

**Process for Determining Objectives/Outcomes/Assessments
Division of Student Affairs
The University of Texas at Dallas**

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Vice President for Student Affairs

The process for determining objectives, outcomes, assessments and budget needs in the Division of Student Affairs begins in the individual units. The decision-making processes for each respective unit are outlined below. Final decisions occur through a series of regular meetings with directors, both individually and in groups, in which the plans of the individual units are reviewed and discussed. Opportunities for cross-departmental collaborations are also identified during these sessions. Regular meetings of the Vice President and Assistant Vice Presidents for Student Affairs are also used to verify priorities, check for alignment with the division and university mission and confirm resources necessary to support the efforts of individual units.

Each unit also submits an annual report, which includes noteworthy activities and accomplishments for the past year, along with strategic initiatives and budget projections for the upcoming year. Reports are reviewed and discussed by the Vice President and Assistant Vice Presidents for Student Affairs and unit directors. Reports from units whose primary funding comes from student fees also are reviewed and deliberated by the Student Fee Advisory Committee, which submits final budgetary recommendations to the President.

In an attempt to begin the process of creating a more comprehensive culture of assessment in the Division of Student Affairs, the Assistant Vice Presidents conducted a joint meeting of all Student Affairs Directors in which they gave an overview of the SACS re-affirmation process and the focus on student outcomes and assessment. Directors then worked with their respective units to prepare their first-draft documents for FY2006 and FY2007. The Assistant Vice Presidents subsequently reviewed the documents and conducted one-on-one consultations with each Director to clarify objectives and planned assessment activities. Final documents were then merged into master documents for review by the Vice President for Student Affairs.

Financial Aid

As our mission statement indicates, “The goal of the Financial Aid Office is to expedite and streamline processes within the Financial Aid Office that, when implemented, will expedite the review of financial application data in order to expedite the delivery of financial aid funds to The University of Texas at Dallas student.”

Automating manual processes, which had previously resulted in delays and extensive staff resources, enabled the office to review original dates for problems and to expedite the delivery of funds to students’ UTD accounts and/or to their bank accounts through electronic fund transfers.

With the growth in the number of financial aid applicants, the office has eliminated delays in mailing time, review time, completion of loan acceptances, etc. Automation of processes enabled students to complete acceptances without the need of paper applications by utilizing web functionality.

The office will continue to investigate technological methods to streamline and deliver faster results to students. The ability for the office to continue to assess and improve current processes will hinge on the implementation of a new student system, capable of further automating awarding processing.

Registrar

The Office of the Registrar incorporates the office mission, “We Care and We Deliver”, into every aspect of our operation providing constant attention and resolution to student issues whether they be procedural inconsistencies or policy dissemination/explanation.

As UTD evolves into one of the nation's best universities, change has become the mantra of this office. Constant evaluation and assessment of our business practices ensure changes implemented are effective and meet the needs of our constituents. We accomplish this by conducting weekly administrative meetings, attending academic committee meetings, surveying students, obtaining feedback submitted to electronic bulletin boards, engaging in conversations with technical teams, and meeting with academic advisors and departmental contacts which result in identifying future goals.

In our weekly administrative meetings, each administrative team member brings current issues to the table related to their specific team. The discussions often revolve around improving processes or resolving student or faculty complaints. Solutions are collaboratively derived as ideas are generated. These documented meetings are the primary basis for our annual budget report: for example, registration process, records security, and official transcript requests.

The Registrar serves on and attends various academic committees: Council for Undergraduate Education, Council for Educational Policy, and the Core Curriculum Committee. The role of the Registrar is to provide research and guidance related to federal, state, and university rules and regulations. As a result, the information gathered for these meetings fuels initiatives for the Office of the Registrar.

Each long semester, the Office of the Registrar participates in educating the freshmen in Rhet 1101. This allows us the opportunity to survey incoming students regarding our services. The questionnaires are tallied and shared at administrative team meetings. Discussions regarding survey responses assist in improving office processes. We have found Rhet 1101 is an excellent way to receive feedback from our students. We also utilize student government leadership for continuous student feedback.

Bulletin boards are also a valuable means for student comments. Students are encouraged to utilize bulletin boards via Web for Students, Office of the Registrar, and graduation websites. Again, student or faculty emails are points of discussion at administrative team meetings.

We are very fortunate to have partnerships with the technical teams on campus. These relationships help form plans for successful software implementations and innovative technical solutions.

The advisors and departmental assistants are an extension of the Office of the Registrar. It is imperative that our office maintains close relationships with our colleagues because they provide invaluable student feedback. When we began reviewing the class schedule, they were an integral part in making it a success. Additionally, they provided us with any additional student concerns.

These methods of obtaining feedback and assessment have assisted the Office of the Registrar in planning for the future. Commitment to both our office and university mission statements

assists in the implementation of our goals. These collaborative efforts will ensure that we effectively serve our students and faculty.

Career Center

Each year, in coordination with the annual budget request and annual report cycle, the Career Center measures the accomplishment of goals and successes in carrying out the strategic mission and initiatives. The vision, mission and guiding themes are reviewed, evaluated and altered as deemed appropriate. Core processes are identified, outlined and evaluated as to their efficiency, effectiveness and meaningfulness. Evaluations collected from constituent groups are reviewed and interpreted in the context of informing the improvement of processes.

The Career Center staff assists in the process of recording data necessary to determine the utilization of services offered by the Career Center. Observation notes are recorded in UTD CareerWorks by each staff member for every person with which they come into contact. Staff members also record activity into an Access database located on the Career Center G:drive that is not recorded into UTD CareerWorks. Information recorded depends upon the type of activity, but mostly pertains to student/alumni activity. Students/alumni wishing to use the Career Center facilities are tracked through Comet Card activity or manually recorded on a visitation log.

The Career Center asks all seminar and event participants (students, alumni & employers) to complete an evaluation form to give feedback on the value and quality of the session or event. The data collected are used to measure the effectiveness and quality of the programs and to identify the need for additional or different programs.

Students and alumni who utilize resources in the Career Center or who meet with Career Center staff members are encouraged to complete the *Your Opinion Matters* form to evaluate the resources they used and the service they received. They also are given the opportunity to offer suggestions and comments.

As soon after the end of the fiscal year as possible, the Director, with the assistance of the Associate Directors and other staff members, retrieves the appropriate data and compiles an annual report. The purpose of the report is fourfold:

- To give a snapshot of the programs and services offered and the participants who took advantage of these offerings.
- To evaluate the accomplishment of the goals and initiatives set for the year.
- To define appropriate goals and initiatives for the new fiscal year.
- To identify fiscal needs to support the goals and initiatives planned for the new fiscal year.

In light of current student, employer and university needs, as well as market conditions, strategic initiatives compatible with the mission of UTD and the Career Center are outlined for

the upcoming year. Initiatives are monitored throughout the year, and changes are made as budget and other conditions dictate.

The Career Center surveys graduating students (both undergraduate and graduate) each semester to collect data on their post-graduation activities. The survey includes questions about post-graduation employment and/or continuing education. Before the end of the semester, graduating students are notified through email regarding the survey. The survey is available to them through a link on the Career Center website. In addition, Career Center staff avail themselves of the opportunity to collect completed surveys at the graduation ticket distribution table sponsored by the Registrar's office. The data are compiled and reported as a part of the annual report and are shared with university administration during the annual budget preparation process. Summary statistics are also provided on the Career Center website each year.

Decisions for the FY07 Budget Year were based on information gathered during the processes outlined above. The shift in responsibilities of the Associate Director Employer Relations was initiated by Dr. Darrelene Rachavong during a meeting in February 2006. The Student Fee Committee approved the hiring of a new Assistant Director Internship Program during the fall semester 2005. These changes, along with the improvements outlined for the On-Campus Interviewing program and the Student Employment program, will create new partnerships with organizations the Career Center has been trying to attract and will solidify relationships already utilizing our services.

The emphasis for FY07 will remain focused on the students/alumni; however, a new emphasis on employers also will be established and implemented. As employer involvement grows, so too will student involvement through on-campus interviewing and programming.

Disability Services

Disability Services makes a significant contribution to the University through its provision of accommodation services to qualifying students. Its goal is to provide high quality services and programs for students with disabilities who request services. Each year Disability Services develops an Annual Report that details the individual assistance provided to qualifying students and compares those results to the results from prior years. From this comparison, Disability Services identifies trends in the types of disabilities most common among students and the types of services provided, e.g., proctored exams, note takers, assisted listening devices. These trends are assessed to project the expected demands for the coming year and to develop desired outcomes. The annual budget is developed based upon these expectations.

In addition to the Annual Report evaluation, Disability Services distributes a survey every year to students who have registered with the office. The survey allows respondents to express their satisfaction and concerns regarding the services they were provided. The results of the surveys are tabulated and used to determine areas in which improvements may be made. The identified improvements then become incorporated into the goals for the upcoming year.

Greek Life

The Greek Life program is a young, but growing, program at UTD. During 2005-06, Student Life staff with responsibility for its oversight identified several key elements of the program that needed to be addressed. They were: 1) intensive and improved advisement; 2) increased visibility of the program; and 3) increased and improved leadership development. Two of these elements were addressed during 2005-06 and are described below. The third component, an improved leadership development program, will be addressed in 2006-07.

A hallmark of the assessment process with the Greek program is constant and open dialogue with all constituents in the Greek community. This includes frequent communication with students, chapter presidents, alumni advisors, national representatives, and council officers. Student life staff members make themselves available to all of these groups and use the information and suggestions they obtain to improve the program. Stakeholders outside the Greek program also play a role in its evaluation. Student government officers (who may or may not be Greek), university administrators, and faculty provide insight and recommendations for the program. Dialogue and feedback are the major sources of information related to making the program more successful.

Deans and directors learned from students through Panhellenic and Interfraternity Council meetings that a dedicated, full time staff advisor would be beneficial to their program. Students felt frustrated at times that their advisor was involved in other programs and tasks. Student life management took this information and re-aligned some responsibilities. A full-time Greek Coordinator position was then created.

Similarly, a marketing and promotional campaign in the Student Union was undertaken to enhance the image of the Greek life program. Through a report provided by an independent consultant, and with feedback from students, visible evidence of the Greek program was installed in the building, including such items as display cases, banners, and a trophy case.

The Greek Life program continues to evolve. As it grows with the university, constant evaluation and attention to its changing components will be necessary. Student life staff has made this a priority by committing time, space, and resources to the program.

Housing Operations

The University of Texas at Dallas has created a Department of Housing Operations in response to the Commission Report on Residential Housing. This department was created to give the overall responsibility and authority to coordinate the management of the university's obligations to student housing. A major role of the Director of Housing Operations (DHO) is to work closely with the Utley Family Foundation, owner of Phases I-IV of the Waterview Apartments, and the property management company to meet obligations of quality housing to all students. As listed in the commission report, the

DHO must establish measurable performance standards for the operation of residential housing and take the lead on how to operate a first-class housing facility.

Included in this operation would be regularly reviewing management records of the facility operation, including maintenance and financial reporting to make sure sound business practices are in place. Having a high standard of student living is the key focus behind the creation of this department, along with goals that are achievable and recognizable by the entire UTD community. As a liaison between the university and the management company, the DHO would support the student population who choose to live on campus by making sure every effort is made to meet their housing needs through positive collaboration with other UTD offices.

The immediate responsibility of the department is to follow up on the 17 recommendations of the Commission on Residential Housing. The first task has been to formulate a mission statement with clearly defined goals of the program which will lay the groundwork for development and growth of the department. Focusing on customer satisfaction is a key component of what the department must do to maintain positive relationships with the students who live in the apartments. With safety of the complex being a concern of the Commission and the student population, priorities of the department have been to focus on improving safety mechanisms within the complex and developing processes within the program to monitor the effectiveness of these improvements.

To create a first-class housing facility, the department must evaluate what kind of product it leases to students with the assistance of the management company operating the UTD owned housing and the Utley Foundation owned housing. A specific audit of all units will give the department the information we need to lay the groundwork for an effective maintenance program. This maintenance program must incorporate long and short term goals, and give the facility a much-needed facelift both externally and internally. We must take maintenance and customer service seriously in order to operate the facility in a highly professional manner that focuses on the student and not the revenue produced by the facility.

With the input and collaboration of the management company, Utley Foundation and other university departments, Housing Operations' focus is to create an atmosphere of community living that is affordable, safe and well-maintained. With this focus, the quality of the facility will improve over time and remain at a high level of functionality. Students will enjoy their experience living on campus and we will have worked together to create an environment that is student-focused.

Intercollegiate Athletics

The athletic program at UTD makes a significant contribution to the University and Student Life by offering NCAA-governed athletic competitions for its student athletes. The goal of UTD Athletics is to provide high quality athletic competitions while encouraging high academic achievement. Decisions related to issues that are governed

by University policy are discussed with the athletic staff and students and are implemented as required. Policy or program decisions related to athletic-specific issues are first analyzed internally with the affected parties and the larger staff as needed. Information is gathered as required from the governing conference office and from colleagues at peer institutions. Once all research has been conducted, the athletic staff and the Athletic Director, discuss the potential policy or program change, make recommendations to administration, gain approval where appropriate, and implement change as required. Each year the athletic department develops an annual report that details records for the year and recognizes individual achievement by students and coaches. Operational functions such as student travel and safety measures related to such are evaluated each year and adjustments made accordingly. The annual budget is developed based upon any anticipated changes.

In addition to review of the annual report, UTD Athletics conducts a survey every year with students who participate in its programs and exhaust their eligibility. The survey allows respondents to express their satisfaction and concerns regarding their experiences as student athletes. The results of the surveys are tabulated and used to determine areas in which improvements may be made. These identified statements/concerns then become incorporated into the goals for the upcoming year.

International Student Services

The International Student Services Office follows a multiple step process in setting and meeting objections and goals. The process includes the following steps:

- Assess current services
- Identify new student needs
- Identify service gaps
- Discuss priorities and feasibility
- Identify objectives and goals
- Assess current services

The following methods have been used to assess current services and to identify student needs:

- Customer Service Evaluations (anonymous). Available for students to pick up from all ISS employee desks, in the reception area of the ISS Office, and sent periodically by email to all currently enrolled international students.
- Customer Service Exit surveys (anonymous). Provided to graduating students during ISS Optional Practical Training workshops.
- International Student Focus Groups. Held to ask specific questions of small groups of international students about the quality of service and direction of the ISS Office.
- Evaluation surveys of on-campus programs. Distributed to students who attend ISS Office programs and events.
- Individual verbal feedback from students and other constituents: Received on an on-going basis by all members of the ISS Office.

As an example of the goal setting process, the International Student Services Office surveyed our student customers in several ways concerning the quality and content of our services in 2004. Qualitative information was collected as to student satisfaction on services and programs already offered within the office, which services and programs students would like to have provided through the ISS Office and how UTD can better retain international students.

During this evaluation process, we identified that students wanted an improvement in the amount of time needed to process certain immigration documents. As a result, the ISSO administrative team (Director and Assistant Director) identified a goal for the office to reduce processing times. This goal was shared with the team of immigration advisors, and collectively we identified ways to reduce these processing times by streamlining and better using technology resources. As a result, processing times were reduced for Curricular Practical Training (CPT), Optional Practical Training (OPT), I20 travel endorsements, enrollment letters, concurrent enrollment, etc.

Beginning in November 2005, the ISSO shifted to a team structure which expanded the number of staff to be involved in goal setting. Since that time, the Current Student Advising team has taken the objective of reducing processing times further and has implemented additional process improvements. The methods implemented include using cross-training and workload sharing, and they have reduced the processing times for I20 extensions, reduced enrollment, health insurance waivers, etc.

Currently, the ISSO is performing another assessment (using Survey Monkey) to survey students on current services. Once that data is collected, we will use it to re-evaluate our objective of reducing processing times, and re-assess how to best meet this need of our students.

Judicial Affairs

The Judicial Affairs Office's overarching goal every year is to comply fully with the Regent's Rules and Regulations regarding scholastic dishonesty. A critical aspect of this goal is to assure that the minimum requirements related to due process are available to students facing allegations of scholastic dishonesty. Consequently, objectives, outcomes and assessments focus upon improving the execution of the due process requirements and communicating with faculty and students regarding the university's obligations with regard to the identification, investigation and disposition of allegations of scholastic dishonesty.

Every year the Judicial Affairs Office develops an Annual Report that reflects the Office's activity for the preceding academic year. This includes identifying and documenting the accomplishments for the year regarding its campus-wide outreach efforts and providing a recap of the allegations received by the office and their disposition. As information is collected to develop the Annual Report, it provides the Office with an opportunity to identify specific outcomes that were obtained for the year and to evaluate those outcomes against objectives. Any gaps or deficiencies provide a

starting point for determining the specific objectives for the forthcoming year. Based upon discussions with the Dean of Students and anecdotal information from faculty and other staff, the Office identifies additional objectives. The Dean of Student's budget is adjusted as appropriate to accommodate the desired outcomes.

During academic year, 2006-2007 staff from Judicial Affairs will begin conducting surveys in Rhetoric classes in which presentations on academic integrity have been made, and with students who are subject to due process. The surveys will be analyzed to assess students' understanding of the rules and requirements related to scholastic dishonesty. Based upon the results of the analysis, the Office may modify its approach to and content included in outreach efforts.

Multicultural Center

The Office of Multicultural Services has the primary responsibility for programming and support for African American, Hispanic, Asian American, GLBT and international students. Historically, the office functioned under Special Services; however, 2001-2002, staff members began to research the idea of moving to the Multicultural Center concept based on the "Closing the Gaps" campaign in Texas. Closing the Gaps by 2015, adopted in October 2000 by the Texas Higher Education Coordinating Board with strong support of the state's educational, business, and political communities is directed at closing educational gaps in higher education participation within Texas, as well as between Texas and other states. It has four goals: to close the gaps in student participation, student success, excellence, and research.

Multicultural Center staff attended several conferences such as the "Closing the Gaps" Conference in Austin, sponsored by the Texas Coordinating Board, the "National Conference on Race and Ethnicity" as well as the 2002 National Conference on Multicultural Affairs in Higher Education. We also, researched Multicultural Centers at other institutions such as: Texas A&M University, UT-System Schools, Stephen F. Austin, TCU, SMU and the University Wisconsin at Madison. After holding a focus group meeting with UTD's multicultural student organizations to discuss their needs and the concept of a Multicultural Center, as well as planning meetings with the Multicultural Services staff, we drafted a proposal to move from the services concept to the center concept to better service our students. The proposal was accepted by our Administration which prompted several meetings with other offices on campus such as: Associate Provost and Dean of Undergraduate Education, Undergraduate Advisors, Dean of General Studies (Special programs) and Director of the Women's Center for support, advice and collaborative planning.

The Multicultural Center moved into its new home in October of 2003, which was designed to meet the Center concept needs. The Center staff and the Dean of Students met during our annual planning retreat to develop a programming/services timeline. During our annual retreats we update our office procedural manual, review our goals and mission and update our programming/services timeline. This is the time that we evaluate our programs and services based on event evaluations as well as our student satisfaction

surveys. Based on our mission and goals during a planning meeting we recognized the need to increase the number of Multicultural Peer Advocates (MPAs) that we employ to meet the needs of the vastly growing population that we serve. There was also a need for additional full time staff and upgrading our computer lab based on our center usage report. The Multicultural Center staff meets weekly to review all upcoming programs, review any program evaluations, student satisfaction surveys and to determine the effectiveness of the Multicultural Center for our students.

New Student Programs

The New Student Programs staff members meet to brainstorm, discuss, plan, and determine the annual goals. Goals are monitored periodically, and a final assessment is prepared at the end of the year and presented in the department's annual report.

During the goal setting process the following are considered:

- Requests and feedback from students/staff/parents/administration
- Program evaluations
- Past year experiences
- Benchmarking

Goals are evaluated based on improved services, internal controls, fit with strategic plan, and in some cases on the need to conform to university guidelines. Documentation when requesting additional funding for a specific project may include a narrative on the need, goal, research, cost estimates, and benefits which become part of the department budget process.

The process includes prioritizing and selecting realistic, obtainable, and measurable goals. The process also includes establishing the criteria for successfully accomplishing them.

Recreational Sports

Students/Faculty/Staff were asked to complete a survey base on their overall satisfaction of Recreational Sports. Based upon this survey Recreational Sports focused on enhancing student staff training and customer service. General Employee trainings were implemented at the start of each semester to review policies, procedures as well focus on customer service and job specific training.

After receiving several requests from students, Recreational Sports was tasked to construct a new multipurpose field that would allow students to play cricket, lacrosse and rugby. This field is part of Recreational Sports commitment to enhancing the outdoor facilities that students use for both formal and informal recreation.

The Sport Club program and Intramural Sports program were growing and it was determined that a full time person was needed to oversee the Sport Club program. After

reviewing current industry practices a full time professional was hired and was responsible for the overall administration of a comprehensive sport club program. This included game and practice schedules, travel guidelines and procedures as well as risk management. This allowed the Intramural Coordinator to focus on developing new programs and events.

The equipment in the natatorium was replaced after receiving complaints from student staff and participants. A new chair lift was purchased and installed which allowed an easier access into the pool for the handicapped participants. A new pool vacuum was purchased which helped to ensure the cleanliness and sanitation of the pool.

Residential Life

The Residential Life staff members meet to brainstorm, discuss, plan, and determine the annual goals. Goals are monitored periodically, and a final assessment is prepared at the end of the year and presented in the department's annual report.

During the goal setting process the following are considered:

- Requests and feedback from students/staff/parents/administration
- Program evaluations
- Past year experiences
- Benchmarking

Goals are evaluated based on improved services, internal controls, fit with strategic plan, and in some cases on the need to conform to university guidelines. Documentation when requesting additional funding for a specific project may include a narrative on the need, goal, research, cost estimates, and benefits which become part of the department budget process.

The process includes prioritizing and selecting realistic, obtainable, and measurable goals. The process also includes establishing the criteria for successfully accomplishing them.

Service Learning

The Service Learning staff members meet to brainstorm, discuss, plan, and determine the annual goals. Goals are monitored periodically, and a final assessment is prepared at the end of the year and presented in the department's annual report.

During the goal setting process the following are considered:

- Requests and feedback from students/staff/parents/administration
- Program evaluations
- Past year experiences
- Benchmarking

Goals are evaluated based on improved services, internal controls, fit with strategic plan, and in some cases on the need to conform to university guidelines. Documentation when requesting additional funding for a specific project may include a narrative on the need, goal, research, cost estimates, and benefits which become part of the department budget process.

The process includes prioritizing and selecting realistic, obtainable, and measurable goals. The process also includes establishing the criteria for successfully accomplishing them.

Student Counseling Center

The Student Counseling Center regularly evaluates programs services. Several assessment instruments are used as well the monthly and annual reports. Regular discussions at staff meetings guide goal formulation, assessment, and achievement. Goals are determined based on the results of surveys as well the monthly and annual report data.

Problems in the following areas have been addressed in recent years: psychiatric and counseling services, suicide prevention, marketing and web page design, and self-help information.

The primary assessment tools are as follows:

- Student Satisfaction Survey
- Counseling Outcome Survey
- Workshop Evaluation Form
- Presentation Evaluation Form
- Monthly Activity Report
- Annual Report

Due to increasing demand for services, time limited and brief therapy models were created and implemented by staff during staff meetings and retreats. When demand for services continued, requests were made for new staff to help manage the increasing load. Group counseling was added to address student needs following students' completion of time limited therapy.

The need for psychiatric services on campus was determined by the Counseling Center staff based on the data that many students were not attending scheduled sessions off campus.

A depression/suicide information and awareness program was instituted following staff discussion as a result of the national data on increasing rates of collegiate depression and suicide.

Based on results of the Student Satisfaction Survey, the staff decided that in order to better advertise our services, a redesign of our website was needed. Self help brochures addressing local concerns were created to address student needs.

Student Development

The Student Development/Activities area is proud to be the hub of campus involvement and pride at UTD. Comprised of the Center for Student Involvement, Student Government (SG), the Student Union & Activities Advisory Board (SUAAB), Late-Night Programs, and the Spirit Program, the Student Development/Activities area provides many of the programs and services geared toward facilitating student participation on campus.

The over-arching theme of the Student Development/Activities area is one of investment: we believe in making an investment in students so they will, in turn, become invested in themselves and others. We strive to offer programs and services that encourage students to be active participants in all aspects of their college experience, whether academic, cultural, or social. We also aim to prepare students for their lives after graduation by providing them with ample opportunities to develop personally and professionally. By promoting the concepts of involvement and engagement, it is our hope that students will have a valuable, more worthwhile experience in higher education.

Since students are the primary stakeholders for our area, it stands to reason that our objectives and outcomes are developed with the students' success in mind. We seek input from students as often as possible, no matter how trivial or important the issue at hand is – whether asking opinions about food to serve at an event, or opinions about how best to allocate program budgets, we involve students formally and informally in the decision-making process as much as we can.

Student Government

Student Government seeks to enhance spirit, protect University traditions and support all students and student organizations in their academic and community-directed endeavors.

SG is responsible for many services to students like the Students' Attorney, the Immigration Attorney, Student Business Alliance, blue books and scantrons, a fax machine and telephone, and campus phones(internal calls only) located in all the academic buildings.

Every student has the opportunity to participate in student government activities and services through University Wide Committee memberships and by voting in elections and referenda. These opportunities are made known to students through brochures, newspaper ads, senate meetings and SG booths. SG is also a non voting member of the Student Organization Forum.

Elections are held each spring. Service in the student Senate allows students to experience the political workings of an organization and learn how to work within a bureaucracy. Students are involved in the planning and budgeting of programs from conception to delivery.

SG provides training opportunities for its memberships at orientation workshops and the annual membership retreat. They also send officers to regional and national conferences. They participate in UTSSAC which allows them to network with their peers from other UT System schools. Several times a year they also attend meetings with the UT System Board of Regents. During UTSSAC meetings component representatives discuss issues that are common to all schools. If research is needed they return to their campus, gather data and then present it at a future meeting. At the end of the year they make their recommendations to the Board of Regents.

The officers and senators meet with other student organizations to gain vital information on the wants and needs of the student population. This provides the Senate opportunities for feedback from their peers on activities, events and services that support student life on campus. This is vital information as the students prepare for the annual budget meetings to determine what activities and services are supported by their fellow students. Outcomes include the cricket field, a drum line, alma mater, full-time physician in Health Center, Counseling Center initiative using post doc interns to see students, and the Immigration Attorney.

At their first meeting following spring elections they review issues the committees have studied for the past year. The committee then determines whether to keep the issue current or remove it from the list. They also have a brain storming session where the senators list any and all issues/services that need to be addressed for the upcoming year. At annual fall retreat they go through another brain storming activity to gain input from the newly elected senators. SG reviews their services by discussion through committee, general senate meetings, campus forums and monthly Sound-off surveys. Students complete satisfaction forms following each visit to the Students' Attorney and Immigration Attorney. Their website also has a Complaint Form which students can complete and send to the responsible office and/or the SG officers. Student officers serve office hours and are available for students to discuss their issues and concerns.

Student Health Center

The Student Health Center staff meet annually to discuss what we believe should be our annual goals for the unit for the next fiscal year. We have some goals that may have budget requests for additional funds associated with them. We identify the need then discuss it, develop the goal that is related to the need and how it will assist students and/or the operation of the Health Center in provision of care to the students. We identify the activities associated with the goal as well as the key performance measures for accomplishing the goal. We also set a timeline on each of the established goals.

Some examples of previous goals are: Prevention of communicable diseases such as influenza, hepatitis B, and bacterial meningitis. We offer the immunizations recommended by the ACHA, CDC and the ACIP for the prevention of these serious and potentially fatal diseases. We have had a few laboratory confirmed cases of influenza among our patients but we have not had any cases of bacterial meningitis or hepatitis B.

One of our ongoing goals is to promote student awareness of and use of the Student Health Center. We know from conversations with some students that they did not know about the Health Center until they had completed several years of school. Other students have said their professor or a friend informed them about the Health Center. Examples of marketing efforts to keep students informed about health services available to them include Peer Health Educators (PHEDs) performing skits at freshman orientations, providing information at the orientation information fair, participating in orientation panels, running ads in *The Mercury*, distribute flyers, and presenting health education programs. We have had significant increases in the number of new patients to the Health Center each semester, and we determine from our surveys the different ways the students learned of the service. The majority indicate Orientation as the number 1 vehicle through which students learn about the services and the Health Center website as number 2.

We recently changed our contract laboratory and began offering a more specific test for pap smears. The thin prep pap is recommended by ACHA, women's health providers and it has been approved by the FDA as significantly more effective than other tests. We noted a significant increase in abnormal findings after changing test methods. This means that we are offering our female patients better testing that is picking up abnormalities the former test did not pick up. The patient can have the abnormal findings addressed and treated earlier, which will prevent increased or more significant problems for many of our patients.

Another objective we had involved developing an agreement with the Student Counseling Center to provide laboratory services to students being seen in the Counseling Center by the psychiatrists. The psychiatrists needed laboratory testing related to psychotropic medications and had no resource for this. The Student Health Center agreed with the psychiatrists that we would draw and send the lab tests and would present all results to the psychiatrist when received. This agreement has worked well, providing students with the needed lab services at reduced costs and enabling the psychiatrists to order the necessary test and receive results in a timely manner.

All of our goals involve providing the best service to our students related to their health and wellbeing. We constantly strive to provide improvements and any identified changes or updates in our delivery of care and services to students.

Student Health Education

Health Education is a part of the Student Health Service and is housed in the Student Health Center and is under the direction of the Health Center Director. The Coordinator of Health Education who is responsible for training and supervising the Peer Health

Educators (PHEDs) as well as identifying the learning needs of our students related to health education. The coordinator is also responsible for developing and implementing programming on health topics for the student population and is assisted by the PHEDs.

Several methods have been utilized to identify student learning needs. These include conducting focus groups, organizing meetings with the PHEDs, and soliciting input from students on surveys and on post-program evaluations.

The Health Education Coordinator (Coordinator) meets with the Health Center staff annually at which time needs are discussed and annual goals are developed. The entire staff participates in discussion and assists in identifying activities and key performance measures to determine accomplishment of the goals.

Training of the PHEDs is one area that has been improved. The Coordinator utilizes the PHED Training manual and teaches a different health topic to the PHEDs each week. The topics are selected and include training in prevention as well as treatment of STDs, alcohol and drug use and abuse, HIV, sexual responsibility and others. The training will provide The PHEDs with the knowledge related to the different subjects and they will be able to answer questions, provide information to their peers and refer them to the appropriate campus providers for further education, diagnosis and/or treatment.

One area of need the Coordinator identified was the lack of detailed evaluation forms to use after the programming was presented. The generic evaluation form did not provide the information needed. Specific evaluation forms designed to assess students' opinions regarding the quality and benefit of the program were developed for each program, providing information to ensure that the program presented was needed. The major goal of Health Education is to continue providing the current successful programming and to create new and exciting programming that will increase student attendance, participation and knowledge.

Student Media

The funding, management and oversight of Student Media at The University of Texas at Dallas is primarily student-centered and student-oriented through channels established within the Division of Student Life and outlined in Title V of the Regents' Rules of the University of Texas System.

The student management teams of the two recognized student media operations at UTD – The UTD Mercury (student newspaper) and Radio UTD (webcasting radio station) – are selected annually to one-year terms by a seven-member Student Media Advisory Board, which is composed of three undergraduate student representatives, two graduate student representatives and two faculty members. Student representatives to the advisory board are appointed on an annual basis by the Student Government president, while faculty appointments are made by the Provost. The Student Media Advisory Board also includes ad hoc representation by the various student media managers, the Student Media Adviser, the Associate Dean of Students and two professional media representatives from the

community. In addition to interviewing and appointing the student managers for the student newspaper and student radio station, the Student Media Advisory Board also reviews the operational policies of the various student media, mediates any disputes involving the various media and offers critiques and reviews of publications and programming on a regular basis.

The annual goals and priorities of the student media are established on an annual basis by the appointed student managers in consultation with their full-time staff adviser and are presented to the Student Media Advisory Board for review. The biennial budget request process begins at the staff level between the student managers and Student Media Adviser with approval of the Assistant Dean of Students, the Dean of Students and the Vice President for Student Affairs before going to the university-wide Student Fee Committee for review. The Student Fee Committee report is then forwarded to the university president and UT System for final approval. The operating budget for the non-commercial educational webcasting radio station is completely subsidized by student service fees, while the student newspaper is responsible for generating a portion of its operating budget from revenues generated through advertising.

The day-to-day operations of student media are overseen by the student managers of the respective student media in consultation with the full-time staff student media adviser. The student media adviser reports directly to the Assistant Dean of Students under the Dean of Students who reports to the Vice President for Student Affairs. The Student Media Adviser is expected to be experienced and cognizant of sound and contemporary media practices, issues and trends and advise the student media managers accordingly. All editorial, advertising and programming decisions are delegated to the student media managers of the respective student media upon consultation with the Student Media Adviser.

Student Union

Since 2000, the overriding goal for the Student Union has been to create a student-focused, service-oriented community center for campus that exemplifies the standard model for Student Unions historically and nationwide. Most Unions provide similar services and have the attendant infrastructure to support the services. UTD, as a young institution, has worked to create the kind of Union seen on campuses with much larger student populations and well-developed student development programs. The motivation for striving towards a lively and attractive Union comes from several sources of assessment: the student leaders on campus, best practices as known throughout the field in Student Union leadership, professional association involvement, and the recognition that a campus center is a necessary part of campus life.

The Union is a student-focused place. A constant process of assessment and feedback takes place through constant student contact. The Union offers the activities that comprise the life of the student: eating, meeting, studying, listening to music, going to a party, talking with a counselor, planning an event, or receiving services through the dean's office. Student government officers and program board chairs play an important

and strong role in every phase of the Union. Decisions about building hours, activities, furniture and equipment, decorations, and space allocation are made with the input, and, indeed, at the demand, of student leaders.

While providing the necessary services the Union must offer, the staff works ‘close to the ground’ with students. Employing over 150 students in the building, housing student government officers, advising the student media and the student union programming board -- all of these activities create opportunities for staff to tap into suggestions and ideas for improvement directly from students. Staff members in the Union also are expected to attend periodic professional development activities and are kept informed of the latest trends through association publications and research. Suggestions boxes, customer satisfaction surveys, student employee meetings, and town hall meetings provide mechanisms for students to come forward with ideas and complaints. Developing key relationships with student employees and leaders creates an atmosphere of dialogue and partnership that leads to a climate of constant improvement and change.

Women’s Center

The Center works in partnership with student organizations, regional businesses, service and other community organizations to provide quality services and opportunity for student involvement. We seek continuous improvement through the on-going assessment of its services through visitor satisfaction surveys, needs assessments, and input from an advisory body composed of students, staff, faculty and community members.

The process of needs assessment, planning and evaluation for the Center involved quarterly meetings of an Advisory Board called “Friends of the Center” consisting of student, campus and community representatives. The meetings have brought focus, validation, approval, and have established a “pulse-point” from various areas for effective program development of the Center. The Board continuously seeks to include more students.

Effectiveness and personal value was measured by attendance at programs, and feedback from participants at programs via a brief evaluation form. Evaluation forms were also used as an “assessment for service provided” tool by individuals who used the Center for counseling.

The Center has found new ways to assess and increase student participation by teaming with Student Life, Multicultural and International Services, and Greek Life, as well as Gender Studies and the School of Management to co-sponsor quality events. We continue to represent the Center by offering class presentations in every academic department on campus. We continually benchmark against other campus Women’s Centers, such as Georgetown, TWU, Carnegie-Mellon, SMU and Dartmouth for the purpose of identifying possible strategies in planning our goals.

In the past year, the Center has provided targeted services and performed evaluations at programs that enhance and encourage the status of women on campus, by bringing

prominent women to campus in areas of social, moral and personal development to share their expertise with our students. Programming has covered topics such as health and wellness, women's history and feminism, time management, self-defense, networking opportunities, anger management, international forums, CPR, social gatherings, discussion groups, meditation, nutrition, financial and investment strategies, and parenting to appeal to the wide variety of ages of our student population.