

**Division of Student Affairs**

Unit Planning and Assessment

2009

## Division of Student Affairs

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## Division of Student Affairs

### I. Mission

Staff in the Division of Student Affairs motivate, support and challenge students in their pursuit of becoming meaningfully employed, responsible and informed citizens by assisting students to identify and pursue their passions. In addition, they collaborate with faculty, students, staff and the community to provide a unique liberal education experience rooted in the values of diversity and social justice in order to honor the unique talents of each individual.

### II. Division of Student Affairs Descriptive Analysis

The Division of Student Affairs reports to the President of the University and the Vice President for Student Affairs serves as a member of the President's Staff. The Division of Student Affairs is comprised of: Office of the Vice President, Housing and Residence Life, Student Life, Counseling and Career Center, Health Center, Student Activity Center, Disability Support Services, Multicultural Affairs, and Learning Enrichment and Transitions. Oversight of four federally funded projects; Upward Bound, Student Support Services, McNair Scholars Program and Job Location and Development are also included in the Division of Student Affairs.

The Office of the Vice President for Student Affairs oversees the programs, activities, budgets and policies/procedures of each Student Affairs department. Additionally, the Vice President serves as an advocate for students helping ensure that student learning and development are at the center of university decision making.

The budget of the Office of the Vice President for Student Affairs includes salaries, benefits, operating budget, and the matching funds for the federal programs housed in Student Affairs.

### III. Unit Plan for 2009 – 2010

**Goal 1.** Facilitate the revision of new student orientation to better address issues of transition that the research indicates impact student success and retention.

This goal relates to the Strategic Plan theme #1: "The University of Montevallo should promote the development of a learning environment directly supportive of its statutory mission as Alabama's public liberal arts university", specifically goals b.2 and c.4, Strategic Plan theme #2: "The constituencies and program of the University of Montevallo should reflect the international character and demographic diversity required of a modern university." specifically goal b.1 (objective 1.2), and Strategic Plan theme #4: "In addition to the traditional inflow of revenues from tuition, fees, government appropriations, and gifts made possible through the U.M. Foundation's annual fund drive,

the SPC recommends that the university augment resources through the completion of a successful capital campaign and the establishment of complimentary resource streams." specifically goal e.

**Objective:** Complete and implement initial revisions of new student orientation for the incoming class of fall 2009

**Outcomes:** (1) Evaluations will indicate the majority of participants (students and parents) will indicate that the experience was well executed and helped them in making the transition to the University of Montevallo. (2) Student retention from first to second year will increase over the next 3-5 years as the orientation process continues to improve.

**Implementation steps:** Form orientation committee. Hire a coordinator for Learning Enrichment and Student Transitions. Work with the committee and coordinator to develop agenda, assessment and logistics related to a new orientation program for summer and fall 09. During the fall 09 review assessment data and fine tune new orientation format.

**Parties responsible:** V.P. Student Affairs, Coordinator of Learning Enrichment and Student Transitions, and the Orientation Committee

**Resources needed:** Funding to provide office support and supplies to the Coordinator of Learning Enrichment and Student Transitions additional revenue from the orientation fee to cover a longer orientation in the Fall.

**Goal 2.** Facilitate the development of programs related to enhancing students emotional and social competencies including assessments, skills training, and support for faculty research and scholarly activity in this area.

This goal relates to Strategic Plan theme #1 goals b.2 and d, as well as Strategic Plan theme #4 goal e.

**Objectives:** (1) Staff and faculty will participate in professional development regarding measuring and promoting emotional and social competencies in college students. (2) Staff will develop programs to promote the development of social and emotional competences. (3) Becoming 101 faculty will incorporate this concept into their course content and/or pedagogy. (4) Faculty and staff will conduct research using emotional and social competence as a variable (with proposals/research plans beginning in 2009-2010).

**Outcomes:** Research (program evaluation and longitudinal) will suggest (1) that students participating in these programs will significantly improve their understanding and abilities related social and emotional competencies and (2) that a UM education increases some social and emotional competences.

**Implementation steps:** Provide professional development on emotional intelligence in the Spring and Summer 2009 terms. Integrate this topic into training for Becoming 101 faculty. Include assessments and sessions on emotional intelligence during new student orientation. Provide incentives for faculty and staff to conduct research on the topic beginning in Spring 2009. A stratified sample of students will be followed over the next five years (surveys and focus groups) to assess the impact of EI initiatives and the general college experience on the development of emotional and social competencies.

**Parties responsible:** V.P. Student Affairs and Director of the Counseling and Career Center

**Resources needed:** Funding for professional development, incentives/support for faculty and staff to research this area and EI assessment instruments to be used by students

**Goal 3. Facilitate the development of a program of academic assistance that includes tutoring and other proactive interventions to enhance student learning.**

This goal relates to Strategic Plan theme #1 goals c.4 and d, as well as Strategic Plan theme #4 goal e.

**Objectives:** (1) The Coordinator of Learning Enrichment and Student Transitions will establish a program of tutoring in consultation with academic departments and support programs across campus. (2) The tutoring program will become part of the Library's Learning Commons.

**Outcomes:** (1) Increased student retention (overall and in matched comparisons of students in tutoring and similar students who are not). (2) Students participating in tutoring achieving at least a grade of "C" in the courses for which they are receiving tutoring.

**Implementation steps:** Hire Coordinator of Learning Enrichment and Student Transitions. Coordinator consults with staff, deans and academic departments to determine needs. Determine programs to be implemented (individual peer tutoring, group tutoring, supplemental instruction, etc.). Design a physical space for the programs. Recruit peer tutors. Advertise service.

**Parties responsible:** V.P. Student Affairs, Coordinator of Learning Enrichment and Student Transitions, and Director of the Library

**Resources needed:** Wages for peer tutors and minor renovations in the Library to provide appropriate space for programs/tutoring.

**Goal 4. Work with the staff in the Development office to integrate fundraising priorities generated by Student Affairs into the opportunities for giving offered to potential donors.**

This goal relates to Strategic Plan theme #4 and Strategic Plan theme #5: "The university should strengthen its identity with the external community and should strengthen current partnerships and establish new partnerships with key stakeholders. Innovative technologies should be used where appropriate." Specifically goal b.

**Objectives:** (1) Create informational documents to share with potential donors related to the five priorities for giving identified by Student Affairs staff. (2) Have these presented to donors whose interests match these needs.

**Outcome:** Increased funding for programs to promote student learning and development

**Implementation steps:** Discuss Student Affairs fundraising priorities with staff in the Development Office and Student Affairs Advisory group. Develop a promotional piece. Develop a plan to identify and research potential donors. Develop relationship with a few good prospects.

**Parties responsible:** V.P. Student Affairs and development staff

**Resources needed:** Funds for developing/printing promotional brochures. (Possibly funding to cover cost of researching potential donors, if not covered by development office.)

# **COUNSELING & CAREER CENTER**

## **UNIT PLAN AND DEPARTMENTAL SELF STUDY**

### **DIVISION OF STUDENT AFFAIRS**

#### **2009-2010 – Unit Plan**

#### **MISSION**

The college experience is an important period of development and transition for all college students. The Counseling and Career Center assists students in developing healthier living skills and decision-making strategies, organizing and prioritizing tasks of living, and taking responsibility for their own academic and personal success. The Center's Mission is to provide students with counseling, consultation, training, and resources designed to promote academic success, personal and social growth, and career development throughout and beyond their educational experience. This Departmental Mission supports and adheres to the University's Mission designed to promote the student's intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship.

#### **DESCRIPTIVE ANALYSIS**

The Counseling & Career Center is a department within the Division of Student Affairs that offers individual and group personal and career counseling to currently enrolled, degree seeking students, staff, and faculty of the University. Career counseling is available to UM alumni. Campus-wide informational, educational, prevention, and intervention programs and events are sponsored by the department during the semester on both mental health and career topics. Members of the Counseling & Career Center frequently provide class and group presentations on career and employability skills as well as such mental health topics as grief, stress management, and personality type. The Center's director and counselors serve on emergency duty during the fall, spring and summer semesters. The Emergency Duty Team, the Job Location and Development program, the AlcoholEdu Educational Program, and the ACT Assessment are coordinated within this DSA department. In addition to Job Location and Development that focuses on part-time off campus employment for students, the department also assists eligible individuals in locating campus and full-time employment through job postings. Finally, staff members collaborate with other University faculty, staff and departments to provide comprehensive services and assist with overall student development and learning.

#### **UNIT PLAN: 2009-2010**

##### **Goal 1**

Consistent with the University's Strategic Plan Theme 1 related to intellectual and personal growth, provide satisfactory programming.

##### **Outcome**

Participants attending Counseling and Career Center sponsored programs or events will, on average, rate the program or event as “good” or “very good”.

**Assessment Procedures**

Presenters or coordinators will provide evaluations to program participants and average the evaluations after each program or event during 2009-2010. A compilation of the evaluation results will be submitted for inclusion in each departmental monthly report and each annual assessment report in August.

**Parties Responsible**

Counseling and Career Center Staff

**Resources Needed**

-Staff time to distribute and collect assessment forms, and compile results

**Goal 2**

Consistent with the University’s Strategic Plan Theme 1 related to intellectual and personal growth, provide effective counseling services.

**Outcome**

Counseling & Career Center clients returning a completed evaluation survey will, on average, indicate they agree or strongly agree with the statement “I consider my counseling experience a success.”

**Assessment Procedures**

During midterm week each semester, evaluations will be offered to all returning clients. Clients will be asked to complete the evaluation form and anonymously return it to the drop box located in the Center waiting room. All original evaluations will be averaged and kept on file. A compilation of the results will be included in the annual report submitted in August. Plan to continue to explore more periodic and electronic survey methods for future use.

**Parties Responsible**

Counseling and Career Center Staff

**Resources Needed**

-Staff time to distribute and collect assessment forms, and compile results

### **Goal 3**

Consistent with the University's Strategic Plan Theme 1 related to pursuit of meaningful employment, enhance electronic delivery of career services.

#### **Objective**

The Counseling and Career Center will provide additional electronic career-related services accessible to students through the Counseling and Career Center website.

#### **Implementation**

During the spring of 2009, the Counseling and Career Center staff will partner with graduate students in the Department of Counseling, Leadership and Foundations to assess and determine electronic career-related resources that would be most beneficial to students in an electronic service delivery format. Once established, suggested electronic services will be investigated for possible implementation during the 2009-2010 academic year.

#### **Parties Responsible**

The Counseling and Career Center staff in collaboration with the Department of Counseling, Leadership and Foundations, Computers Services and any necessary outside vendors.

#### **Resources Needed**

- Staff and graduate students time to gather and coordinate assessment information
- Staff member(s) time to expand website layout to accommodate new electronic services
- Training and funding for new software needed for website expansion and/or specific services

### **Goal 4**

Consistent with the University's Strategic Plan Theme 1 related to pursuit of meaningful employment, tailor career programming to the needs of students

#### **Objective**

The Counseling and Career Center staff will collaborate with graduate students in the Department of Counseling, Leadership and Foundations to assess and determine career programming options better tailored to the assessed needs of students in an attempt to improve programming and illicit more student involvement.

**Implementation**

During the spring of 2009, the Counseling and Career Center staff will collaborate with graduate students in the Department of Counseling, Leadership and Foundations to assess and determine career programming options better tailored to the assessed needs of students in an attempt to improve programming and illicit more student involvement. The needs assessment procedure will be designed and implemented during spring semester 2009. Ideas for career programming will be investigated during summer 2009 for possible implementation during the 2009-2010 academic year.

**Parties Responsible**

The Counseling and Career Center staff in collaboration with the Department of Counseling, Leadership and Foundations.

**Resources Needed**

-Staff member(s) and graduate student time to gather and coordinate student assessment.

**Goal 5**

Consistent with the University's Strategic Plan Theme 1 related to personal growth, investigate the need for contracting with a consulting psychiatrist to assist with accurate diagnosis and intervention as well as medication monitoring of students with mental health needs.

**Objective**

The Counseling and Career Center staff will investigate the need for contracting with a consulting psychiatrist.

**Implementation**

During the summer of 2009, the Counseling and Career Center staff will review and compile client mental health trends gathered during fall 2008 and spring 2009. Based on these documented trends, the need for contracting with a consulting psychiatrist will be either substantiated or deemed unwarranted.

**Parties Responsible**

The Counseling and Career Center staff

**Resources Needed**

-Staff member(s) time to gather and submit client data to be used in tracking trends.

-Funding for contracting with a consulting psychiatrist if trends substantiate the need.

## **Goal 6**

Consistent with the University's Strategic Plan Theme 1 related to personal growth, investigate the incorporation of Emotional Intelligence concept into student programming and services.

### **Objective**

The Counseling and Career Center staff will investigate the concept of Emotional Intelligence and related assessments to determine appropriateness for integration into counseling services considering clinical implications and cost.

### **Implementation**

During the spring and summer of 2009, the Counseling and Career Center staff will research the concept of Emotional Intelligence as well as the EQi and MESCEIT assessments related to emotional intelligence. Based on this research, the staff will determine if incorporation of this concept would enhance counseling services and be cost effective.

### **Parties Responsible**

Counseling and Career Center Staff

### **Resources Responsible**

- Staff members time to carry out research
- Cost of trial Emotional Intelligence assessments

## **Goal 7**

Consistent with the University's Strategic Plan Theme 1 related to personal growth, continue to provide alcohol education to UM students.

### **Objective**

The Counseling and Career Center staff will provide alcohol education to incoming freshman using the AlcoholEdu online program.

### **Implementation**

During the spring and summer of 2009, the Counseling and Career Center staff will inform incoming freshman about the alcohol education program, which each will be expected to complete. The Counseling and Career Center staff will coordinate the education program

through Outside the Classroom and will work with other university departments in implementing the program.

**Parties Responsible**

Counseling and Career Center Staff in partnership with other University departments

**Resources Responsible**

- Staff members time to coordinate and implement the program
- Online program contract expense of \$10,000.00

**Goal 8**

Consistent with the University's Strategic Plan Theme 1 related to pursuit of meaningful employment, hire a fulltime career counselor.

**Objective**

The Counseling and Career Center will hire a fulltime career counselor to counsel with students on career/employability skills, assist with career event planning, coordinate job location and development, provide class/group presentations, and secure employment and internship opportunities for students through personal contact with employers

**Implementation**

Upon funding, the Counseling and Career Center staff will conduct a search for a fulltime career counselor.

**Parties Responsible**

The Counseling and Career Center staff, and search committee members in coordination with the Personnel Department.

**Resources Needed**

- Staff and committee member time to coordinate and conduct a search
- \$600.00 approximate expense of posting the position
- \$21,000.00 salary/benefits expense to be added to funds in existence totaling \$23,000.00

# Disability Support Services Division of Student Affairs

## 2009-2010 Unit Plan

UNIT NAME:

### **I. UNIT MISSION STATEMENT**

In accordance with the University and DSA Mission and Vision Statements, Disability Support Services (DSS) seeks to assist Montevallo students with disabilities as they participate in the “Montevallo experience”, characterized as nurturing, life-enriching, and supportive of the pursuit of individual talents, meaningful employment and responsible, informed citizenship. DSS is committed to ensuring fully accessible University programs and services, addressing programmatic, physical, and attitudinal barriers in an effort to ensure educational equity.

### **II. UNIT DESCRIPTIVE ANALYSIS**

Disability Support Services, a department within the Division of Student Affairs, serves as the central contact point for students with disabilities. The office works with students, faculty and staff to provide equal access to all University services, classes, and events for students with disabilities, and provides assistance to other campus entities as needed to meet the needs of employees or guests with disabilities. DSS is responsible for the determination and implementation of reasonable and appropriate accommodations and services. DSS is considered the primary office on campus with specialized knowledge and experience in disability issues, serving as the central location for maintaining confidential disability documentation and records of accommodations and services.

DSS realizes its mission through the provision of information and direct services, individual consultation for staff, faculty and administrators, and faculty/staff development programming.

In terms of direct services, DSS staff coordinate or provide classroom accessibility, testing accommodations, alternative format texts/print materials (e-text, audio, large print, etc), adaptive software/equipment, notetaking support, test proctoring as a service for faculty, captioning and sign language services (for deaf/hard-of-hearing students) and accessible parking permits. DSS collaborates with HRL on disability-related housing requests, consults regularly with Physical Plant to address access concerns, provides referrals for testing/evaluation, and provides a significant amount of information and assistance to prospective college students with disabilities and their parents (speaking to groups, seminars at college fairs, individual requests and through the Department of Rehabilitation Services).

### **III. UNIT PLAN for 2009-2010**

#### **Unit Goal 1**

Consistent with Strategic Plan Theme 1, provide educational opportunities to faculty and staff regarding disabilities, accommodations and/or legislation, consistent with a structure that will “encourage and support faculty exploration of innovative and best practices in teaching and advising”.

#### **Objective**

Provide a series of general workshops and information sessions throughout the academic year on a variety of procedural and disability topics.

### Implementation and Timeline

During the spring of 2009, faculty and staff will be surveyed regarding topics of interest. During the summer of 2009, a series of programs will be scheduled for the 2009-10 year, presented by DSS staff or external presenters.

### Parties responsible

DSS Staff

### Resources needed

Staff time to prepare/provide programs and materials.  
Staff time to arrange external presenters as needed.

### Specified Outcome

When asked if a DSS program enhanced understanding of the topic and/or skills in working effectively with students with disabilities, the 80% of faculty and staff will indicate “agree” or “strongly agree”.

### Implementation, Assessment, and Timeline

Faculty and staff attending DSS programs will be asked to complete a brief evaluation form. Results of all evaluations will be submitted in monthly reports and on annual assessment report.

### Parties responsible

DSS staff

### Resources needed

Staff time to create assessment form, distribute/collect forms and compile results.

## **Unit Goal 2**

Consistent with Strategic Plan Theme 1, provide education and services that encourages self-advocacy, supporting the personal growth and development of students with disabilities.

### Objective

Students will report more successful experiences due to improved self-advocacy skills in the disability accommodation process.

### Implementation and Timeline

DSS will provide a DSS Student Handbook to all students registered with the office. It contains information vital to understanding the student role in self-advocacy. All new students will be instructed one-on-one about effective self-advocacy skills and their legal rights and responsibilities during an intake appointment. New students will receive this information on an on-going basis.

Students who come into DSS for appointments, test proctoring and other services will be offered a brief evaluation form during the second half of the fall and spring term. Students will be asked their level of agreement with the following question: “The information I have learned about my role in the self-advocacy/accommodation process, including my rights and responsibilities, has made my Montevallo

experience more successful". DSS Staff will compile results and include them on the annual assessment report.

Parties responsible

DSS staff

Resources needed

Staff time during new student intake appointments

Staff time to create and administer evaluation form, and to compile results

Specified Outcome

When asked if services/information received from DSS helped them feel more confident in communicating effectively with faculty, 80% of students will "agree" or "strongly agree".

Implementation, Assessment, and Timeline

Students who have accommodation letters will be asked to complete a brief evaluation form. The evaluation form will be offered during the second half of the fall and spring terms to students who come to the DSS office for appointments, test proctoring, to pick up notes, etc. The Staff will compile results and include them at the end of each term on the monthly report and on the annual assessment report.

Parties responsible

DSS staff

Resources needed

Staff time to create evaluation form

Staff time to administer evaluation and compile results

**Unit Goal 3**

Consistent with Strategic Plan Theme 3, assist in the development of a long term plan for a barrier-free campus, meeting federal compliance mandates and enhancing recruitment and retention.

Objective 1

Complete a campus-wide accessibility survey with the assistance of external consultants and Physical Plant.

Implementation and Timeline

Expert consultant will be brought to campus during spring 2009 to continue the on-going campus survey. Any additional data will be obtained by DSS staff with assistance from Physical Plant. Results will be compiled and, with input from Physical Plant, used to develop a long term accessibility plan. Collection of compliance survey data will be finished by summer 2009

Parties responsible

DSS staff (with assistance from external consultant and Physical Plant staff)

Resources needed

Staff time for campus survey and compilation of significant amount of data

## Objective 2

Compile data needed for accessibility campus map

### Implementation and Timeline

Staff will record location of all accessible parking, ramps, curb cuts, accessible entrances (and non-accessible entrances), elevators, accessible restrooms, etc, for

### Parties responsible

DSS staff

### Resources needed

Staff time

Compliance surveys (free online)

Access measurement tools (purchased this year-no future cost)

## Unit Goal 4

Consistent with Strategic Plan Theme 1, educate the University community about DSS services and procedures, assisting students with intellectual and personal growth and encouraging faculty in the use of educational best practices.

## Objective 1

Communicate to faculty that updated faculty/staff handbook is available, providing guidance and information for working effectively with the DSS office and accommodating students with disabilities

Implementation steps, assessment(s), and timeline

Send "Working with Students with Disabilities: A Handbook for Faculty and Staff" as an attachment within an All Faculty/staff email, while also reminding them that the Handbook is available on the DSS web page. The Handbook contains information vital information regarding an effective accommodation process and outlines for faculty/staff their rights and responsibilities. Efforts will be made to ensure that adjunct faculty receive this information and copies of the Handbook will be provided each fall during new faculty orientation. All members of the President's Staff and Deans will be sent copies of the Handbook before the start of the fall 2009 with the follow-up email sent at the beginning of the fall 2009 term.

### Parties responsible

DSS staff

### Resources needed

Staff and student time to prepare Handbooks and to communicate information to the various academic and administrative departments.

## Objective 2

Communicate to prospective and current students the process of registering with the DSS office, requesting accommodations and explaining the various DSS policies and procedures.

#### Implementation steps, assessment(s), and timeline

Include appropriate information on the DSS web page, provide Admissions Department DSS brochures for prospective students and families, update Forum information, and place information in Alabamian. These will be on-going efforts, with the information for the Alabamian being provided once each fall and spring term.

#### Parties responsible

DSS staff

#### Resources needed

Staff time to communicate with campus departments and prospective and current students, including the provision of brochures or other materials, as well as updates on Forum and within the Alabamian.

### **Unit Goal 5**

Consistent with Strategic Plan, Theme 5, investigate and enhance online or other non-traditional DSS service options for students with disabilities and faculty/staff.

#### Objective 1

Investigate non-traditional service provision at other universities to gain ideas of improvements that could be brought to UM.

#### Implementation and timeline

DSS staff will contact other colleges and universities to compile a list of non-traditional service methods (such as online, extended hours, etc.) and the perceived benefits and challenges of those methods.

#### Parties responsible

DSS staff

#### Resources needed

Staff time to collect the necessary information

#### Objective 2

Enhance DSS web page to allow for more interactive services.

#### Implementation and Timeline

DSS web page will be reviewed and a determination made as to additional features, information or forms that can be included to allow more efficient service provision. This assessment, and any needed updates, will be done during the 2009-2010 academic year.

#### Parties responsible

DSS staff

#### Resources needed

Staff time needed to work on web page

Possible training or assistance from University webmaster or external resources

### Objective 3

DSS staff will educate themselves regarding the myriad of practical, financial and legal challenges related to disability accommodations and online education.

### Implementation and timeline

DSS staff will collect and summarize OCR and legal cases related to accommodating within an online or distance education setting. The staff will participate in some professional development related to this type of service provision. This information and training will be obtained during the 2009-2010 academic year. Highlights and areas of concern will be shared with University administrators to assist with planning as the University explores non-traditional means of educating students.

### Parties responsible

DSS staff

### Resources needed

Staff time to collect the necessary information

Training costs for one staff member to receive professional development in the subject area.

## 2009-2010 UNIT PLANNING and ASSESSMENT REPORT

UNIT NAME: **Housing and Residence Life**

### **I. UNIT MISSION STATEMENT**

Housing and Residence Life strives to provide a safe, well-maintained living experience where students can grow both personally and academically. We believe the residential experience is an important part of the liberal arts education and hope to challenge and support students in their journey to become mature, contributing citizens in a diverse community.

### **I. UNIT DESCRIPTIVE ANALYSIS**

The Department of Housing and Residence Life supports the mission of the Division of Student Affairs and the University of Montevallo. We believe living on campus is an important part of a liberal arts education and the mission for students to become meaningfully employed, responsible and informed citizens. The residential experience will provide opportunities to learn the values of diversity and social justice, and to allow the person to develop both personally and academically.

### **III. UNIT PLAN for 2009-2010**

#### **Unit Goal 1:**

Improve the “brand image” of the Department of Housing and Residence Life.

**UM Strategic Plan: Related to Theme #4**

Improving the brand image of the Department of Housing and Residence Life will allow more opportunities to reach out to the alumni and community for financial support.

#### **Objective 1 for Goal 1:**

Improve the customer service provided to students and guest who visit the Housing and Residence Life office.

#### **Implementation steps, assessment(s), and timeline for Objective 1**

The professional, support and student staff will attend seminars and discussions on customer service. Customer service continuing education will be required throughout each term. Concerns and complaints will be addressed immediately and approached as an educational opportunity. Residents will be invited to attend focus groups and complete satisfaction surveys to evaluate the impression of the Housing and Residence office by the residents.

#### **Parties responsible for Objective 1**

Improving the brand image will involve the Director of Housing and Residence Life, Assistant Director of Housing, Student Affairs staff, faculty members, consultants, Residence Hall Directors and resident assistants.

#### **Resources needed for Objective 1**

Designated administrative support of staff; designated funds to pay for guest speakers and budget increase to provide supplies and food at seminars and discussions.

#### **Objective 2 for Goal 1:**

Update the Housing and Residence Life Handbook, so it looks professional and creative.

#### **Implementation steps, assessment(s), and timeline for Objective 2**

A group picture of current students will be used on the front cover of the Fall 2009 Handbook for UM Residents to make the book more appealing. The handbook will be designed to look professional and be very user friendly. All information will be updated to make sure it is accurate and informative. Students will be asked to rate their satisfaction of the handbook.

#### **Parties responsible for Objective 2**

Central Housing staff, University of Montevallo photography, graphic designers and professional printing service.

#### **Resources needed for Objective 2**

Budget increase to pay for the graphic design and printing service.

#### **Objective 3 for Goal 1:**

Housing and Residence Life office will report information to potential residents and their families in a timely manner.

#### **Implementation steps, assessment(s), and timeline for Objective 3**

Clear expectations will be established for processing Housing applications and responding to questions about Housing. Concerns from parents and students will be recorded during the year. Satisfaction surveys will be given at the end of the year to determine if students were satisfied with the service provided by the Housing and Residence Life office.

#### **Parties responsible for Objective 3**

Central Housing staff and student workers.

#### **Resources needed for Objective 3**

No additional funds should be needed to meet this objective.

**Unit Goal 2:**

Create a residential college experience for the new residence hall.

**UM Strategic Plan: Related to Theme # 1**

The residential college experience promotes the “development of a learning environment” and is directly supportive of the university’s statutory mission of a public liberal arts university.

**UM Vision and/or Mission Statements:**

Program is designed to help students grow both personally and academically.

**Objective 1 for Goal 2:**

Four faculty members called “Faculty Fellows” will serve as an advisor for each floor of the new residence hall.

**Implementation steps, assessment(s), and timeline for Objective 1**

Meeting will be held with the Dean’s Council seeking feedback and support for residential college program. A packet will be sent to all faculty members with information about the Faculty Fellow position and applications to apply. At least two interest sessions will be scheduled in March to discuss the program with faculty members. Four Faculty Fellows will be selected and paid a \$2,000 stipend per term. The program will begin on August 26, 2009 with freshmen move-in. Programming in the residential college will be evaluated to set a baseline for measuring the quality and quantity of developmental, diversity, community service, and community building programs offered each semester. Focus groups will be held to discuss satisfaction with the program. Satisfaction surveys will be completed at the end of the year to evaluate the overall program.

**Parties responsible for Objective 1**

Vice-President of Student Affairs, Vice-President of Academic Affairs, Director of Housing and Residence Life, Deans Council, Residential College council and faculty members.

**Resources needed for Objective 1**

Funds will be needed to support the programming efforts of the Faculty Fellows, Housing and Residence Life staff, Student Affairs staff and invited guest.

**Objective 2 for Goal 2:**

Academic programs and discussions will be coordinated and facilitated by the Faculty Fellows and other faculty and staff members.

### **Implementation steps, assessment(s), and timeline for Objective 2**

Faculty Fellows will be required to complete a specific number of academic programs and discussions as established by the residential college council. Faculty Fellows will also have a set number of office hours and participate in a number of social activities in the residence hall or outside the hall with residents.

Focus groups will be held to determine ideas for programs and satisfaction. Each program will be evaluated throughout the year and satisfaction surveys will be completed at the end of the year.

### **Parties responsible for Objective 2**

Faculty Fellows, Residential College council, faculty members, Housing and Residence Life staff, and Student Affairs staff.

### **Resources needed for Objective 2**

Funds will be needed to support the programming efforts.

### **Objective 3 for Goal 2:**

At least one First Year Experience (FYE) class will be held in the residence hall.

### **Implementation steps, assessment(s), and timeline for Objective 3**

One of the First Year Experience (FYE) classes will meet in the residential college beginning Fall 2009. Class attendance, participation, and satisfaction will be measured by surveys and focus groups compared to other FYE classes at the end of the academic year.

### **Parties responsible for Objective 3**

Faculty Fellows, faculty members, and Student Affairs staff.

### **Resources needed for Objective 3**

FYE facilitator, meeting space, desks, technology for a classroom, materials, and supplies.

### **Specified Outcome 1 for Goal 2:**

Majority of students will report enhanced academic and personal growth from participating in the Residential College program.

### **Implementation steps, assessment(s), and timeline for Outcome 1**

At the end of Spring term academic success (GPA) of students living in the Residential College will be compared to other residents who live in other residence halls and students who live off campus. Retention rate will be compared with students who decide to return to live on campus and the University with students living in other residence halls and students who live off campus. Satisfaction survey will also be completed at the end of the year.

#### **Parties responsible for Outcome 1**

Faculty Fellows, Residential College council, faculty members, Housing and Residence Life staff, and Student Affairs staff.

#### **Resources needed for Objective 1**

Funds will be needed to support the programming efforts of the Faculty Fellows, Housing and Residence Life staff, Student Affairs staff and invited guest.

#### **Unit Goal 3:**

Attract and retain students to the live on campus by facilities which are attractive and affordable.

**UM Strategic Plan: Related to Theme # 3**

Providing residence halls which are attractive and affordable will “aid in the recruitment and retention of students” and enhance the learning experience.

#### **Specified Outcome 1 for Goal 3:**

Increase occupancy by 5% each Fall term and reach at least 1,200 in five years.

#### **Implementation steps, assessment(s), and timeline for Outcome 1**

New residence hall will open Fall 2009 with new residential college program. The new residence hall and residential college program are specifically designed to increase the recruitment and retention of on-campus students. Current residence halls will be renovated and/or provided with new furniture and equipment. Preventative maintenance, cleaning of facilities and completion of maintenance requests will be monitored to make sure the residence halls are inviting for current and prospective students. Total occupancy will be measured against the occupancy from the past five years. At the beginning of the Spring term retention rates from the past five years will be measured to see if more students remained on campus. Fall term 2014 occupancy will be measured to see if the goal of 1,200 students living on campus has been achieved.

#### **Parties responsible for Outcome 1**

Housing and Residence Life office, Student Affairs staff, University Physical Plant, Business Affairs office and Residential College council.

#### **Resources needed for Outcome 1**

Funds will be needed for maintaining the residence halls and providing updated furniture, equipment and technology.

### **Specified Outcome 2 for Goal 3:**

Increase the retention rate of students who choose to live on campus by 5% each year for sophomore, junior, and senior years.

#### **Implementation steps, assessment(s), and timeline for Outcome 2**

In order to make the residence halls inviting to current residents, improvements and renovations will need to be made to the current residence halls. Director of Housing and Residence Life will work closely with the Director of the Physical Plant to ensure facilities that need improvements are being addressed and maintained. Housing and Residence Life programming, and faculty and staff participation will be improved to enhance the on-campus living/learning experience. Students will be surveyed and invited to focus groups to determine if the facilities are clean and well maintained. Students will also provide feedback on the programming and activities in the residence halls. Compare the retention rates from the previous five years to determine if more students are deciding to return to campus the next year. The retention rate will be evaluated at the end of each academic year.

#### **Parties responsible for Outcome 2**

Housing and Residence Life staff, Director of Physical Plant, faculty, Student Affairs staff, Residential College council and Business Affairs office.

#### **Resources needed for Outcome 2**

Funds needed to improve and maintain the condition of the residence halls and to provide for the increased programming.

### **Specified Outcome 3 for Goal 3:**

Reduce the number of students by 50% who do not return to live on campus for Spring term, but remain students at the University of Montevallo.

#### **Implementation steps, assessment(s), and timeline for Outcome 3**

Implement a nine month agreement for students to live on campus. After the completion of the Fall term students who do not return to live on campus for the Spring term, but remain a student at the University of Montevallo, will be forced to pay a penalty. Measure the number of students who return to campus from the Fall to Spring terms with data from the previous five years.

#### **Parties responsible for Outcome 3**

Housing and Residence Life office will need to work with the Business Affairs office to develop the Housing agreement and set the financial penalty for students who decide to move off campus.

#### **Resources needed for Outcome 3**

Funds will be needed to pay for the printing of Housing Agreements.

**Unit Goal 4:**

Improve the safety of living on campus and increase awareness for personal safety.

**Objective 1 for Goal 4:**

Provide educational programs to the residents about personal safety and safety awareness.

**Implementation steps, assessment(s), and timeline for Objective 1**

Beginning Fall 2009 Housing and Residence Life will work closely with the University of Montevallo Police Department, local fire safety officials, and Student Affairs staff to develop a safety awareness program for students who live on campus. The program will cover health issues, safety awareness, fire safety, self protection, theft, peer harassment, etc. Residence hall meetings, focus groups, and surveys will be used to determine if students have participated in safety awareness programs, benefits of the programs, and satisfaction of the programs. Residents will also be surveyed to determine if they feel safe living on campus.

**Parties responsible for Objective 1**

Housing and Residence Life office, University of Montevallo Police Department, local fire safety officials, Student Affairs staff, faculty and expert guest.

**Resources needed for Objective 1**

Funds will be needed to pay for programs, supplies, safety materials, expert guest, food at safety programs, etc.

**Objective 2 for Goal 4:**

Provide passive programs on campus to make students aware of potential threats to their safety (i.e. physical assault, peer harassment, theft, fraud, etc.).

**Implementation steps, assessment(s), and timeline for Objective 2**

Housing and Residence Life staff will complete bulletin boards, posters, and fliers designed to increase safety awareness about specific issues. Focus groups will discuss safety awareness for residents and surveys will evaluate the impact of the safety awareness passive program.

**Parties responsible for Objective 2**

Housing and Residence Life office, University of Montevallo Police Department, Residence Hall Directors, resident assistants, faculty and Student Affairs staff.

**Resources needed for Objective 2**

Funds will be needed to pay for supplies and printing materials.

### **Unit Goal 5:**

Provide organized programs and activities in all the residence halls for students to experience that will help them grow both personally and academically.

#### **UM Strategic Plan: Related to Theme #1**

Housing and Residence Life programs designed to enhance the educational experience for students living on campus both personally and academically.

#### **UM Vision and/or Mission Statements:**

Goal is related to the vision and mission of the university to help students grow in “their intellectual and personal growth.”

### **Objective 1 for Goal 5:**

Residence Hall Directors (RHDs) and resident assistants (RAs) will provide developmental, diversity, community service and community building programs for his/her residents.

#### **Implementation steps, assessment(s), and timeline for Objective 1**

Each Housing and Residence Life RA will provide at least one program each month for his/her hall designed to enhance the living/learning experience of the residents. The RHD will make sure programs are being planned and implemented each month. Residents will be surveyed to measure participation and satisfaction with the programs.

#### **Parties responsible for Objective 1**

Director of Housing and Residence Life, Assistant Director of Housing and Residence Life, Residence Hall Directors, and resident assistants

#### **Resources needed for Objective 1**

Funds will be needed to pay for expert guest, supplies for programs, food for programs and transportation to some programs.

### **Objective 2 for Goal 5:**

Faculty, staff and invited guest will participate in the programs provided by the Housing and residence Life staff.

#### **Implementation steps, assessment(s), and timeline for Objective 2**

Faculty and staff members will be invited to participate in the programs offered in all the residence halls to increase interaction with students living on campus. Guest will be invited to provide expertise on a specific topic or activity. Focus groups and surveys will be used to evaluate if students have had more interaction with faculty and staff members and the satisfaction of the programs.

### **Parties responsible for Objective 2**

Residence Hall Directors, resident assistants, faculty members, Student Affairs staff, and invited guests.

### **Resources needed for Objective 2**

Funds will be needed to purchase supplies for programs, food for programs, guest speakers and transportation to some programs.

### **Unit Goal 6:**

Improve the quality of service to the students by improving and maintaining the technology in the Housing and Residence Life office.

**UM Strategic Plan: Related to Theme #5**

Enhanced technology will improve the identity with the external community.

**UM Vision and/or Mission Statements:**

The use of innovative technology will improve the liberal arts college experience and will make it more convenient and accessible for all students, especially those living out of state and international.

### **Objective 1 for Goal 6:**

Create a method for students to use the internet to complete a Housing application.

### **Implementation steps, assessment(s), and timeline for Objective 1**

Housing and Residence Life and the Technology Department will develop a method for students to apply for Housing using the internet. Process for out of state and international students to apply for Housing will become faster and more efficient. The goal is to have this process available by the end of Spring 2009. Residents who apply on line will be surveyed to determine if the process was easy to complete and the overall impact in enrolling at the University of Montevallo.

### **Parties responsible for Objective 1**

Housing and Residence Life office and University of Montevallo Technology Department.

### **Resources needed for Objective 1**

Funds will be needed to pay for computer software that will interact with the Banner system and process payments on-line.

### **Objective 2 for Goal 6:**

Update the Housing website to be more creative and professional with updated and accurate information.

### **Implementation steps, assessment(s), and timeline for Objective 2**

Housing and Residence Life will work with the Technology Department to create a professional website and make sure the information is accurate. Process will begin Spring term 2009 and maintained throughout the academic year. Residents will be surveyed to evaluate the satisfaction with the website and to determine the number of students who use the website for information.

### **Parties responsible for Objective 2**

Housing and Residence Life office and Technology Department.

### **Resources needed for Objective 2**

No additional funds should be needed to meet this objective.

### **Longer-Range Planning**

Each goal is part of a continual plan to improve the Housing and Residence Life office and the quality of services provided.

Implementation of assessment:

- 1) Satisfaction surveys including the ACUHO-I report.
- 2) Focus groups of students, faculty and staff.
- 3) Hall meetings in each residence hall during each term.

## 2009-2010 UNIT PLANNING and ASSESSMENT REPORT

**UNIT NAME:** Learning Enrichment and Student Transitions

### I. UNIT MISSION STATEMENT

The Office of Learning Enrichment and Student Transitions supports the educational pursuits of students by providing opportunities to enhance their academic growth and initiating their integration into the intellectual, cultural, and social climate of the institution. In addition, it provides support for academic advising opportunities for the professional development of academic advisors.

### II. UNIT DESCRIPTIVE ANALYSIS

The Office of Learning Enrichment and Student Transitions will provide a variety of services to maximize student learning and help new students make a successful transition to the university. Specifically, the office will coordinate tutoring efforts on campus, coordinate new student orientation activities, and assist in providing professional development opportunities for academic advisors. In order to achieve these goals, the office advises several student groups in paraprofessional roles including orientation leader, peer tutors and student assistants.

### III. UNIT PLAN for 2009-2010

#### Unit Goal 1:

**Develop learning enrichment activities to enhance student competencies.**

**Does this goal link to the UM Strategic Plan? If so, which one(s)?** (ex. Theme 1b)

Yes, Theme 1.c.4

**Does this goal link to the UM Vision and/or Mission Statements? If yes, please explain.**

Yes. The mission indicates intellectual and personal growth as a part of the mission.

#### **Objectives/Specified Outcomes for Goal 1**

**Objective 1 for Goal 1:** Implement support services for specific courses for identified students who need or want additional assistance.

#### **Implementation steps, assessment(s), and timeline for Objective 1**

Meet with faculty to discuss needs for enrichment services  
Have students referred for enrichment services from staff and faculty  
Plan activities for enrichment services according to needs of students  
Identify people who can assist with providing specific services

How will you measure the success of the objective?

Based on identified needs, whether or not these programs were developed to address these needs.  
When will the implementation and assessment occur?  
Fall 2009

**Parties responsible for Objective 1**

Who will be involved?

Learning enrichment Coordinator, Faculty, Staff, Department Chairs, Vice President for Student Affairs

**Resources needed for Objective 1**

Specified space allocated to provide services, support staff (clerical), technology enhancements (see budget worksheet for details on costs)

**Objective 2 for Goal 1: To implement mandatory enrichment services for academically high-risk students.**

**Implementation steps, assessment(s), and timeline for Objective 2**

Each term coordinator will be provided with list of students who are academically at risk. Students will be identified prior to term enrollment based on academic standing status or will be referred by faculty/advisor or staff person. Students will be invited to participate in enrichment services and given a needs assessment to determine specific needs for services. The end of each term and grade report will be pulled on all students who participated in services

**Parties responsible for Objective 2**

Records office, Coordinator, Faculty over specific courses

**Resources needed for Objective 2**

Technology enhancements to include the creation of reports and designing a database, support staff (clerical), part-time staff to assist with implementation of services.

**Specified Outcome 1 for Goal 1:** Students will have a higher rate of success in courses where they received enrichment services.

**Implementation steps, assessment(s), and timeline for Outcome 1**

Coordinating of services for students  
Securing peer students to assist with provided services  
Training of peer students as tutors and group leaders  
Reports of grades each term will be sent to coordinator  
Assessment will occur each term along with yearly overall assessment of services.

**Parties responsible for Outcome 1**

Coordinator, peer leaders, students, records office, technology

**Resources needed for Outcome 1**

Additional support staff, technology enhancement

**Unit Goal 2:**

**Implement a comprehensive systematic new student orientation program required for all new students.**

**Does this goal link to the UM Strategic Plan? If so, which one(s)?** (ex. Theme 1b)

Yes, Theme 1.b.2; 4.c; 4.e

**Does this goal link to the UM Vision and/or Mission Statements? If yes, please explain.**

Yes. The mission indicates intellectual and personal growth as a part of the mission. Also, the vision speaks to “life-enriching” experiences with emphasis on community service and global awareness.

**Objectives/Specified Outcomes for Goal 2**

**Objective 1 for Goal 2:** Join the National Orientation Directors’ Association (NODA) and attend training institute.

**Objective 2 for Goal 2:** Collaborate with campus constituents on orientation activities.

**Objective 3 for Goal 2:** Partner with community and other external sources to support the new student orientation program externally.

**Objective 4 for Goal 2:** Participate in Southern Regional Orientation Workshop for Orientation Leaders to be held annually or implement a comprehensive training program for orientation leaders.

**Objective 5 for Goal 2:** Develop a systematic orientation program to include efforts of earlier participation and scheduling and activities for new students.

**Implementation steps, assessment(s), and timeline for Objective 4**

Earlier recruiting efforts would be required in order to attend training

**Unit Goal 3: Implement professional development opportunities for academic advisors on campus and assist in the development of the scope of Advising at the University of Montevallo.**

**Objectives/Specified Outcomes for Goal 3**

**Objective 1 for Goal 3:** Facilitate roundtable discussions each semester with advising community to discuss needs.

**Objective 2 for Goal 3:** Sponsor advising workshops for academic advisors and attend National Academic Advising Association’s annual conference or annual regional conference and sponsor a team to attend NACADA’s advising institute for training.

**Objective 3 for Goal 3:** Promote NACADA membership to campus advisors.

## **2009-2010 UNIT PLANNING and ASSESSMENT REPORT**

**UNIT NAME:** RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM  
(McNAIR SCHOLARS PROGRAM)

### **I. UNIT MISSION STATEMENT**

The University of Montevallo McNair Scholars Program strives to increase the number of first-generation, limited-income students and those students from groups under-represented at the graduate level who enroll in post-baccalaureate programs with the ultimate goal of earning a doctoral degree. The Program will foster the essential skills and provide the necessary motivation for academic persistence of the McNair Scholars through:

- Opportunities for meaningful undergraduate research, including presentation and publication;
- Guidance regarding graduate school including the admissions application process, entrance examinations, and financial assistance;
- Academic, professional, and personal development to address the needs of the whole student;
- Collaborative mentorships through faculty, professionals, librarians, and graduate students; and
- Exposure to academic programs and cultural enrichment events not typically available to disadvantaged students.

### **II. UNIT DESCRIPTIVE ANALYSIS**

Provide a brief narrative description of the unit *as it relates to the goals set forth in the Unit Plan below*. This section is intended to provide a framework for the unit's goals.

The McNair Scholars Program is one of three TRIO Programs in the Division of Student Affairs, but works closely with the Division of Academic Affairs to execute services. The Program is federally funded through a \$231,000 yearly grant from the Department of Education. The Program serves 26 students throughout the academic year with 13 Scholars participating in the summer research internship component under the guidance of a Faculty Mentor. Of the 26 students accepted, at least two-thirds of the participants are first-generation, low-income students (based on 150% poverty) with the other one-third being from groups underrepresented at the graduate level (defined by the Department of Education as African-American, Hispanic, and American Indian.) The Program offers a wide variety of services to program participants throughout the year, with the highlight of the Program being participation in the summer undergraduate research internship. Services provided include monthly seminars on topics related to developing the whole student and preparing for graduate education; monthly research seminars on topics related to preparing for undergraduate research; cultural enrichment events; community service opportunities; GRE preparation; graduate school visits, and conference attendance. Once the Scholars complete the undergraduate research project, opportunities for presentation and publication are provided. Each of the services offered is supportive of the services recommended by the Department of Education, but also support the fundamental mission and institutional goals of the University of Montevallo.

<u>UNIT GOAL</u>	<u>Link to UM Strategic Plan or to UM Vision or Mission</u>	<u>Objective(s)</u>	<u>Outcome(s)</u>	<u>Implementation Steps, Assessment(s), and Timeline(s)</u>	<u>Parties Responsible</u>	<u>Resources Needed</u>
1. Recruit, serve, and retain a diverse roster of Scholars including first-generation and low-income students and those students underrepresented in graduate education (African American, Hispanic, and American Indian)	<b>Strategic Theme II.b.2: 1, 2, 3</b> (“Reflect...demographic diversity of a modern liberal arts university.”) (“Diversify the student body...by implementing strategies to enhance recruitment, retention, and graduation numbers.”)	<b>Obj 1.1</b> Identify pools of potentially eligible students		<b>Obj 1.1</b> Collaborate with Student Support Services, Upward Bound, academic honor programs, and solicit information from Records Office; <i>January – February</i>	<b>Obj 1.1</b> Project Director, Program Coordinator	<b>Obj 1.1</b> McNair Advisory Team, Records Office
		<b>Obj 1.2</b> Recruit potentially eligible students		<b>Obj 1.2</b> Hold open house, schedule/co-nduct classroom presentations , provide letters of invitation, make pre-application available through online process;	<b>Obj 1.2</b> Project Director, Program Coordinator, Office Assistant	<b>Obj 1.2</b> University faculty, program brochures, posters/fl yers, letters of invitation, current Scholars

				<i>March</i>		
		<b>Obj 1.3</b> Verify the applicants' eligibility based on Dept. of Ed. criteria/regulations		<b>Obj 1.3</b> Obtain required verification through full application process; <i>March – April</i>	<b>Obj 1.3</b> Project Director, Program Coordinator, Office Assistant	<b>Obj 1.3</b> Student Financial Services, Records Office, Federal regulations and legislation
			<b>Out 1.1</b> Select number of students to fill vacancies on existing roster while meeting requirement of having at least 2/3 first-generation and low-income and 1/3 underrepresented	<b>Out 1.1</b> Determine number of students needed to fill vacancies on roster, interview eligible applicants; <i>April</i>	<b>Out 1.1</b> Project Director, Program Coordinator, Office Assistant	<b>Out 1.1</b> Excel spreadsheet containing eligibility information, Federal regulations and legislation
<b>2. Determine Scholars' needs based on holistic approach and develop plan of action accordingly</b>	<b>Strategic Theme I</b> ("...promote the development of a learning environment.")	<b>Obj 2.1</b> Determine student self-reported needs on intake application for individual and group planning		<b>Obj 2.1</b>	<b>Obj 2.1</b> Project Director, Program Coordinator	<b>Obj 2.1</b> Intake application

through individual and group activities						
		<b>Obj 2.2</b> Develop Individual Educational Plan for each newly accepted Scholar		<b>Obj 2.2</b>	<b>Obj 2.2</b> Program Coordinator	<b>Obj 2.2</b> None
		<b>Obj 2.3</b> Develop minimum requirements check-sheet for each semester based on opportunities available through calendar of events		<b>Obj 2.3</b> Coordinate activities to provide academic, research, social, cultural, civic, personal, and professional opportunities each semester; Monitor and maintain program website; <i>September – August</i>	<b>Obj 2.3</b> Project Director, Program Coordinator, Office Assistant	<b>Obj 2.3</b> Calendar of events, check-sheet, faculty and professional staff to conduct seminars and events
			<b>Out 2.1</b> 85% of Summer Scholars will complete Emotional Intelligence assessment	<b>Out 2.1</b> Director Attend Emotional Intelligence training – <i>April 2009</i> ; Administer Emotional Intelligence assessment	<b>Out 2.1</b> Project Director	<b>Out 2.1</b> Emotional intelligence training, EQi assessment instrument

				to Summer Scholars – <i>June</i>		
			<b>Out 2.2</b> 80 % of Scholars will indicate a high level of satisfaction with individual sessions and overall program administration	<b>Out 2.1</b> Administer satisfaction surveys at the conclusion of each seminar/activity, administer satisfaction survey at conclusion of academic component and summer research internship, review survey results and adjust or continue program offerings accordingly – <i>December, May, July</i>	<b>Out 2.1</b> Project Director, Program Coordinator	<b>Out 2.1</b> Survey/evaluation for sessions and other program offerings, survey/evaluation for summer research internship
<b>3. Provide opportunities for high quality research and dissemination of project findings</b>	<b>Strategic Theme I.b.2</b> (“...support undergraduate research internship/component...”)	<b>Obj 3.1</b> Scholars will complete Undergraduate Research application process and enroll in UR course		<b>Obj 3.1</b> Distribute UR applications, review UR applications prior to submission to UR Office, confirm enrollment	<b>Obj 3.1</b> Project Director, Program Coordinator, Office Assistant, Faculty Mentor	<b>Obj 3.1</b> UR applications, McNair Advisory Team

				in UR course; <i>April</i>		
		<b>Obj 3.2</b> Scholars will attend mandatory introduction to research workshop and other summer orientation/ review meetings		<b>Obj 3.2</b> Provide introduction to research workshop – <i>November</i> , Provide HASRC overview seminar – <i>November</i> , Provide summer expectations meeting – <i>February</i> , Provide summer research internship orientation – <i>May</i> , Provide weekly research meetings during summer component – <i>June – July</i>	<b>Obj 3.2</b> Project Director	<b>Obj 3.2</b> HASRC Chair
			<b>Out 3.1</b> 85% of Summer Scholars will earn a grade of at least an “A” for research project	<b>Out 3.1</b> Meet with Faculty Mentors midway through summer research internship to assess Scholar	<b>Out 3.1</b> Project Director, Faculty Mentor	<b>Out 3.1</b> None

				progress through research project, Faculty Mentor submits grade; <i>June – July</i>		
			<b>Out 3.2</b> 85% of Summer Scholars will present research findings	<b>Out 3.2</b> Coordinate opportunities for research presentations : conclusion of summer research internship, national McNair conferences, discipline-specific conferences, and UM Undergraduate Research Day; <i>July - May</i>	<b>Out 3.2</b> Project Director, Program Coordinator, Faculty Mentor	<b>Out 3.2</b> Compilation of potential presentation opportunities, funding for travel to conferences
			<b>Out 3.3</b> 20% of Summer Scholars will submit research for publication	<b>Out 3.3</b> Coordinate opportunities for research publications through academic journals and/or other outlets, <i>July – May</i>	<b>Out 3.3</b> Project Director, Program Coordinator, Faculty Mentor	<b>Out 3.3</b> Compilation of potential publication opportunities

<p><b>4. Provide opportunities for Scholars to develop skills and foster motivation necessary for graduate school success and persistence</b></p>	<p><b>Strategic Theme I</b>          (“...promote the development of a learning environment.”)</p>	<p><b>Obj 4.1</b>          Provide innovative seminars and workshops</p>		<p><b>Obj 4.1</b>          Develop list of seminars, workshops and other program activities based on student needs assessments, program evaluations, and current educational/developmental trends; solicit faculty and professional staff to conduct seminars, workshops and other program activities; schedule activities;  <i>September – August</i></p>	<p><b>Obj 4.1</b>          Project Director, Program Coordinator, Office Assistant</p>	<p><b>Obj 4.1</b>          Faculty and professional staff</p>
		<p><b>Obj 4.2</b>          Provide graduate entrance exam assistance</p>		<p><b>Obj 4.2</b>          Recruit GRE Preparation Instructors, acquire/purchase needed entrance exam preparation software and instructional supplies, schedule</p>	<p><b>Obj 4.2</b>          Program Coordinator, GRE Prep Instructors</p>	<p><b>Obj 4.2</b>          GRE and/or other entrance exam preparation software and instructional supplies</p>

				instruction/ tutoring sessions during both academic component and summer research internship; <i>October – July</i>		
		<b>Obj 4.3</b> Maintain and monitor ACCESS database with essential, required information/ records and services provided to Scholars		<b>Obj. 4.3</b> Input essential, required information from each Scholar upon Program entry <i>April – May</i> , Input attendance and/or services provided at conclusion of each program activity <i>September – August</i>	<b>Obj. 4.3</b> Project Director, Office Assistant	<b>Obj. 4.3</b> Sign-in sheets at all Program activities, ACCESS database software and upgrades
			<b>Out 4.1</b> 75% of Summer Scholars will visit in/out of state graduate schools	<b>Out 4.1</b> Coordinate graduate school visits to local graduate schools – <i>October – April</i> ; Coordinate 3-4 day graduate school visit	<b>Out 4.1</b> Project Director, Program Coordina tor	<b>Out 4.1</b> Funding for travel to visit graduate schools, UM transporta tion

				to out-of- area institutions prior to beginning of summer component – <i>May</i>		
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**Longer-Range Planning**

Grow foundation account (Scholar Support Fund) in order to provide resources to Scholars not available/allowed through grant funding – such as GRE fee, graduate school application fee, academic/professional memberships, tuition, books, travel, etc.

## **Multicultural Affairs**

Unit Plan and Department Self Study  
Division of Student Affairs

### **MISSION**

The Office of Multicultural Affairs (MA) inspired by the unique history of the University of Montevallo and the mission of the Division of Student Affairs is dedicated to implementing comprehensive educational, cultural and social programs designed to combat bias, bigotry and racism, while promoting intercultural dialogue, awareness and respect for diversity.

The Office of Multicultural Affairs (MA) will develop a culturally rich campus that prepares students to be global citizen leaders who make substantive contributions to their communities and throughout the world.

### **DESCRIPTIVE ANALYSIS**

The Office of Multicultural Affairs (MA) reports directly to the Vice President of Student Affairs and serves as a member of the Division of Student Affairs. The Office of Multicultural Affairs (MA) implements programs and events for all University of Montevallo students, faculty and the community to better educate and inform about issues to combat bias, bigotry and racism, while promoting intercultural dialogue, awareness and respect for diversity. The Office of Multicultural Affairs (MA) serves as a resource/advisor for minority organizations/clubs. The Office of Multicultural Affairs (MA) assists and supports in all efforts to recruit and retain minority students. The Office of Multicultural Affairs (MA) only staffed by the coordinator. The coordinator is responsible for the planning, directing, budgeting, evaluating, and clerical duties and maintains the goals and objectives. The coordinator serves on various university committees as selected or requested.

***THEME #2: The constituencies and programs of the University of Montevallo should reflect the international and demographic diversity required of a modern liberal arts university.***

#### **Goal 1**

Consistent with University of Montevallo's Strategic Plan Theme #2 related to generate a climate and culture that is welcoming to diverse populations

#### **Objective:**

The Office of Multicultural Affairs will conduct programs and events that address diverse populations.

**Implementation:**

During the spring of 2009 the Office of Multicultural Affairs will plan and organize events and programs to support an agenda of diversity and inclusion.

**Parties Responsible:**

The coordinator is the only staff in the Office of Multicultural Affairs (MA).

**Resources Needed**

Graduate Assistant @ estimated annual cost: \$6,000

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**Goal 2**

Consistent with University of Montevallo’s Strategic Plan Theme # 2 related to incorporating diverse values to cultivate and enrich community relationships.

**Objective:**

The Office of Multicultural Affairs will build a partnership with other departments, student organizations and the community to better communicate diverse values to the university environment and surrounding areas.

**Implementation:**

During the spring of 2009 the Office of Multicultural Affairs will plan and organize events and programs in partnership with others. The Office of Multicultural Affairs (MA) will also serve as a resource/advisor for minority / at-risk organizations/clubs.

**Parties Responsible:**

The coordinator is the only staff in the Office of Multicultural Affairs (MA).

**Resources Needed**

Graduate Assistant @ estimated annual cost: \$6,000

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### **Goals 3**

Consistent with University of Montevallo's Strategic Plan Theme #3 related to promoting the University of Montevallo as an institution that values diversity.

#### **Objective:**

The Office of Multicultural Affairs will conduct programs and events that will promote and advance the image of the university as a place that values diversity.

#### **Implementation:**

During the spring of 2009 the Office of Multicultural Affairs will plan and organize events and programs that will expose the community to diverse cultures. The events/ activities will be on such a scale that it will receive media attention.

#### **Parties Responsible:**

The coordinator is the only staff in the Office of Multicultural Affairs (MA).

#### **Resources Needed**

Graduate Assistant @ estimated annual cost: \$6,000

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### **Goal 4**

Consistent with University of Montevallo's Strategic Plan Theme #3 related to promoting the University of Montevallo as an institution that values diversity

#### **Objective:**

The Office of Multicultural Affairs will make improvement to Multicultural Affairs website to make information about upcoming events more accessible to community and develop ways of using social networking to help distribute information as well

#### **Implementation:**

During the spring of 2009 the Office of Multicultural Affairs will make improvements such as adding pictures from MA event and have posting of upcoming events.

**Parties Responsible:**

The coordinator is the only staff in the Office of Multicultural Affairs (MA).

**Resources Needed**

Graduate Assistant @ estimated annual cost: \$6,000

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**Goal 5**

Consistent with University of Montevallo’s Strategic Plan Theme #2 related to generate a climate and culture that is welcoming to diverse populations

**Objective:**

The Office of Multicultural Affairs will address programs to assist in retention rate of minority students.

**Implementation:**

During the spring of 2009 the Office of Multicultural Affairs will make contacts with community organizations to provide mentoring opportunity and/or develop on-campus support programs

**Parties Responsible:**

The coordinator is the only staff in the Office of Multicultural Affairs (MA).

**Resources Needed**

Graduate Assistant @ estimated annual cost: \$6,000

## 2009-2010 UNIT PLANNING and ASSESSMENT REPORT

UNIT NAME: McChesney Student Activity Center

### I. MISSION

#### UNIT MISSION STATEMENT

The mission of the McChesney Student Activity Center at the University of Montevallo is to support the student's higher-educational experience by providing comprehensive wellness components through recreational facilities and programs, including cardio-vascular, weight conditioning and aquatic activities. The mission of the Center is relative to the University's mission in the area of the support of the student's higher educational experience and "personal growth", which encompasses both mind and body constituents. The Center strives to provide wellness components through various mediums to compliment the students "intellectual" pursuits, thus allowing support opportunities for development in both educational areas.

### II. UNIT DESCRIPTIVE ANALYSIS

The McChesney Student Activity Center organizational position is within the University's Division of Student Affairs. The Center provides the opportunity for wellness components to the entire University community. Service patterns include the student body, faculty and staff and a limited number of outside constituents. Planning and assessment will be completed through the University's planning and assessment structure. Budgets since opening the facility in 2004: \$89,150 for 2004-2005, \$90,410 for 2005-2006, \$97,990 for 2006-2007, \$116,234 for 2007-2008, \$98,215 for 2008-2009 and \$153,270 for 2009-2010.

### III. UNIT PLAN for 2009-2010 (space is provided for 5 Unit Goals – delete or add space for goals as needed)

**Unit Goal 1:** Develop and implement a systematic program for repair and/or replacement of the Center's cardiovascular equipment.

Does this goal link to the UM Strategic Plan? If so, which one(s)?

Yes. Theme 3.

Does this goal link to the UM Vision and/or Mission Statements? If yes, please explain.

Yes. The McChesney Center's cardiovascular and resistance training offerings contributes to the "personal growth" (Mission Statement) and the "life-enriching" (Vision Statement) aspects in regard to the overall wellness development our students.

## **Objectives/Specified Outcomes for Goal 1**

The objective for Goal 1 is to provide a complete and comprehensive cardiovascular training option for students and other members who utilize the McChesney Center's cardiovascular machines. This will contribute to the student's personal growth and allow life-enriching experiences during their collegiate career.

### **Objective 1 for Goal 1:**

#### **Implementation steps, assessment(s), and timeline for Objective 1**

Cardio machines will be evaluated periodically during the 2009-2010 academic year by the Center's staff and recommendations will be made for the repair or replacement of the elliptical, life cycle, stair-stepper, treadmill or rowing machines. If replacement is the only option, a sales representative from Life Fitness will be contacted and steps will be taken toward purchasing a replacement unit. If the recommendation calls for repair only, a representative from Fitness Fix-It will be contacted to make the necessary repairs. Full and complete operation of the cardiovascular equipment will verify the success of this objective. This objective will be an ongoing process during the 2009-2010 academic year.

#### **Parties responsible for Objective 1**

Billy Cannon/Director of the McChesney Center

#### **Resources needed for Objective 1**

Approximately \$12000 per year for general machine repair and two replacement units

**Unit Goal 2:** Initiate, in conjunction with the Physical Plant, the planning and construction of a sidewalk connecting the Peck/Brooke/New Residence Hall area to the front parking area of the Center.

**Does this goal link to the UM Strategic Plan? If so, which one(s)?**

Yes. Theme 3

**Does this goal link to the UM Vision and/or Mission Statements? If yes, please explain.**

Yes. Complete and easy access to the McChesney Center's contributes to the "personal growth" (Mission Statement) and the "life-enriching" (Vision Statement) aspects in regard to the overall wellness development our students.

### **Objectives/Specified Outcomes for Goal 2**

The objective for Goal 2 is to allow complete and easy access to the McChesney Center for the students residing in Peck, Brooke, Lund and the New Residence Hall

Area.

#### **Objective 1 for Goal 2:**

##### **Implementation steps, assessment(s), and timeline for Objective 1**

Beginning the Spring Semester of 2009, the Director of the McChesney Center will meet with Physical Plant representatives and begin process of planning and completing a sidewalk connecting the New Residence Hall area with the front of the McChesney Center. Once the planning stage is complete, construction will begin with a completion date of late summer 2009.

##### **Parties responsible for Objective 1**

Billy Cannon/Director of the McChesney Center

##### **Resources needed for Objective 1**

Funds to be determined but will come from Physical Plant budget

**Unit Goal 3:** Alleviate and reduce entrance and security issues at the front desk of the Center by seeking funding for a part-time OSP position for that area.

Does this goal link to the UM Strategic Plan? If so, which one(s)?

Yes. Theme 3.

Does this goal link to the UM Vision and/or Mission Statements? If yes, please explain.

Yes. Easy access to and a safe workout environment at the McChesney Center's contributes to the "personal growth" (Mission Statement) and the "life-enriching" (Vision Statement) aspects in regard to the overall wellness development our students.

### **Objectives/Specified Outcomes for Goal 3**

The objective for Goal 3 is to provide a safe workout environment for students and members of the McChesney Center, while allowing convenient, easy access when utilizing the facility.

#### **Objective 1 for Goal 3:**

##### **Implementation steps, assessment(s), and timeline for Objective 1**

Request funding for the position during the 2009-2010 budget process in the spring of 2009. If approval is forthcoming, begin OSP job search immediately in order to have position filled by August 31, 2009.

**Parties responsible for Objective 1**

Billy Cannon/Director of the McChesney Center

**Resources needed for Objective 1**

Approximately \$20,000.....minus offsetting student work dollars currently utilized (about \$9,000)

## **2009-2010 UNIT PLANNING and ASSESSMENT REPORT**

**UNIT NAME: STUDENT LIFE**

### **I. UNIT MISSION STATEMENT**

The Department of Student Life provides opportunities to foster development through its extracurricular activities and programs. The mission of Student Life is to provide students with activities, information, and resources that will help them develop skills in decision-making, coping, and human relationships. Student Life also fosters student learning and the development of values important to society. Students are offered the opportunity for group participation and interaction, as well as an opportunity for responsibility and accountability as a member or leader of a group. It is through leadership opportunities that students will also develop a sense of community, citizenship, and an appreciation of human diversity.

### **II. UNIT DESCRIPTIVE ANALYSIS**

The mission of the Department of Student Life contributes to the mission of the University of Montevallo by providing students with extracurricular activities and programs designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship. Student Life is responsible for the coordination of disciplinary hearings, campus traffic appeals, Student Government Association, University Programs Council, Intramural and Recreational Sports, clubs and organizations, and leadership development programs. The Office of Student Life also schedules functions at the John Stewart Student Retreat and the Underground Multipurpose Room in Farmer Hall.

### **III. UNIT PLAN for 2009-2010**

**Unit Goal 1: Assist student organizations to achieve optimum success while developing student leaders.**

UM Strategic Plan: Consistent with Theme #1, directly supportive of its statutory mission regarding intellectual and personal growth.

**Objective 1 for Goal 1:**

Conduct a Leadership Development seminar each semester for student organizations.

**Implementation steps, assessment(s), and timeline for Objective 1:**

This seminar will include meeting management, officer training, goal setting, delegation, time management, the importance of values congruence. Since this is a new program, the Office of

Student Life will have to develop the scope and details of an evaluation for this seminar. However, participants will rate the program and provide feedback immediately after the seminar. A leadership development seminar will be conducted at the beginning of each semester, due to the fact that our Greek organizations elect new officers to take office in January of each year. We will conduct a fall seminar for general student organizations, and a spring seminar for the Greek organizations.

**Parties responsible for Objective 1:**

Student Life Personnel and/or Student Government Association.

**Resources needed for Objective 1:**

Funds will be needed to support the program and staff time to create program and assessment.

**Objective 2 for Goal 1:**

Conduct annual Organization Advisor Training.

**Implementation steps, assessment(s), and timeline for Objective 2:**

This training will include the University's expectations for our advisors, as well as protocol and procedures, rules and regulations, and other important and useful information. This will be a new program, so the Office of Student Life will have to develop the scope and details for the evaluation instrument. This evaluation will be given to participants to rate the program and provide feedback immediately after the training seminar. This training will be completed by the end of September 2009.

**Parties responsible for Objective 2:**

Student Life Personnel

**Resources needed for Objective 2:**

Funds will be needed to support the program and staff time to create program and assessment.

**Outcome 1 for Goal 1:**

Student Organizations must complete accountability documentation for Student Life and for the Student Government Association.

**Implementation steps, assessment(s), and timeline for Objective 3:**

Student Organizations will be required to complete appropriate paperwork each semester, ie. Brag Pack, Greek Life Assessment forms, update membership rosters by deadlines, etc. All required paperwork, as well as deadlines will be addressed at the Leadership Development seminars each semester.

**Parties responsible for Objective 3:**

SGA- Organizations and Evaluations Committee and Student Life Office

**Resources needed for Objective 3:**

The student and staff time to distribute/advertise/collect/compile information for tangible results.

**Unit Goal 2: Provide high quality programs and services for our students to support the retention efforts.**

UM Strategic Plan: Consistent with Theme #4f1, regarding retention and the ONE CARD system.

**Objective 1 for Goal 2:**

Support the purchase and use of the ONE CARD system so that students will have a single ID card for purchases of goods and services, as well as access to University facilities and events.

**Implementation steps, assessment(s), and timeline for Objective 1:**

Use the ONE CARD system to record student attendance for events, programs, and meetings. Collect the data for the number of students who use the services offered by Student Life and SGA/UPC. Data will be collected throughout the year and analyzed at the end of the academic year to determine if programs and services should be continued. The assessment should be completed by June of each year.

**Parties responsible for Objective 1:**

SGA and Student Life.

**Resources needed for Objective 1:**

The purchase of the ONE CARD system will be required. If the University is able to purchase the system, perhaps the SGA and Student Life can contribute financially.

**Objective 2 for Goal 2:**

Hire a graduate assistant to assist with Student Life programming, specifically to coordinate Intramural Sports and to assist with weekend programming.

**Implementation steps, assessment(s), and timeline for Objective 2:**

Establish a graduate assistantship position in Student Life. Advertise for the position on-campus, and offer a stipend of \$2,000 per semester to coordinate the Intramural Sports programs. This would also provide an additional staff member to assist with weekend programming. An annual evaluation will be conducted to determine the effectiveness of this position.

**Parties responsible for Objective 2:**

The Director of Student Life and the Coordinator of Student Life Programs.

**Resources needed for Objective 2:**

Funding will be needed to pay the \$4,000 stipend annually.

**Objective 3 for Goal 2:**

Provide weekend programming for students on a bi-weekly basis.

**Implementation steps, assessment(s), and timeline for Objective 3:**

During the Spring Semester 2010, the SGA will conduct a survey for the student body to assess the programs offered over the year, and determine if the programming should continue or if changes are needed for the future.

**Parties responsible for Objective 3:**

SGA and the Student Life Personnel.

**Resources needed for Objective 3:**

Funds will be needed to support the program and staff time to create programs and assessment. (Estimated expense of \$5,000 from the student activity fee).

**Objective 4 for Goal 2:**

Provide shuttles for student transportation to off campus venues bi-monthly.

**Implementation steps, assessment(s), and timeline for Objective 4:**

Coordinate shuttle service with a local vendor to provide students with access to local shopping areas on a bi-monthly basis. Transportation can also be arranged for special events during the semester. Surveys will be conducted to assess the needs of the students.

**Parties responsible for Objective 4:**

Student Life Personnel.

**Resources needed for Objective 4:**

Funding for contracting a local shuttle service (\$65.00- 100.00 per hour with a 4 hr. minimum = \$260.00 per trip x 18+ trips = \$4,680+)

**Objective 5 for Goal 2:**

Create a Student Organization Resource Room.

**Implementation steps, assessment(s), and timeline for Objective 5:**

Provide a resource room for student organizations to have access to essential supplies to make their programming easier. (i.e. access to helium and balloons, paper room, paint closet, copier, and sound equipment). Supplies will be kept stocked for student use.

**Parties responsible for Objective 5:**

SGA and Student Life Personnel.

**Resources needed for Objective 5**

Needd to contract a local vendor for a helium tank and copier machine. An increase in funding will be needed to keep the resource room stocked. (Estimated cost of \$3,000 from the student activity fee.)

**Unit Goal 3: Continue off-campus partnerships to facilitate unique leadership development opportunities.**

UM Strategic Plan: Consistent with Theme #5, to strengthen current partnerships.

### **Objective 1 for Goal 3:**

Continue to support the following off-campus partnerships to promote student leadership:

- Higher Ed Day
- Leading Edge Institute
- AAUW
- Montevallo Connection
- St. Jude's Children's Research Hospital

#### **Implementation steps, assessment(s), and timeline for Objective 1:**

Continue to support student involvement with the above mentioned organizations. Assess student involvement in these activities annually, and monitor the participation level to determine if these partnerships are still advantageous for our students.

#### **Parties responsible for Objective 1:**

SGA and Student Life Personnel

#### **Resources needed for Objective 1:**

Staff members time to coordinate participation in the above mentioned events and to track data. Funding will be required to attend some of the events (i.e. registration fees, transportation, and misc.) (Estimated expense of \$5,000)

### **Unit Goal 4: Facilitate the development of students to become responsible and well informed citizens' on-campus, as well as in the community at large.**

UM Strategic Plan: Consistent with Theme #1 directly supportive of its statutory mission regarding intellectual and personal growth.

### **Objective 1 for Goal 4:**

The Student Conduct Code and the University's rules and regulations will be published annually in the *Fledgling*, and will also be accessible through the SGA website.

#### **Implementation steps, assessment(s), and timeline for Objective 1:**

By educating students on the Student Conduct Code, behavior violations will decrease. A judicial review will indicate if conduct code violations have increased or decreased. This review will be conducted at the end of Spring Semester each year.

**Parties responsible for Objective 1:**

Student Life Personnel.

**Resources needed for Objective 1:**

Staff time to collect data and compile results.

**Objective 2 for Goal 4:**

Explore student feedback regarding the University of Montevallo's ForUM system, and the email system.

**Implementation steps, assessment(s), and timeline for Objective 2:**

Survey students to see if they use the ForUM email system on a regular basis. We will conduct focus groups, town hall meetings, and survey individual students as well as student organizations.

**Parties responsible for Objective 2:**

SGA and/or Student Life Personnel.

**Resources needed for Objective 2:**

Staff time to update the ForUM information as needed, and to survey students regarding the use of the system.

## **2009-2010 UNIT PLANNING and ASSESSMENT REPORT**

**UNIT NAME: Student Health**

### **UNIT MISSION STATEMENT**

#### **I.**

The UM Health Center provides quality services, programs, resources, and information to promote wellness and support the creation of a safe and healthy environment for academic and personal success. In addition, we collaborate with other health care providers to assist students in maintaining optimal physical, emotional, and mental health.

#### **II. UNIT DESCRIPTIVE ANALYSIS**

Provide a brief narrative description of the unit *as it relates to the goals set forth in the Unit Plan below*. This section is intended to provide a framework for the unit's goals.

The Director of the Health Center reports to the Vice President for Student Affairs and serves as a member of the Division of Student Affairs. The Nurse – Director develops and participates in educational programs on campus to encourage healthier lifestyles, minimize risk behaviors, and to promote a safe environment for learning. She negotiates contracts with physicians and other health care providers, plans the Center's budget, and serves on campus committees as assigned.

Nurses administer first aid treatments, and assesses health conditions of students, faculty, staff and campus visitors. Referrals are made to health care providers on and off campus, when care is needed beyond the scope of the Health Center. Medical services are provided under contractual arrangement by local physicians. Transportation to the doctor's offices is provided by the campus police department when necessary

Medical History forms are collected, reviewed and maintained in the Health Center in compliance with HIPPA privacy regulations. The Health Center staff provides information on the University's health insurance policy.

III. UNIT PLAN for 2009-2010 (A fictitious sample is given and space is provided for 5 Unit Goals – delete or add space for goals as needed)

<u>UNIT GOAL</u>	<u>Link to UM Strategic Plan or to UM Vision or Mission</u>	<u>Objective(s)</u>	<u>Outcome(s)</u>	<u>Implementation Steps, Assessment(s), and Timeline(s)</u>	<u>Parties Responsible</u>	<u>Resources Needed</u>
Provide quality health care to the campus community.	Link to UM Strategic Plan – Theme 2.b.(2)  Link to DSA Goal 4	Review survey regarding students' perception of the quality of care received as well as their satisfaction with the care  Advanced care with access to certain prescriptive services will be available to students on campus.	Majority of students responding to the survey indicate satisfaction with services received.  Students will have the option of obtaining medical care and prescriptions in the Health Center.	Implement survey annually to determine student's satisfaction and services rendered.  Initiate necessary steps to recruit and contract with a Nurse Practitioner to provide services to students <u>on</u> campus.	Eleanor Davis, R.N.	
Collaborate with community health care providers, faculty, and staff to provide a safe and healthy environment for learning.	Link to UM Strategic Plan – Theme 1.b.(2) and Theme 2.b.(1.3)  Link to DSA Goal 3	Participate in programs that promote and enhance a safe environment for learning.		Participate as a member of the Care Team and departments within the DSA to identify, minimize, and/or eliminate elements that adversely affect campus safety. Contribute financial support to campus programs that prevent drug and alcohol abuse.	Eleanor Davis, R.N.	
Uphold the privacy rights of every individual receiving services in the Health Center.	Link to DSA Goal 4	Every student will receive the HIPPA privacy notice on their first visit to the Health Center (effective	Medical records will contain signed acknowledgement of receipt of the Notice of Privacy Practices.	The notice will be given on initial intake.	Sharon Mitchell	

		8/25/08)				
Collect and disseminate information on current health trends on campus, locally, and nationally.	<p>Link to UM Strategic Plan – Theme 3(f) and 1.b(2).</p> <p>Link to DSA Goal 2 &amp; 5</p>	<p>Identify an appropriate electronic medical record (EMR) for the UM Health Center.</p> <p>Identify and disseminate information on health and wellness resources on campus.</p>	Students will be able to identify a campus resource of wellness information.	<p>Identify 2 choices of EMR with program specifics and costs. Work with the Wellness Committee to identify health and wellness resources on campus.</p> <p>Update the SAC wellness website annually.</p>	Eleanor Davis, R.N.	
Facilitate the personal development of students in the areas of wellness and social responsibility.	<p>Link to UM Strategic Plan – Theme 1.b.(2)</p> <p>Link to DSA Goal 6</p>	<p>Provide information, educational opportunities, and support programs that contribute to the development of students as healthy, informed, and socially responsible citizens,</p>	Majority of students surveyed or completing evaluation forms indicate satisfaction with programs presented and useful information obtained.	<p>Give presentations to groups and classes on campus. Students will receive printed information after receiving Health Center services to prevent exacerbation of their illnesses.</p>	Eleanor Davis, R.N.	

## **Unit Plan and Departmental Self-Study**

### **ASPIRE/Student Support Services**

#### **I. Departmental Mission**

ASPIRE/Student Support Services is a federally funded extension of the University goal of enhancing learning opportunities consistent with the University's mission. ASPIRE/SSS, one of the seven federal TRiO program, brings educational support to historically disadvantaged student populations through services such as tutoring, academic workshops, and cultural events. The mission also includes increasing the persistence and graduation rates of eligible students. Services offered by ASPIRE/SSS are designed to assist in the participants' development of intellectual and personal growth as they pursue meaningful employment. This mission relates directly with the goals set forth in the University Unit Plan.

#### **II. Departmental Descriptive Analysis**

The ASPIRE/SSS program is housed in the Student Development Center in Main Hall and offers academic and personal support services to eligible University of Montevallo students. This department reports to the Vice President for Student Affairs and operates within the Division of Student Affairs.

As mandated by federal legislation the project (program) must ensure that (1) not less than two-thirds of the persons participating in the program be individuals with disabilities; or be low-income individuals who are first generation college students; (2) that the remaining students participating in the project be low-income individuals, first generation college students, or individuals with disabilities; (3) that not less than one-third of the individuals with disabilities participating in the project be low-income individuals; (4) that each participant has a need for academic support in order to pursue successfully a program of education beyond secondary school; and (5) that the participants be enrolled or accepted for enrollment at the University of Montevallo. Additionally, the institution must make an effort to provide sufficient financial assistance to meet the full financial need of each participant, and maintain the loan burden of each participant at a manageable level.

The ASPIRE/SSS program provides the following direct services to all participants: supplemental academic advising, individual tutoring, academic skills workshops, graduate school workshops (juniors and seniors), career advising, and cultural enrichment and educational events. Additionally, the program provides activities that encourage leadership and mentoring experiences. Active participants have access to a computer lab, printing and copying services. Lastly, the program can provide grant aid to qualifying participants.

ASPIRE/SSS provides information to the campus community about its services through brochures, newsletters, and presentations to the academic and administrative departments.

### III. UNIT PLAN

**Goal 1:** Consistent with Strategic Plan Theme 2, relating to improving the retention and graduation rates of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background, the ASPIRE/SSS staff will recruit the majority of the 2009 participant cohort by the fourth week of the fall semester, so that the students can begin receiving academic assistance immediately.

**Objective:** To ensure that new ASPIRE/SSS participants will receive services on the “front end” of their academic career, thereby circumventing academic difficulties.

#### **Implementation and Timeline**

The most pressing need is to identify and contact potentially eligible students early--as soon as they have been admitted to the University, and before they arrive on campus. Early identification and selection will allow us to provide services before they have experienced academic problems to prevent any problems from arising. Documentation of services provided and frequency with which the students utilized services, and end of term grades will provide feedback.

During the spring of 2009 the ASPIRE director will collect information from Admissions, Financial Aid, and Disability Support Services (DSS) to determine which students meet the criteria of first generation, low income, and disabled, and who have an academic need for services. This would include ACT scores, high school transcript, quality of high school attended, etc. Students will be contacted by letter and follow-up calls, detailing the services that the program provides. Additionally, the ASPIRE and Upward Bound directors will discuss any graduating students in the UB program who plan to attend the University.

*As the program is funded to serve only 200 students the number of freshmen recruited is dependent upon space in the program from students withdrawing, graduating, etc.*

#### **Parties Responsible**

ASPIRE/SSS staff; assistance of DSS, Admissions, and Financial Aid directors

## **Resources Needed**

Staff time to review the admissions applications for first generation status, determine low-income based on taxable income, and students who have contacted and registered with, DSS.

**Goal 2:** Consistent with Strategic Plan Theme 2 (Goal 2.3 ), related to improving the retention and graduation rates of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background, the majority of ASPIRE/SSS freshmen and sophomores will have a better understanding of the career development process in their major field.

**Objective:** ASPIRE/SSS freshmen and sophomores will have a better understanding of the career development process in their major field, through pre- and post-surveys.

## **Implementation and Timeline**

Each year a set of Career Exploration workshops will be held to introduce ASPIRE/Student Support Services incoming and continuing students to senior faculty from the Colleges of Arts and Sciences, Business, Education, and Fine Arts, and the Career Center. Students will learn about the academic opportunities, employment trends, research opportunities, and scholarships in their respective fields. Additionally, college entrance criteria and interdisciplinary possibilities will be discussed. One workshop will be held in the fall and a follow-up session will be held in the spring. Students will be provided activities to complete before the spring session.

## **Parties Responsible**

ASPIRE/SSS staff; assistance of Counseling and Career Center (CCC) director and staff, appropriate senior faculty

## **Resources Needed**

Staff time to meet with the CCC director to discuss the needs of the workshop; to develop the workshops, surveys and evaluations; and to collect the data and compile the results in a report

### **Specified Outcomes**

Freshmen and sophomores will be able to make informed, educated decisions about; (1) their majors, understand curriculum requirements, academic opportunities and support, as well as (2) career and research opportunities.

**GOAL 3:** Consistent with Strategic Plan Theme 5 (Goal d), relating to supporting cooperative programs involving local and regional two-year colleges, high schools, middle schools, and elementary schools, and increasing support of the “Montevallo Connection” program, ASPIRE/SSS will develop a mentoring (and tutoring) partnership with Upward Bound students.

### **Implementation and Timeline**

The mentors will keep in touch with their mentees via phone, e-mail, and regular mail at least 2 times per month. In addition, 3 times per year mentors will meet with their mentee for a scheduled social activity. *The mentors will keep journals documenting their dialogue with the mentees.*

### **Parties Responsible**

ASPIRE/SSS staff

### **Resources Needed**

Staff time to discuss and develop mentorship partnership program; time to recruit and train student mentors

### **Specified Outcome**

(1) Offer positive role models about being a successful college student. (2) Mentees/Upward Bound students will understand the personal, social and financial value of a college education. (3) ASPIRE/SSS participants will enhance their leadership and communication skills.

**GOAL 4:** Consistent with Strategic Plan Theme 1, relating to *promoting the development of a*

*learning environment directly supportive of its statutory mission as Alabama’s public liberal arts university, the ASPIRE/SSS staff will increase the awareness of faculty, staff and students of the program as a distinct program and community on the University of Montevallo campus.*

## **Implementation and Timeline**

Any conversation with any campus faculty and staff is an opportunity to educate about the ASPIRE/SSS program. Considering the history of linking the program with Disability Support Services and the subsequent confusion, the name *ASPIRE* has been added, and will be “officially” introduced to the campus community for 2009-2010.

Informational brochures will be sent out to each department, college, and administrative office. The website will be updated with the addition of the name ASPIRE. Presentations will be made to faculty, administrative personnel, and other staff that potentially have direct contact with students.

## **Parties Responsible**

ASPIRE/SSS staff

## **Resources Needed**

Staff time to create and/or update informational and electronic literature; staff time to prepare and conduct presentations.

## **Specified Outcome**

The campus community will (1) understand the mission and services of ASPIRE/SSS, and thus be better able to (2) provide useful and correct information to students about the program.

**GOAL 5:** Consistent with Strategic Plan Theme 2 (b2.2), enhancing recruitment, retention, and graduation, meet all program objectives mandated by the Department of Education: to increase college retention and graduation rates for eligible students, and to foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

## **Implementation and Timeline**

Tutor staff training will be implemented each semester; tutoring will be provided as needed by students; workshops, and other programming activities are provided based upon the needs of students, either in group or individualized format, and will be ongoing throughout the entire academic year.

An annual report to document whether the objectives were met (or exceeded) will be sent to the Department of Education within ninety days of the end of the project year.

### **Parties Responsible**

ASPIRE/SSS staff

### **Resources Needed**

Staff time for “in-house” training, tutor training, preparation of workshop materials, and for identifying, recruiting, and selecting participants into the program.

### **Specified Outcomes**

The effects of the objectives within this goal will be measured by the extent to which (1) participants have made academic progress and are in (2) good academic standing ; the extent to which students (3) persisted to the next year, fall 2010 (increased retention rates) or graduate (increased graduation rates). Outcomes will be assessed to evaluate program effectiveness.

While these outcomes are data driven, anecdotal/subjective information can be utilized as well. All participants will complete an evaluation form at the end of spring semester, or when they leave the college if before spring.

***BUDGET: Due to its funding through a federal grant the budget worksheet is not applicable.***

**2009-2010 UNIT PLANNING and ASSESSMENT REPORT**

**UNIT NAME: Upward Bound**

**I. MISSION STATEMENT**

The Upward Bound Program supports, motivates, and encourages economically disadvantaged youth to complete high school and enter postsecondary education.

**II. DESCRIPTIVE ANALYSIS**

The Upward Bound Program is centrally located in Main Hall. The department is sponsored by the University of Montevallo Office of Student Affairs and reports to the Vice President for Student Affairs. Upward Bound is totally federally funded through the US Department of Education. For 2009-2010 the program is level funded at \$600,638.00. Upward Bound enrollment is composed of 120 economically disadvantaged students from thirteen high schools in Bibb, Chilton and Shelby Counties. The program employs 5 full-time staff and about 35 part-time employees which includes instructors, tutors, residence hall staff, bus drivers and student workers.

**III. UNIT PLAN for 2009-2010**

**Unit Goal 1:** To improve accuracy of data essential to the effectiveness of the program as outlined in program regulations.

**Objectives/Specified Outcomes for Goal 1**

**Objective 1 for Goal 1:** To improve record keeping of project activities by implementing Student Access database.

**Implementation steps, assessment(s) and timeline for Objective 1:**

- |  |               |
|--|---------------|
| 1). Purchase Student Access database           | February 2009 |
| 2). Train staff                                | March 2009    |
| 3). Monitor the use of Student Access database | July 2009     |

**Parties responsible for Objective 1:**

Director

Technology Coordinator

**Resources needed for Objective 1:**

Student Access Consultant/Trainer

Space (Calendar's Office) and laptops for training

**Specified Outcome 1 for Goal 1:** Student data accurate and easily accessible to staff.

**Implementation steps, assessment(s) and timeline for Outcome 1:**

- 1). Staff trained, data entered and student records maintained      July 2009
- 2). Successful submission of APR      November 2009

**Parties responsible for Outcome 1:**

Director

**Resources needed for Outcome 1:**

Student Access Manual

Student applications and information

Student Access support staff

**Unit Goal 2:** Recruit students from economically disadvantaged backgrounds especially those from underrepresented groups.

*UM Strategic Plan Theme 2b; 2.1, 2.2, 2.4*

**Objectives/Specified Outcomes for Goal 2**

**Objective 1 for Goal 2:** Identify pools of potentially eligible students

**Implementation steps, assessment(s), and timeline for Objective 1:**

Staff will address all eighth grade classes in Bibb, Chilton and Shelby Counties  
March/April 2009

Collect and review applications	April/May 2009
Staff will interview students and parents	August/September 2009
Students selected for participation	September 2009

**Parties responsible for Objective 1**

Director  
 Student Development Coordinator  
 Technology Coordinator  
 Tutor Coordinator

**Resources needed for Objective 1**

Target school personnel

**Unit Goal 3:** To develop collaborative relationship with other departments, TRiO programs, local businesses and communities.

***UM Strategic Plan Theme 5d, 5g***

**Objectives/Specified Outcomes for Goal 3**

**Objective 1 for Goal 3**

Continue the work-study component and increase the number of sites during the summer where students gain work experience.

**Implementation steps, assessment(s), and timelines for Objective 1**

Send letters to on campus offices and local businesses to survey their need for student workers	March/April 2009
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Interview perspective students interested in the work-study component

April 2009

Place students on work sites May 2009  
Send evaluation to employers to evaluate work performance July 2009

**Parties responsible for Objective 1**

Director

**Resources needed for Objective 1**

Local businesses  
On campus offices

**Objective 2 for Goal 3**

Establish mentoring relationships with TRiO programs on campus.

**Implementation steps, assessment(s), and timelines for Objective 2**

Pair Upward Bound seniors with McNair Scholars and Student Support Services students  
Fall 2009

Survey students to find out what types of activities they would like to participate in  
September 2009

**Parties responsible for Objective 2**

Director  
Tutor Coordinator  
Student Development Coordinator

**Resources needed for Objective 2**

McNair staff and students

Student Support Services staff and students

### **Specified Outcome 2 for Goal 3**

#### **Implementation steps, assessment(s), and timeline for Outcome 2**

Compose focus groups of Upward Bound students to discuss the impact of the mentoring relationship as it relates to college success.

Conduct a survey of the seniors who participated in the mentoring component after their first semester of college to measure the impact mentoring had on them.

#### **Parties Responsible for Outcome 2**

Director

Student Development Coordinator

Tutor Coordinator

#### **Resources needed for Outcome 2**

None

### **Objective 3 for Goal 3**

Establish relationship with the American Village to provide students with hands on learning opportunities, community service projects and summer employment.

#### **Implementation steps, assessment for Objective 3**

Contact American Village to see if educational opportunities are offered during the summer, find out if they need extra help and if they need volunteers.

April 2009

#### **Parties Responsible**

Director

**Resources**

Volunteer Coordinator for American Village

Educational Coordinator for American Village

**Objective 4 for Goal 3**

Prepare Upward Bound students to compete in the global economy and become productive citizens.

**Specified Outcome 3 for Goal 3****Implementation steps, assessment for Objective 4**

Students will learn what it takes to be successful in college. They will also learn about resources available to first generation and low income students. They will use the knowledge they gained through mentoring relationships with other TRiO programs and the residential summer component to help them make a smooth transition into their first semester in college. Upward Bound will collect first semester grades and conduct a survey of campus activities students are involved in to ensure they are progressing adequately academically and socially.

**Parties Responsible**

Director

Tutor Coordinator

**Resources**

UM Records Office

UM Student Life

**The budget request is not applicable given federal funding.**

