partners to provide information and assistance with any activities that support student success.
1. **BE A NATIONAL MODEL** for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university

I. **II. III. IV. V.**
   1. Manage the transition from two distinct educational institutions to one student-centered research university.

II. **IV. V.**
   2. Cultivate a collaborative, enriching work environment that generates open, honest, and constructive communication.

III. **III.**
   3. Ensure that facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach and research programs.

V. **IV.**
   4. Promote access to higher education, in the context of a research university, and respond to the needs of our communities.

   5. Attain national and international recognition as an integrated and innovative university and academic health system.

2. **BE A COMPREHENSIVE RESEARCH UNIVERSITY** that leverages its history of **Excellence in health science and medical education** with a strong foundation in liberal arts education and professional degrees

II. **I. II. IV.**
   1. Deliver excellent education and training throughout our expanding footprint.

II. **IV.**
   2. Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global work place and society.

III. **III.**
   3. Provide an environment that promotes innovative education.

I. **I. II.**
   4. Increase student retention, progression, and graduation.

   5. Develop an undergraduate curriculum with a distinctive profile that embraces the principles of liberal arts education as fundamental to all disciplines and that recognizes the values of a culture of intellectual inquiry, creativity, and undergraduate research.

3. **BE A NATIONALLY & INTERNATIONALLY RECOGNIZED LEADER** in research, discovery, and scholarship

V. **I. II.**
   1. Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.

   2. Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic and economic impact.

   3. Lead in training, attracting, and retaining highly qualified researchers and scholars from diverse backgrounds.

   4. Promote a culture of undergraduate and graduate student research.

   5. Practice distinction in biomedical research and health science education.

4. **PROVIDE SERVICE** to the local, state, national, and global communities

V. **I. II.**
   1. Partner with our constituent communities and regional health care assets to leverage coordinated interprofessional care and empirically-based expertise.

II. **IV.**
   2. Provide scholarly service and leadership in local, state, national, and international venues.

   3. Engage in service that demonstrates a sustained commitment to diversity and inclusion.

II. **IV.**
   4. Demonstrate excellence in patient care by developing high-quality, culturally appropriate, cost-effective patients- and family-centered health care.

5. **OPTIMIZE OUR POTENTIAL** as a whole through greater efficiency, effectiveness and productivity supporting strategic growth and development

I. **II. IV.**
   1. Optimize leadership, faculty, and staff recruitment, retention, productivity, and engagement.

IV. **II.**
   2. Develop innovative employee-sensitive policies, practices, and programs that establish GRU as an employer of choice.

III. **II.**
   3. Enhance the effectiveness and efficiency of the enterprise’s administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources.

III. **II.**
   4. Efficiently use existing resources and identify new resources to meet our current and future needs.

IV. **V.**
   5. Advance a coordinated philanthropic strategy to increase and enhance fundraising activities supporting all aspects of the enterprise.

6. **DIVERSITY AND INCLUSION** across all missions

IV. **IV.**
   1. Develop practices and policies of inclusivity that are implemented and embraced across the enterprise.

IV. **V.**
   2. Facilitate ongoing cultural competency development.

   3. Enhance efforts to reduce population disparities.

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**Legend**

SP I. Promote Student Engagement and Involvement
SP II. Build Comprehensive Student Development and Leadership Opportunities
SP III. Strengthen Student-Centered Services, Operations, and Facilities
SP IV. Develop our Human Resources to Support Student Success
SP V. Create Campus and Community Collaborations
Overall, the unit had a slight decrease in the number of Testing and Disability Services appointments from FY13. The total number for TDS (2,000) was composed of accommodated tests, disability appointments, and independent tests proctored for non-disability students (proctored distance course exams, or proctored online course exams). Institutional testing numbers decreased from FY13, while national testing numbers rose slightly from FY13.

Testing services administered a wide variety of national and institutional tests, as shown below in charts 2-3. The decrease in the number of Institutional Tests administered in FY14 was due to the discontinuation of the required COMPASS Math Placement test. TDS labs are available for use by other GRU departments and in FY14, 44% of the Institutional Tests were classified as outside usage. A total of 8 Writing and Technology Proficiency tests were administered, a requirement for admission to the Counselor in Education program in the College of Education. TDS administered 16 different National Tests in FY14, and over 71% of National Test numbers came from the ACT, SAT, TEAS, and GACE exams.

There was a total of 507 individual disability appointments for the year including initial intake appointments, required semester appointments for current accommodations, or problem-solving appointments. Chart 4 reflects the duplicated head count (total 212) of students eligible for services according to disability type. The unduplicated count for FY14 was 171 students. Charts 5-6 show the types of accommodations both in courses and for testing purposes.
The Counseling Center offered a wide range of counseling and outreach services in FY14. Overall, the total number of appointments increased by 63.6% from FY13 to FY14, with a total of over 7,000 hours spent in counseling sessions. Similarly to FY13, the largest majority of counseling appointments were for personal counseling (returning and intake). However, appointments are also available for career exploration, as well as academic skills (study skills, test taking, time management, and reducing test anxiety). In addition to counseling sessions, the Counseling Center also provided a wide variety of outreach services in presentations, seminars, and workshops.
The Student Health Center provided an array of clinical and outreach services to students, faculty/staff, and the greater community in FY14. The total number of appointments increased by 64.4% from FY13 to FY14 with the majority of gains coming from the Summerville campus. The charts below show a comparison of total usage from FY13 to FY14, an hourly breakdown of appointments from FY13 to FY14, and a comparison of appointments across colleges from FY13 to FY14.

FY14 Services Provided

- Appointments ..............11,082
- Outreach (Events) ............55
- Classroom Visits .............27

Appointments for FY13 and FY14

Appointments by College for FY13 and FY14

Appointments by Time for FY13 and FY14
The Wellness Center offers a wide variety of services for students including group exercise classes, personal training, and other fitness services. Overall, the Wellness Center has grown over the last year with about 15,000 more visits in FY14 than in the year prior, particularly within Summerville students. The usage peaks from January through March with over 9,000 visits per month, particularly during the five day work week. Charts 13-15 show comparisons of FY13 and FY14 in terms of total usage, usage by month, and usage by day of week.
University Connections

The UVC program has positively impacted student success just one year after transitioning the voluntary first year living-learning program to a required living-learning program for all first year students in University Village. UVC is designed to assist new freshmen students in making a successful academic and social transition to Georgia Regents University. The program aims to foster a sense of belonging at GRU, promote engagement in the curricular and co-curricular life of GRU, establish college expectations for new students, and assist students in developing or clarifying their purpose, meaning, and direction. In providing programmatic and advisement support, students in the University Connections program will become active participants in both their own future and the future of our community, state, region, and nation. The table below further shows the specific impacts upon the UVC group as compared to the freshman class cohort. UVC participants indicated that the program increased their connection to GRU, and helped them to become better students by easing their transition into college life.

<table>
<thead>
<tr>
<th></th>
<th>UVC</th>
<th>Freshman Cohort</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall13 Academic Probation</td>
<td>23.6%</td>
<td>23.7%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Spring14 Academic Probation</td>
<td>17.2%</td>
<td>17.8%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Fall13 GPA &gt; 3.00</td>
<td>40.7%</td>
<td>38.7%</td>
<td>2%</td>
</tr>
<tr>
<td>Spring14 GPA &gt; 3.00</td>
<td>37.3%</td>
<td>37.6%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Fall13 GPA Average</td>
<td>2.61</td>
<td>2.56</td>
<td>0.05</td>
</tr>
<tr>
<td>Spring14 GPA Average</td>
<td>2.61</td>
<td>2.60</td>
<td>0.01</td>
</tr>
<tr>
<td>Retention Fall13 to Spring14</td>
<td>95.3%</td>
<td>91.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Retention Spring14 to Fall14</td>
<td>79.9%</td>
<td>78.9%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 1

Intramural Sports

Participants from both the Summerville and Health Sciences campus contributed to a more than 110% increase in intramural participation from FY13. IM’s were at or over capacity for basketball, flag football, volleyball, and futsal.
Housing and Residential Life experienced significant growth over the last year due to increased student demand for on-campus housing. University Village occupancy was at 100% in Fall due to the plan for 508 beds; however, a number of revisions were developed that allowed for an additional 14 beds. Overall housing occupancy for the year was at 98% for the Summerville campus, and 91% for the Health Sciences campus. The table below further compares the occupancy and vacancy across both campuses.

Resident Assistants are available on both campuses to meet the students everyday housing needs. University Village had 10 Resident Assistants, and the Health Sciences campus had 4. In order to further assist students, the RA’s hosted monthly live and learn programs at each campus. These programs had excellent turnout and received great feedback.

<table>
<thead>
<tr>
<th></th>
<th>University Village</th>
<th>Health Sciences</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Beds</td>
<td>522**</td>
<td>208</td>
<td>730</td>
<td>100%</td>
</tr>
<tr>
<td>Number of Occupied Beds</td>
<td>510</td>
<td>189</td>
<td>699</td>
<td>96%</td>
</tr>
<tr>
<td>Occupancy Rate</td>
<td>98%</td>
<td>91%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Number of Vacant Beds</td>
<td>17</td>
<td>19</td>
<td>36</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 2
Jaguar Production Crew

The Crew sponsored a total of 29 events in FY14. The charts below show the four major areas of Crew events as well as the total attendance. Event attendance was composed of both Summerville and Health Sciences students. Overall, attendance for Fall events was significantly higher than for other events, primarily due to the popularity of the Pig Out.

**Attendance at Week of Welcome Events**

- Total Attendance: 1674

**Attendance at Fall Events**

- Total Attendance: 4686

**Attendance at Homecoming Events**

- Total Attendance: 1953

**Attendance at Spring Events**

- Total Attendance: 1416
Orientations

There were a total of 9 orientations held on the Summerville campus in FY14 with a total of 1,239 students participating. The average number of students per orientation was 137. In FY14, 25% of the students attending orientation attended the first two sessions held in June. An additional 35% came to orientations in July, and 25% attended in August.

Spring orientations were significantly smaller, but still composed 15% of total orientation participation. This trend was quite similar to orientations held for FY13, as shown below in the chart.

CARE

The CARE team was fully functional this past year with a strong core team to assist students in need. Presentations were made to many different departments and colleges informing faculty and staff of the program, and a guide was developed with resources to assist faculty and staff with recognizing and dealing with students in distress. Additionally, the GRUCARES website was created which includes a link allowing faculty, staff, and students to submit a CARE report. There were a total of 73 CARE reports filed in FY14 on 56 individual students. At least 10 students had multiple reports during the year. The primary concern was mental health related.

<table>
<thead>
<tr>
<th>Conduct</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft</td>
<td>1</td>
</tr>
<tr>
<td>Computer Violation</td>
<td>1</td>
</tr>
<tr>
<td>Weapon</td>
<td>1</td>
</tr>
<tr>
<td>Drug Violation</td>
<td>2</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>1</td>
</tr>
<tr>
<td>Acts of Dishonesty</td>
<td>2</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>7</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Table 3

Student Conduct

There were a total of 16 formal conduct cases in FY14. The table to the left is exclusive of minor conduct violations in student housing, and conduct issues that were handled informally. The specific conduct and number of cases appear in the table to the left. The primary concern was disorderly conduct.
Student Organizations

The Office of Student Life and Engagement has been very busy this last year with student organizations. A total of 450 events were held over the year (including meetings, fundraisers, workshops, tryouts, and interest meetings). Additionally, a Student Leader Workshop was held in which representatives from 74 different student organizations were in attendance.

Finally, over 60 student organization leaders participated in a community service project where motivational notes were delivered to a local elementary school. Chart 22 shows both the types and number of student organizations in FY14.

Greek Life

Greek Life has flourished and participation has expanded on campus over the past year. GRU hosted its first Greek Life Awards Banquet in April, and Greek organizations participated in HeartWalk for the first time, and were able to raise over $5,000 for the charity. Additionally, Greek Life received a charter for the National Pan-Hellenic Council, and was able to develop a Greek Life Brochure which was handed out during orientations. Additionally, two new councils were formed over the last year – the Greek Council and the President’s Council.
The Jaguar Student Activity Center (JSAC) houses six event and meeting spaces as well as an outdoor plaza. Additionally, there are two TV lounges, a cyber-café, a game room, a fitness center, and the JSAC food court. In FY14, the JSAC developed a vision “To be the heartbeat of the campus and the location of choice by students, faculty, and staff for accessing campus information, fitness opportunities, and entertainment”. Charts 23-25 examine attendance within the JSAC by both month and time of day. For all areas, attendance within the JSAC is highest within the Fall Semester during the middle of the day, and usage goes down in the months when classes are not in session.
The Maxwell Performing Arts Theatre has been busy this year providing a variety of music, theatre, and Lyceum events to the University community. Overall, facilities usage increased slightly from FY13 to FY14. Lyceum Event overall attendance was down 66% from FY13. This change can be attributed to several issues over the last year - a major ice storm during one of the events, a decreased budget, and difficulties with outreach to the Health Sciences Campus. Overall, total attendance for music events showed a slight increase from FY13 to FY14. In FY14 the winter choir concert regularly held in the Maxwell Theatre was cancelled due to the ice storm. However, increases in the number of student tickets for GRU Wind Ensemble and GRU Jazz Ensemble, as well the successful musical “Into the Woods”, appeared to increase overall music program attendance.