

# **Office of Student Life - University of Texas Medical Branch**

## **Mission of UTMB:**

The mission of The University of Texas Medical Branch at Galveston is to provide scholarly teaching, innovative scientific investigation, and state-of-the-art patient care in a learning environment to better the health of society.

UTMB's education programs enable the state's talented individuals to become outstanding practitioners, teachers, and investigators in the health care sciences, thereby meeting the needs of the people of Texas and its national and international neighbors.

UTMB's comprehensive primary, specialty, and sub-specialty care clinical programs support the educational mission and are committed to the health and well-being of all Texans through the delivery of state-of-the-art preventive, diagnostic, and treatment services.

UTMB's research programs are committed to the discovery of new innovative biomedical and health services knowledge leading to increasingly effective and accessible health care for the citizens of Texas.

## **UTMB Core Values:**

### **Education**

We are committed to life-long learning for our students, staff, faculty and community.

### **Innovation**

We always think of new ways to do things better.

### **Diversity**

We are committed to employ and educate a health care work force whose diversity mirrors the population they serve.

### **Service**

We have a burning commitment to serve the health care needs of all Texans, regardless of their ability to pay.

### **Community**

We are committed to making our community a better place to live and work.

## **Mission of Student Life:**

The mission of Student Life is to collaborate with students and the UTMB community to implement programs and activities that support students' involvement on campus and in their community, enhance their personal and professional development, and play a significant role in their learning experience.

## **Student Learning Outcomes:**

The following pages identify four key areas of Student Life activities, brief descriptions, expected program outcomes, examples of involvement, associated learning outcomes, the assessment process, and enhancements subsequent to program evaluations.

Program and Objectives	Student Learning Outcomes	Achievement Measures (Tools)	Criteria for Measurement	Use of Results/ Changes Made	Budget Implications	Institutional Implications
<p><b>Orientation/ Transition Activities</b></p> <p><b>QUEST:</b>            Quest is the annual new student welcome for all students. It is not a required part of orientation, but is a unique Galveston tradition and helps induct students quickly into the UTMB world of friends, colleagues and faculty. Quest is coordinated by the Office of Student Life in conjunction with the QUEST Student Planning Committee; and partially financed by the Office of the President.</p> <p><b>Quest Objectives:</b></p> <ul style="list-style-type: none"> <li>• Initiate new students' integration into the intellectual, cultural, and social climate of the institution;</li> <li>• Assist them in becoming familiar with the campus and local environments;</li> <li>• Provide intentional opportunities for them to interact with continuing students, faculty and staff members;</li> <li>• Prepare new students for the institution's learning and service opportunities.</li> </ul> <p><b>Summer Read:</b>            University Student Services and the Honor Pledge Committee sends a book (for '05-06 and '06-07 it has been <b><i>Reverence: Renewing a Forgotten Virtue</i></b>, by Paul Woodruff) to all incoming students.</p> <p><b>Summer Read Objectives:</b></p> <ul style="list-style-type: none"> <li>• Provide a common intellectual experience for all new students;</li> <li>• Encourage critical thinking and assessment of one's values;</li> <li>• Bring students, faculty and the UTMB community together to discuss issues of integrity, compassion and respect;</li> <li>• Promote inter-disciplinary thinking and dialogue.</li> </ul>	<p><b>Cognitive Complexity</b></p> <ul style="list-style-type: none"> <li>• Develop critical and reflective thinking skills</li> </ul> <p><b>Knowledge Acquisition and Integration</b></p> <ul style="list-style-type: none"> <li>• Understand theory (acquisition)</li> <li>• Connect knowledge to current/ future activities (integration)</li> <li>• Relate knowledge to daily life (application)</li> </ul> <p><b>Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• Engage in principled dissent;</li> </ul> <p><b>Interpersonal and Intrapersonal Competence</b></p> <ul style="list-style-type: none"> <li>• Gain knowledge about themselves</li> </ul> <p><b>Persistence and Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Manage college experience to achieve academic and personal success</li> </ul>	<p>Post-event evaluations.</p> <p>SGA Satisfaction Survey</p>	<p>90% satisfaction on Quest Evaluation and qualitative comments</p> <p>90% satisfaction on SGA Satisfaction Survey</p>	<p><b>Problem Identified:</b>            More consistency in quality of small group activities needed.</p> <p><b>Solution:</b> Create additional, more detailed leadership development program for a small number of leaders.</p>		

Program and Objectives	Student Learning Outcomes	Achievement Measures (Tools)	Criteria for Measurement	Use of Results/ Changes Made	Budget Implications	Institutional Implications
<p><b>Leadership Development &amp; Involvement</b></p> <p><b>Program description:</b> Leadership is an inherently relational process of working with others to accomplish a goal or to promote change. Leadership development activities seek to empower students to enhance their self efficacy as leaders and understand how they can make a difference, whether as positional leaders or active participants in a group or community process.</p> <p><b>Program Objectives:</b> Leadership development activities will help prepare students for leadership roles and responsibilities. Activities will:</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community;</li> <li>• Foster the acceptance of responsibilities inherent in community membership;</li> <li>• Assist students in gaining varied leadership experience;</li> <li>• Employ multiple delivery methods and contexts; and</li> <li>• Recognize and reward exemplary leadership behavior.</li> </ul> <p><b>Examples of interaction:</b></p> <ul style="list-style-type: none"> <li>• Student Government Association</li> <li>• Quest planning committee</li> <li>• Diplomats</li> <li>• Student organization involvement</li> <li>• Movie series</li> <li>• Advisory groups</li> <li>• SAFE Allies (new initiative in '06-07)</li> </ul>	<p><b>Cognitive Complexity</b></p> <ul style="list-style-type: none"> <li>• Develop critical and reflective thinking skills</li> <li>• Constructively manage controversy and conflict</li> <li>• Be open to change</li> </ul> <p><b>Knowledge Acquisition and Integration</b></p> <ul style="list-style-type: none"> <li>• Understand theories of leadership (acquisition)</li> <li>• Connect knowledge of leadership to current/future activities (integration)</li> <li>• Relate knowledge of leadership to daily life (application)</li> <li>• Be committed to lifelong learning</li> <li>• Gain knowledge of diverse groups</li> </ul> <p><b>Humanitarianism</b></p> <ul style="list-style-type: none"> <li>• Practice skills: trust, respect, empathy, social responsibility</li> <li>• Understand and appreciate human differences</li> </ul> <p><b>Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• Engage in principled dissent</li> <li>• Create effective change</li> <li>• Develop civic awareness: responsibility and engaged citizenship</li> </ul> <p><b>Interpersonal and Intrapersonal Competence</b></p> <ul style="list-style-type: none"> <li>• Gain knowledge about themselves</li> <li>• Apply self-knowledge: confidence, congruence, ethics and integrity, commitment, manage emotions</li> <li>• Work effectively in collaborative fashion and value interdependence</li> </ul> <p><b>Practical Competence</b></p> <ul style="list-style-type: none"> <li>• Practice personal leadership skills: goal setting, effective communication, appropriate risk-taking, role modeling, facilitating group processes</li> <li>• Develop group leadership skills: group goal setting, develop peers, value recognition and organizational sustainability</li> </ul>	<p>Student Self-Assessment (implemented end of Spring 2006)</p> <p>Individual Event Evaluations or Worksheets</p>	<p>Improvement (pre- versus post-involvement) in key areas on self-assessment; qualitative growth statements</p>	<p>Not yet available.</p>		

Program and Objectives	Student Learning Outcomes	Achievement Measures (Tools)	Criteria for Measurement	Use of Results/ Changes Made	Budget Implications	Institutional Implications
<p><b>Community Service and Diversity Awareness</b></p> <p><b>Program description:</b> Volunteer activities meet the needs of others and better the community as a whole. They aim to integrate meaningful community service with reflection to enrich the learning experience, encourage civic responsibility, and strengthen our communities.</p> <p><b>Program Objectives:</b> Involvement in service activities will:</p> <ul style="list-style-type: none"> <li>• Enable students to help others, give of themselves, and enter into caring relationships with others;</li> <li>• Fill unmet needs in the community through direct service which is meaningful and necessary;</li> <li>• Enhance student learning by joining theory and textbook knowledge with experience and thought with action; and</li> <li>• Expose students to societal inadequacies or injustices, and encourage work towards a remedy.</li> </ul> <p><b>Examples of interaction:</b></p> <ul style="list-style-type: none"> <li>• Make a Difference Day</li> <li>• Get Involved!!! Fair</li> <li>• SGA Toy Drive for Child Protective Services</li> <li>• SGA Blood Bowl</li> <li>• St. Vincent's Clinic</li> <li>• Frontera de Salud</li> <li>• Galveston County Health Fair</li> <li>• SAFE Allies (new initiative in '06-07)</li> </ul>	<p><b>Cognitive Complexity</b></p> <ul style="list-style-type: none"> <li>• Develop critical and reflective thinking skills</li> <li>• Be open to change</li> </ul> <p><b>Knowledge Acquisition and Integration</b></p> <ul style="list-style-type: none"> <li>• Understand theory (acquisition)</li> <li>• Connect knowledge to current/ future activities (integration)</li> <li>• Relate knowledge to daily life (application)</li> <li>• Gain knowledge of diverse groups</li> </ul> <p><b>Humanitarianism</b></p> <ul style="list-style-type: none"> <li>• Practice humanitarian skills: trust, respect, empathy, social responsibility</li> <li>• Value cultural competency</li> <li>• Understand and appreciate human differences</li> </ul> <p><b>Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• Create effective change</li> <li>• Develop civic awareness: responsibility and engaged citizenship</li> </ul> <p><b>Interpersonal and Intrapersonal Competence</b></p> <ul style="list-style-type: none"> <li>• Work effectively in collaborative fashion and value interdependence</li> </ul>	<p>Student Self-Assessment (implemented end of Spring 2006)</p>	<p>Improvement (pre- versus post-involvement) in key areas on self-assessment; qualitative growth statements</p>	<p>Not yet available.</p>		

Program and Objectives	Student Learning Outcomes	Achievement Measures (Tools)	Criteria for Measurement	Use of Results/ Changes Made	Budget Implications	Institutional Implications
<p><b>Intramurals; Personal Health and Wellness</b></p> <p><b>Program description:</b> Intramural sports are comprised of 7-8 athletic seasons (currently: soccer, flag football, dodgeball, Ultimate Frisbee, basketball, indoor soccer, volleyball, and softball) in which students can create teams of their peers, faculty and/or staff members at UTMB.</p> <p><b>Program Objectives:</b> Intramural Sports are a crucial element of student life in that they promote and reinforce:</p> <ul style="list-style-type: none"> <li>• teamwork and personal accomplishment,</li> <li>• mutual respect and integrity,</li> <li>• competition and recreation, as well as</li> <li>• skill and exercise.</li> </ul> <p><b>Examples of interaction:</b></p> <ul style="list-style-type: none"> <li>• Soccer</li> <li>• Flag Football</li> <li>• Ultimate Frisbee</li> <li>• Dodgeball</li> <li>• Basketball</li> <li>• Indoor Soccer</li> <li>• Softball</li> <li>• All Sports Day</li> <li>• Coaches meetings</li> <li>• Marathon Training Seminars</li> </ul>	<p><b>Cognitive Complexity</b></p> <ul style="list-style-type: none"> <li>• Constructively manage controversy and conflict</li> </ul> <p><b>Interpersonal and Intrapersonal Competence</b></p> <ul style="list-style-type: none"> <li>• Work effectively in collaborative fashion and value interdependence</li> </ul> <p><b>Practical Competence</b></p> <ul style="list-style-type: none"> <li>• Maintain balance with personal health and wellness</li> </ul>		<p>Improvement (pre- versus post-involvement) in key areas on self-assessment; qualitative growth statements.</p> <p>Qualitative comments at annual coaches meetings.</p> <p>Qualitative comments from Student Life and Programming Advisory Group.</p>	<p><b>Problem:</b> Additional sports requested <b>Solution:</b> Ultimate Frisbee, dodgeball, indoor soccer added</p> <p><b>Problem:</b> Basketball too rough <b>Solution:</b> Use fewer student referees and more “professional” referees</p>		