



**Final Assessment Report**

**2018-2019**

**Compiled by the Office of Research and Assessment**

**November 2019**

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# Assistant Vice President for Business Operations

## Goal 1

### Enhance Fiscal Efficiency

#### 1. Operational/Learning Goal:

The Assistant Vice President for Business Operations will enhance and improve the fiscal efficiency and fluidity among Division financial resources.

#### 2. Outcome (s):

- The Assistant Vice President for Business Operations will provide evidence of fiscal responsibility reflective of a FY '19 based budget analysis with further development of needs.
- WorkDay, a cloud-based platform, will replace PeopleSoft;
- A comprehensive financial data transformation will result in a common set of financial definitions and centralize financial information; and
- The employment of an Accountant III will enhance fiscal operations and create a Center of Excellence involving financial subject matter experts.

#### 3. Evaluation Strategy:

An estimated 20,000 financial transactions will be tracked, and database stored.

Observation of implementation and documentation of the employment of an Accountant III.

#### 4. Method for Disseminating and Using Information for Improvement:

The Assistant Vice President for Business Operations will share Division of Student Life fiscal information with the Vice President for Student Life and other Division stakeholders as relevant. Build in and demonstrate a forecasting model to plan needs proactively throughout the fiscal year instead of reacting at the end of the fiscal cycle.

## 5. Summary of Results:

### Number of Financial Transactions Tracked

	FY19
Student Assistants	46
Deposits	2,612
Payroll	239
Reimbursement Non-travel	2,703
Carry Forward	330
Fringe Benefits	221
Pcard Purchase	1,633
Purchase / Payment	3,524
Travel	933
Budget Amendment	520
Journal Entry	1,086
Cost Transfer	309
Grand Total	14,156

## 6. What did you learn? :

As a result of the Workday transformation, there has been an increased efficiency in tracking financial transactions.

## 7. Actions Taken:

Continue to use Workday to maintain fiscal efficiency.

# Administration

## Goal 1

### Improve Efficiency of Operations and Project Management

#### 1. Operational/Learning Goal:

The Director of Administration for Student Life will improve the efficiency of operations and project management.

#### 2. Outcome (s):

By the end of the '18-'19 fiscal year, the Director of Administration will have earned a project management certificate.

#### 3. Evaluation Strategy:

Completion of project management courses will be tracked.

#### 4. Method for Disseminating and Using Information for Improvement:

Evidence of certificate completion will be shared with the Assistant Vice President for Business Operations and other stakeholders relevant to the Administration for Student Life.

#### 5. Summary of Results:

Course completed in FY '18 - '19

- Project Management: Managing Risk and Procurements (PMP) (March 4-6, 2019)
- Three courses completed previously ('17-'18) and one final core course scheduled in July 2019 + PMP Prep Course
- Director of Administration was requested to complete the courses over 2+ years

#### 6. What did you learn? :

The Director of Administration:

- Learned how to reduce negative risk exposure in projects
- Enhance opportunities by using effective risk-management and procurement practices
- The specific processes of risk management and procurement management

- How to identify potential threats, determine the impact of the threat, and develop a risk management strategy by quantifying and prioritizing project risks
- Learned the various phases of the procurement-management process
- How to work effectively with contracting managers, purchasing professionals, and subcontractors to accomplish key project objectives
- Acquired the ability to define procurement requirements, evaluate bids, and proposals, and successfully negotiate a contract agreement

## **7. Actions Taken:**

In order to fully meet this goal, The Director of Administration registered for the final course which is offered each fall semester in FY '19-'20. The final course is Project Management: Case Study Workshop. This course is required to be final course of the 5-course program.

Skills and knowledge learned are used every day/week in the role as Director of Administration for Student Life. With the implementation of Workday this particular course as it relates to procurement, has proven to be integral in the assistance the Director of Administration provides to the different departments throughout the division. Examples include:

- Coordinating Workday training meetings for the division
- Supporting the Counseling Center as they transitioned to a new Administrative Professional Sr.
- Space and Asset Management – continual renovations and relocation of staff due to growth, renovations and program initiatives
- Assisted the Center for Assessment, Referral and Education (CARE) in completing the renovation of the new CARE suite and furnishing the offices/lobby with furniture, supplies and equipment

## **Goal 2**

### **Fiscal- Related Knowledge Acquisition**

#### **1. Operational/Learning Goal:**

The Director of Administration for Student Life will increase fiscally-related knowledge.

#### **2. Outcome (s):**

The Director of Administration for Student Life will successfully complete 1-3 courses pertaining to Finance and Business operations.

#### **3. Evaluation Strategy:**

Completion of courses pertaining to Finance and Business operations will be tracked.

#### **4. Method for Disseminating and Using Information for Improvement:**

Evidence of course completion will be shared with the Assistant Vice President for Business Operations and other stakeholders relevant to the Administration for Student Life.

#### **5. Summary of Results:**

In FY '18 - '19 the focus and efforts were invested on learning and training relative to the new Workday processes which rolled out July 1, 2019. Courses, webinars and training completed include:

- Workday Overview and Basics
- Managing Transactions and Approvals in Workday
- Spend Authorizations and Expense Reports
- Workday Procurement
- Workday PCard Process and Approvals
- Key Concepts of the Foundation Data Model
- Business Assets

#### **6. What did you learn? :**

The Director of Administration learned the basics of Workday. The Director of Administration further learned the importance of continuous review of the processes which are both complex and drastically different from previous methods of purchasing, including the "language".

At this time, the Director of Administration can proficiently perform:

- Purchasing with the Procurement Card (PCard)
- Requisitions
- Surplus requests (for pickup)
- Reimbursements

#### **7. Actions Taken:**

Continued training and repetition of webinars is needed to stay current with changes/updates to the Workday processes, and to refresh skills that might be used infrequently.

# Finance and Operations/Student Organization Finance Office (SOFO)

## Goal 1

### Improve the Student Organization Transaction Process

#### 1. Operational/Learning Goal:

The goal is to improve the process in order to face the continuously increasing number of transactions with the student organizations.

#### 2. Outcome (s):

Students request are processed in less than 3 business days.

#### 3. Evaluation Strategy:

Sample 10% of requests and calculate the average number of days that they took to be processed. Find if the average is less than 3 days. Find if there is any outlier in the sample, and calculate the standard deviation.

#### 4. Method for Disseminating and Using Information for Improvement:

Analyse the outliers, understand the causes and improve the communication for rules and policies.

Understand what needs to be improved in SOFO and work on that.

#### 5. Summary of Results:

In FY19 SOFO has processed transactions in a average of 5 days with a standard deviation of one days.

Most outliers were due to student not understanding policies.

SOFO was not fully staffed.

#### 6. What did you learn?:

The department has grown and needs to be staffed based on the number of transactions.

SOFO Training should be available permanently to students.

Requests should be submitted in a controllable process.



## **7. Actions Taken:**

One additional position has been added to SOFO.

SOFO is now fully staffed.

Transactions related to Division funding to students are now supervised by a division accountant III.

All training are now online (Video Training).

Student are required to take an online Quiz to test their knowledge.

All requests are now submitted online through docuSign. Students officers approves online, and the approved transaction is automatically mailed to the organization SOFO contact person.

SOFO new staff went through a weekly training on policies and customer service for 2 months in summer.

# Information Technology

## Goal 1

### Endpoint Administration

#### 1. Operational/Learning Goal:

Information Technology (IT) will improve endpoint management through the deployment of the campus-wide solution that has been selected for remote administration of devices.

#### 2. Outcome (s):

Remote administration of devices will increase security and efficiency for both employees and their data.

#### 3. Evaluation Strategy:

Active Student Life IT (SL IT) devices will be tracked to ensure 100% compliance with Institute endpoint management policy.

#### 4. Method for Disseminating and Using Information for Improvement:

Information Technology will provide metrics to show compliance level to the leadership of Student Life.

#### 5. Summary of Results:

The following is a breakdown of Student Life IT systems that are enrolled in the endpoint management systems as of July 2019:

Windows computers: 166

macOS computers: 43

iPads / Phones: 17

New Apple devices not yet enrolled: 18

New Windows devices not yet enrolled: 12

When a new device is deployed it is added to the endpoint management systems and immediately brought up-to-date (if necessary).

The goal is to maintain a 100% enrollment status for active (in-use) computing devices. Systems that are inactive or underutilized will cause a failure to meet this goal. To ensure that we are always striving to achieve 100% compliance, a report is created that tracks devices that are enrolled but have not checked in. As of July 2019, 34 devices were flagged as inactive in the system. This brings our current compliance level to 81%.

#### **6. What did you learn? :**

Enrolling of computers has been very successful but where we lack compliance is in the dis-enrolling of computers when they are removed from active status. Making certain that the dis-enrollment of the devices is just as important as the enrolling will help us meet our 100% goal every time.

#### **7. Actions Taken:**

Reports are now being generated that will help us discover devices that need to be dis-enrolled to increase our compliance level.

## **Goal 2**

### **Customer Satisfaction Surveys**

#### **1. Operational/Learning Goal:**

Student Life IT will enhance user satisfaction among GT students, faculty, and staff.

#### **2. Outcome (s):**

Georgia Tech students, faculty, and staff will report high levels of satisfaction with Student Life IT services.

#### **3. Evaluation Strategy:**

An electronic survey will be administered to students, faculty, and staff at the completion of a support request.

#### **4. Method for Disseminating and Using Information for Improvement:**

Reports will be provided to the leadership of Student Life.

#### **5. Summary of Results:**

While surveys were electronically sent to over 1000 requests, only 3 responses were received. Therefore, there is insufficient data to provide a representative sample for this assessment.

## **6. What did you learn? :**

A different method of measuring of customer satisfaction needs to be developed.

## **7. Actions Taken:**

As early as August 2019, Service Now will be implemented and will include a new survey tool. Student Life IT will work with the Student Life communications department to educate end users on the importance of feedback through this survey tool.

## **Goal 3**

### **Web-Related - Secure the Content Management System**

#### **1. Operational/Learning Goal:**

Student Life Information Technology will improve web site security by deploying all current security patches and updates in a timely manner.

#### **2. Outcome (s):**

Student Life web sites will be secure and at a lower risk for penetration by malicious hackers.

#### **3. Evaluation Strategy:**

Student Life IT will track and comply with the current security standards.

#### **4. Method for Disseminating and Using Information for Improvement:**

The Assistant VP of Business Operations for Student Life will be informed of patches and updates to our web presence and any challenges that IT professionals experience.

#### **5. Summary of Results:**

The frequency of Zero-Day vulnerabilities is continuously increasing. As a result, the investment of IT time is inefficient.

## **6. What did you learn? :**

IT staff has learned the critical importance for the SL IT web developer to dedicate full-time attention to web-related responsibilities.

## **7. Actions Taken:**

IT Support Professional Supervisor has made a formal, written request for additional staff starting with a Tech Temp immediately with a commitment to add another full time IT staff member on or before Spring of 2020.

## **Goal 4**

### **Increase Efficiency of Communication and Reduction of Email Usage**

#### **1. Operational/Learning Goal:**

SL IT staff will increase the efficiency of communication throughout Student Life through the use of collaborative technology such as Microsoft Teams.

#### **2. Outcome (s):**

SL IT users throughout the Division of Student Life will work closer as a team and collaborate more effectively through the use of enhanced communication tools. These tools will improve both organization and efficiency.

#### **3. Evaluation Strategy:**

Observation and collaboration with departmental teams will provide feedback about how to effectively and efficiently use this technology.

#### **4. Method for Disseminating and Using Information for Improvement:**

Information will be shared with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations and potentially the Vice President for Student Life's Cabinet.

#### **5. Summary of Results:**

Georgia Tech's Office of Information Technology provides technological support as a service for Microsoft Teams and Slack. These tools are industry standard and will be the focus to meet this goal. The results in alignment with this goal demonstrate the effective use of communication among select SL departments.

#### **6. What did you learn? :**

We learned that, based on the departments' who currently use these tools, communication would be enhanced through the expansion of industry standard, tool-usage among other departments.

## **7. Actions Taken:**

Through collaboration with departments who currently and effectively utilize industry standard tools, SL IT staff will work to expand utilization.

# Center for Student Engagement

## Goal 1

### MLK Day of Service

#### 1. Operational/Learning Goal:

As a result of participation in the Martin Luther King (MLK) Day of Service, students will be able to articulate 1-3 lessons learned during the MLK Day of Service event.

#### 2. Outcome (s):

Students will be able to articulate 1-3 lessons learned following the MLK Day of Service experience. Staff will gain insight and heightened awareness of student learning as a result of their MLK Day of Service participation.

#### 3. Evaluation Strategy:

Paper surveys will be distributed to the MLK Day of Service participants.

#### 4. Method for Disseminating and Using Information for Improvement:

Results will be shared with the Center for Student Engagement, and specifically the Civic Engagement staff, in order to enhance MLK Day of Service programming. The information will also be used to inform the development of future Day of Service programs.

#### 5. Summary of Results:

Paper surveys were provided to participants during the bus ride back to campus from their respective service sites. A total of 105 of the 136 participants completed the survey, resulting in a 77% response rate. Key findings from the evaluation are noted below:

Please rate the following statement with either Strongly Agree, Agree, Disagree, or Strongly Disagree:

*The project I participated in during the Day of Service was a meaningful service experience for me.*

Rating	n	%
Strongly Agree	39	37.1
Agree	61	58.1
Disagree	3	2.9

Strongly Disagree	0	0
No Response	1	0.1

*What, if anything, did you learning during the MLK Day of Service event? (i.e., about MLK, the community partner, service, Tech, etc.)*

# of Topics Learned	n	%
1	75	71.4
2	9	8.6
3	2	1.9
No Response	19	18.1

The top three qualitative responses provided were: history/information about the community partner (n=52; 49.5%); environmental impact (n=20; 19%); and the importance of collaboration to improve communities (n=5; 4.8%).

*Please list 1-3 aspects you enjoyed about the MLK Day of Service.*

# of Aspects Enjoyed	n	%
1	21	20
2	36	34.3
3	27	25.7
No Response	10	9.5

The top three qualitative responses provided were: contributing to the community (n=42; 40%); meeting new people (n=23; 21.9%); and working with friends/teamwork (n=22; 21%).

*Please list 1-3 suggestions you would make for future MLK Day of Service programs. We welcome constructive feedback for all parts of the program (i.e., registration, check-in, service projects, food, transportation, etc.)*

# of Suggestions Provided	n	%
1	54	51.4
2	17	16.2
3	3	2.9
No Response	29	27.6

The top three qualitative responses provided were: communication with partner/timing of start (n=15; 14.3%; one partner did not correctly communicate the start time of the service and students had to wait to begin); weather/provide an inside project (n=13; 12.4%); and better breakfast options (n=11; 10.5%).



## **6. What did you learn? :**

- Although not largely reflected in the evaluation, it was clear that having a minimal/abbreviated program with longer participation in the service activity was appreciated.
- Students were interested in projects that had more to do with the legacy and life of Dr. King.
- More students were interested in the MLK Day of Service than we could accommodate; however, although registration was completely full, there was a 31.3% attrition rate.

## **7. Actions Taken:**

- Continue working with a student organization to give an overview/welcome prior to the release of students to buses for service activity. Due to food option restrictions, find alternative location for check-in and breakfast in order to accommodate different vendors.
- Employ innovative activities in collaboration with service activities to include information about MLK (i.e., scavenger hunt; facilitating social justice-related discussions during activities by Project Leaders).
- To address the possibility of inclement weather, research new partnerships that can accommodate more indoor service projects.

## **Goal 2**

### **Gallup Strengths Workshops**

#### **1. Operational/Learning Goal:**

Student participants in Gallup Strengths trainings presented by Associate Dean of Students and Director for the Center for Student Engagement during the fall 2018 will be better able to describe their Strengths in their own words and be better equipped to leverage their Strengths as a student leader.

#### **2. Outcome (s):**

With increased understanding of their Strengths and how to leverage them, student leaders will be better prepared to navigate leadership challenges in their organization and teams. Students will be able to have more impactful dialogue with peers and those they are leading using Strengths-based language.

#### **3. Evaluation Strategy:**

A quantitative survey will be sent to participants using OrgSync following their workshop. Participants will have the opportunity to share specific qualitative evaluation with an open-ended response at the end of the survey.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results will be used to evaluate and improve future Gallup Strengths workshops.

#### **5. Summary of Results:**

A survey was sent following four of the same two-hour Gallup Strengths workshops presented by Associate Dean of Students and Director for the Center for Student Engagement during the fall 2018. Of the 178 students we sent the survey to, 46 responded. In response to being asked if they were better able to describe their Strengths in their own words as a result of the workshop 37 of the respondents answered with “Strongly Agree.” The remaining nine respondents answered “Agree.”

As a result of completing this training, all respondents agreed that they could name at least one way to leverage their Strengths with 28 respondents choosing “Strongly Agree.” Similarly, all respondents agreed with the statement: “As a result of completing this training, I am better equipped to describe Strengths I see in my team members, peers, or colleagues.” Thirty-three of these respondents said they “Strongly Agree” with the statement.

When asked if they would recommend the training to their peers all 46 respondents agreed with 37 responding “Strongly Agree.” The respondents were asked to respond to the following statement about the presentation style: “Dr. Stephens's presentation style was effective for the content of the workshop.” Forty-four of 46 respondents replied “Strongly Agree” with the remaining 2 responding “Agree.”

One respondent made the recommendation that more breaks be offered in the two-hour training and that some thought be given to how to have a stronger, more impactful wrap-up. The recommendation described that this could be offered as a “follow-up training session.”

A few examples of feedback to the presenter taken directly from the open response section of the survey gave insight into areas for improvement and highlighted what worked from the presentations.

Areas for improvement from participants:

- “I think a little more collaborative activity would have been great! But overall, good job.”
- “I loved the presentation and how much we learned about everyone on the team and ourselves, but I think it would be helpful to shorten the presentation slightly or take a break mid-way through the presentation. All the information and analysis of the results was very interesting, but I think some the impact was lost because some attention might have been lost near the end as well. Overall thought I thought it was an awesome training session!”
- “It could MAYBE be a little shorter but I loved it and it helped a lot!”

Points of appreciation from participants:

- “Dr. Stephens did a great job of making the presentation interesting and engaging without sacrificing any of the educational content.”
- “I’m super appreciative of the fact that Dr. Stephens followed the conversation and not the power point presentation. I’m sorry if we kept him on his toes a bit, but I think we all learned more about each other because of it!”
- “Dr. Stephen’s lead a wonderful presentation. I have done strengths finder before and the instructor did not make me feel that this was useful, but Dr. Stephen’s did a great job at showing us how to capitalize on our own and other peer’s strengths.”
- “This was my 2nd session of Strengths and I still learned a ton about myself and managing other people. I always recommend the program in general to my peers, but Dr. Stephens’ method is particularly engaging and effective. My only suggestion is getting students to think more actively about how they would approach other students with different strengths than theirs in a contentious situation, maybe in the form of an open ended question of how one might do that. Great work all around.”
- “This was a great presentation and I learned so much. I came into the night wishing that I did not have to be there, but left feeling encouraged and engaged. I know that this training will help me going forward as I am more self-aware and also more able to recognize the strengths in people around me.”

## **6. What did you learn? :**

Participant feedback indicated that the workshops were achieving the desired outcomes of increased understanding of personal Strengths and how to leverage Strengths in a student leadership setting. The presenter needs to take into consideration the inclusion of intentional breaks and potentially offering shorter sessions where appropriate.

## **7. Actions Taken:**

Results were taken into consideration by the workshop presenter and the standard workshop presentation has been altered to include intentional breaks. The workshop plan has been shared with the growing network of Gallup Strengths coaches at Georgia Tech. The reviews and experiences of presenting have encouraged Dr. Stephens to complete the five-day Gallup Strengths certification course in July of 2019.

## **Goal 3**

### **Charter Training**

#### **1. Operational/Learning Goal:**

Student participants in the Spring 2019 charter trainings will be equipped with the knowledge necessary to identify the necessary steps and timeline to charter a new Registered Student Organization (RSO).

#### **2. Outcome (s):**

As a result of attending the Charter Training, student leaders will be better prepared to navigate the RSO charter process and be able to identify resources to support them during the charter process.

#### **3. Evaluation Strategy:**

A quantitative survey will be sent to participants using OrgSync following their training. Participants will be evaluated using 5 multiple choice questions.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results will be used to evaluate and improve future Charter Trainings.

#### **5. Summary of Results:**

The Center for Student Engagement (CSE) hosted several mandatory student organization charter trainings to provide students with the information necessary to successfully navigate and complete the processing of chartering a new Registered Student Organization. During these trainings, students learned the steps required to create a student organization, how to draft an effective constitution, and important Institute policies relevant to student organizations. CSE utilized OrgSync to allow the session facilitator to have an immediate understanding of which pieces of information were retained by attendees, and what areas needed further clarification during the training.

The attendees were asked to respond to 5 multiple choice questions which were posed around important components and dates of the chartering process. For the Spring 2019 charter window, 4 trainings were offered. 43 students completed the assessment, and 39 unique organizations were represented.

Question 1: "From the date of training, how many weeks' time do you have to submit your required materials to Student Engagement?"

42 of 43 students responded correctly (97.7%)

Question 2: "How many members (including officers) does your organization need to charter?"

43 of 43 students responded correctly (100%)

Question 3: "How does an organization submit their constitution (rough drafts or final draft)?"

38 of 43 students responded correctly (88.3%)

Question 4: "Which of the following materials IS NOT due before your organization meets with the Student Activities Committee?"

40 of 43 students responded correctly (93%)

Question 5: "Which of the following is the FINAL step in the chartering process?"

36 of 43 students responded correctly (83.7%)

## **6. What did you learn? :**

Participant feedback indicated that the trainings were successful in achieving the desired outcome of providing knowledge of the necessary steps and timeline of the chartering process. As indicated in 2016 assessment of the Charter Trainings, students are still having difficulty in articulating the final step in the timeline. This will be addressed by providing a simplified timeline via handout and adding a clarifying slide in the presentation.

## **7. Actions Taken:**

Results were taken into consideration by the Student Organizations Coordinator and the presentation has been altered to include a simplified Charter timeline and a handout for participants to take away.

Moving forward, staff will continue to highlight components and timeline of the charter process in all charter trainings, and will increase the focus on the charter timeline, including important deadlines.

# Fraternity and Sorority Life

## Goal 1

### Academic Growth within the National Pan-Hellenic Council and the Multicultural Greek Council

#### 1. Operational/Learning Goal:

Multicultural Greek Council (MGC) and National Pan-Hellenic Council (NPHC) will achieve above a 3.0 term GPA.

#### 2. Outcome (s):

Eighty percent of students identified to participate in the Academic Success program within the Multicultural Greek Council and National Pan-Hellenic Council will see improvements in their overall and/or term GPA.

#### 3. Evaluation Strategy:

Direct: Evaluating pre and post GPA; Indirect method: visits and review meetings with the Center for Academic Success.

#### 4. Method for Disseminating and Using Information for Improvement:

Work with chapter leaders, members, the Multicultural Greek Council and the National Pan-Hellenic Councils, and the Center for Academic Success to determine recommendations and next steps.

#### 5. Summary of Results:

Students Identified					
	Community Total	Total Identified Students	% of participants in the community	NPHC	MGC
Fall 2018	161	21	13%	15	6
Spring 2019	157	11	7%	8	0

Students who Participated				
	Participants	% of identified	Saw improvement in overall and/or term GPA	coach visit <1
Fall 2018	14	66%	71%	35%
Spring 2019	8	80%	86%	38%

MGC and NPHC Grade Report		
	NPHC	MGC
Fall 2017	2.54	2.82
Spring 2018	2.77	2.98
Fall 2018	2.98	3.3
Spring 2019	3.04	3.22

**6. What did you learn?**

In the spring of 2018, the Academic Success Program was created for implemented in fall of 2018. This program was designed to provide specific support and help for our MGC and NPHC communities. They tended to have lower GPAs then Collegiate Panhellenic Council (CPC) and Interfraternity Council (IFC) and we wanted to address that trend.

For this program, any students in NPHC or MGC who had an overall and term GPA at or below a 2.5 was identified to participate. Between Fall 2018 and Spring 2019 we saw a 52% decrease in the number of students who were identified within NPHC and MGC. The program is an opt-in program and students can decide if it is beneficial or not to them. Of the students who decided to participate, we saw great improvements in academics as well as more buy in for the students who were identified to participate in the program. This could be due to community buy in results showing success in the program. When first examining the grades of students in Fall of 2017, we started to place more emphasis on academics going into Spring of 2018. We worked with chapters and advisors to identify ways to help their members academically and used Spring of 2018 to create the Academic Success Program. When we created the program, we aimed to get NPHC above a 3.0 GPA and MGC to maintain above a 3.0. Though this program, we have successfully been able to accomplish both goals.

**7. Actions Taken:**

We will continue the partnership between the Center for Academic Success. We will help chapters create their own chapter academic support system. We have also learned that high touch points for academics helps keep students on track for a better semester.

**Goal 2**

**Greek Advance Small Group Facilitator**

**1. Operational/Learning Goal:**

We introduced a small group component to our annual fraternity and sorority leadership transition retreat entitle "Greek Advance." We recruited partners from across campus to serve in this role to assist in creating a more meaningful experience for the students. In

order to determine if this is something we should continue, we will assess their overall experience and preparation to serve in this role.

**2. Outcome (s):**

1. Small Group Facilitators (SGF) were fully trained to facilitate the activities and conversations at Greek Advance.
2. SGF's contribution made the small group experience impactful.
3. The small group curriculum supported the large group curriculum.
4. SGF's value their experience and would return or suggest others serve.

**3. Evaluation Strategy:**

A short post Greek Advance program survey was created on OrgSync and sent via email to all SGF's.

**4. Method for Disseminating and Using Information for Improvement:**

The Fraternity and Sorority Life (FSL) team and student leaders will utilize the assessment to 1) determine if having SGF's is something that we should continue and 2) make improvements in the training of SGF's to increase their comfort and skill set in facilitating.

**5. Summary of Results:**

<b>Please rate your overall satisfaction with your experience as a Small Group Facilitator for Greek Advance 2019?</b>	<b>To which degree did you feel prepared to lead your Small Group discussion?</b>	<b>To what degree did you feel as though the Small Group experience was impactful?</b>	<b>Please rate your overall satisfaction with your experience as a Small Group Facilitator for Greek Advance 2019?</b>
Very Satisfied	Prepared	Strong Impact	Very Satisfied
Satisfied	Prepared	Strong Impact	Satisfied
Satisfied	Prepared	Neutral	Satisfied
Satisfied	Prepared	Somewhat Impactful	Satisfied
Satisfied	Prepared	Neutral	Satisfied
Very Satisfied	Prepared	Neutral	Very Satisfied
Satisfied	Prepared	Neutral	Satisfied
Neutral	Neutral	Somewhat Impactful	Neutral
Satisfied	Prepared	Somewhat Impactful	Satisfied
Very Satisfied	Greatly Prepared	Strong Impact	Very Satisfied



## **6. What did you learn? :**

- This was a valuable experience for our SGF's that enabled each of them to better connect with Fraternity and Sorority (FS) students and become a stronger ally for the overall FS experience.
- We will need to schedule the training much earlier for them so that can have more time with the curriculum.
- Students rated the small group facilitators highly and have reported a continued relationship with many of them after the Greek Advance program.
- The amount of facilitating experience did impact the SGF's reporting of impact made. Those more experienced reported greater impact on the students.

## **7. Actions Taken:**

We will keep this aspect of Greek Advance and expand the training and outreach to more.

# Student Media

## Goal 1

### Increase Leadership and Skill Development

#### 1. Operational/Learning Goal:

The Office of Student Publications and Media and the individual publication editors will be able to identify areas of successful leadership skill development.

#### 2. Outcome (s):

As a result of targeted advising for each editor's desired goal of leadership development, the staff will be able to clearly identify leadership growth during the 2018-2019 academic year.

#### 3. Evaluation Strategy:

Throughout the 2018-2019 academic year, the Director will collect data using both intake and exit surveys regarding leadership strategies and desired growth of leadership skills.

#### 4. Method for Disseminating and Using Information for Improvement:

Data will be collected, assessed and used by the Director for future leadership training and advising strategies.

#### 5. Summary of Results:

The 2018-2019 academic year provided many opportunities for the Editors to identify areas of successful leadership skill development in their roles. Each editor was initially introduced to a variety of possible leadership skills, challenges and management opportunities during a pre-semester training session with the Director. During this time, the editors expressed some of their goals and concerns they had managing their respective student publication organizations. Following initial discussions, one-on-one meetings and informal conversations, an end-of-the-year instrument was distributed requesting the following information:

- During your term as editor of your respective publication, what leadership qualities did you set as a goal to develop? Please list and clearly describe why you set these as goals and how you develop them.
- As a supervisor of student staff members for your publication, what do you feel was the most challenging aspect of leadership? What was the most rewarding?

- When faced with leadership challenges, how did you generally handle dealing with these situations?
- If given the opportunity to do anything differently during your editorship, what would you have done and why?
- As a former editor, what advice would you share/pass on to your predecessor as they enter their role?
- What do you feel was your greatest accomplishment during your experience as the editor of your respective publication?

From these questions, editors indicated their personal and professional goals, challenges and accomplishments during their term as a student organization leader. Some of their goals included improving communication skills, time management, delegation skills, conflict resolution, taking on new challenges and see multiple perspectives of issues and opinions.

As well, the editors felt they were able to accomplish skills such as issuing purpose to their publication, develop diverse opinions, creating a product that represented their own style and vision and creating new and exciting endeavors for their organization to undertake in the future.

## **6. What did you learn? :**

It was clear that while there were some similarities in goals and challenges faced during their term as student leaders of their publications, most of the editors focused on individual ideas for what they wanted to accomplish. The work they experienced caused a fluid experience for each of them while helping them build a cohesive and supportive network of colleagues and staff.

## **7. Actions Taken:**

As the professional staff involved with advising these student leaders, the data will be used to tailor future trainings, focus one-on-one discussions and challenge new staff to consider similar ideas while making certain each of their personal goals and challenges are incorporated into their leadership experience.

# Counseling Center

## Goal 1

### Provision of Effective Counseling Services

#### 1. Operational/Learning Goal:

To provide effective counseling services to students that successfully address alleviation of clients' presenting concerns.

#### 2. Outcome (s):

Students who obtain individual counseling services from the Counseling Center will experience an alleviation of the presenting concerns as reported on the CCAPS (Counseling Center Assessment of Psychological Symptoms).

#### 3. Evaluation Strategy:

The Counseling Center will assess counseling outcomes using the CCAPS-62 and CCAPS-34 assessment forms (Counseling Center Assessment of Psychological Symptoms). The CCAPS-62 is administered to all incoming students at their initial appointment. The CCAPS-34 is used at each subsequent appointment, and this information is provided to their therapist at the time of the appointment.

#### 4. Method for Disseminating and Using Information for Improvement:

Overall results will be reported to staff by July 31st (2019) via annual report.

#### 5. Summary of Results:

Below is a summary of the CCAPS change observed in each subscale. The baseline is the initial presenting score by students on their initial administration of the scale, and the second column shows the change in that score on the most recent administration of the scale. Each scale displays a significant decrease in symptomology.

Subscales	Baseline Avg. Standard Score	Standard Score Change	Significance Level
Depression	1.69	.75	P<.0001
Gen. Anxiety	1.50	.63	P<.0001
Social Anxiety	1.92	.52	P<.0001
Academic Distress	1.89	.63	P<.0001

Eating Concerns	.82	.58	P<.0001
Hostility	.78	.76	P<.0001
Alcohol Use	.56	.96	P<.0001
Distress Index	1.61	.60	P<.0001

## 6. What did you learn? :

The CCAPS indicates there is a marked reduction in symptoms of distress experienced by clients who receive treatment in the Counseling Center.

## 7. Actions Taken:

The CCAPS will continue to be used in the Counseling Center as a method of assessing the symptomology of clients. This scale provides each clinician with a valuable current measure of the distress of the clients with whom they are working, and it also provides the center an objective measure of general improvement of clients who receive treatment.

## Goal 2

### Improve Student Access to Mental Health Services

#### 1. Operational/Learning Goal:

The implementation of a campus center dedicated to mental health access and referral will reduce utilization of GT Counseling Center's (GTCC) triage hours.

#### 2. Outcome (s):

There will be a 50% reduction in the use of GTCC's triage hours from the time of the opening of the center to the measurement date.

#### 3. Evaluation Strategy:

Reports will be generated by the data management system (Titanium) of the GTCC to determine the utilization of the triage hours.

#### 4. Method for Disseminating and Using Information for Improvement:

This information will be used to better plan staffing needs in the GTCC and will be shared with the staff during the annual planning retreat. This information will also be included as appropriate in the annual report.

## **5. Summary of Results:**

This goal was ambitious as to the opening date for this center (now called GT CARE). There has been progress towards opening, however. An implementation team was active throughout AY 2018-2019. This was a cross functional team and included membership from the Counseling Center, Stamps Health Center and Psychiatry (both administration and case management), and the IT departments of Stamps and Student Life. Process flow was regularly discussed and graphically mapped at various points throughout the fall and spring semesters as discussions matured during team meetings. This team also provided consultation to the leadership of Student Life and Campus Services as they made decisions about space renovation, budget, and recommended staffing patterns.

At present, the GT CARE director has been hired and is engaged in interviewing her potential staff. The GT CARE space is largely prepared for the receipt of students, however no firm opening date has been set. Therefore, the counseling Center was unable to measure this goal as originally anticipated. We will continue to pursue the goal as stated during AY 2019-2020.

## **6. What did you learn? :**

We learned that planning and implementing a new department can require more time than anticipated, but with diligent attention and hard work, progress can be made and a successful launch will happen. By engaging in the implementation of this new center, the Counseling Center had the opportunity to examine its policies and procedures for how best to provide the most time and resource-efficient mental care to students seeking services.

## **7. Actions Taken:**

The Counseling Center will continue to operate as before, until GT CARE is open. Once that occurs, we will cooperate in smoothly referring and treating students in conjunction with the operations of GT CARE.

## **Goal 3**

### **Establishment of New Center for Mental Health Services**

#### **1. Operational/Learning Goal:**

The GTCC will support the implementation of the new center for mental health services and will coordinate services to complement the successful launch of this center.

## **2. Outcome (s):**

GTCC staff will cooperate with Stamps Health Center in developing policies and procedures, and in assisting with hiring and orientation of the staff of the new center.

## **3. Evaluation Strategy:**

A successful outcome will be measured by the launch of the center.

## **4. Method for Disseminating and Using Information for Improvement:**

Ongoing qualitative evaluation of the collaborative and cooperative relationship between the new center and GTCC will be conducted and modified as needed. Methods will include group discussion, brain storming and examination of utilization data.

## **5. Summary of Results:**

We were able to meet the first part of this goal through our presence on the GT CARE implementation team. Because the center has not opened at this time, we have not yet fully coordinated services to complement the successful launch of GT CARE. Our efforts in that direction remain ongoing.

## **6. What did you learn? :**

As mentioned above, the time required to develop and launch a new center has taken longer than anticipated, so we will continue this goal AY 2019-2020. Through the process of addressing the functions of the new center, we developed more effective and collaborative relationships with Stamps Health Center and Department of Psychiatry.

## **7. Actions Taken:**

The implementation team was formed in the fall of 2018, and was disbanded once the new director was hired for GT CARE. Counseling Center staff remain actively engaged with the new director in an effort to support the needs of GT CARE. The collaborative working relationship between the two centers will facilitate smooth referrals from GT CARE to the Counseling Center. Both Stamps Psychiatry and the Counseling Center will maintain an active presence after the opening of GT CARE in order to further support process-flow development among the three departments.

# Dean of Students Main Office/Vice President for Student Life

## Goal 1

### Improve the Design and Functionality of the Main Office of the Division of Student Life

#### 1. Operational/Learning Goal:

Main office staff will improve the design and functionality of the main office of the Division of Student Life.

#### 2. Outcome (s):

Main office staff will report, through one-on-one interviews, their perceptions as to how the redesigned has improved efficiency and functionality.

#### 3. Evaluation Strategy:

Main office staff will participate in an individual interview with the Director of Research and Assessment for Student Life, during the Fall 2018. The 1:1 interview is intended to gather evaluation regarding the main office redesign and functionality for improvements.

#### 4. Method for Disseminating and Using Information for Improvement:

Results of the individual interviews will be synthesized and shared with main office staff for improvement and changes for Spring 2019.

#### 5. Summary of Results:

Staff described the following as it related to the Division of Student Life: "...available, informative, knowledgeable, fun, helpful, resourceful, student-focused, joy."

The front office staff reported that their job is very busy! "It is often like doing 2-3 jobs at once." It is often so busy that it's hard to focus on one student or parent call for an extended period of time. It was reported there might often be a larger load to bare versus office i.e.: "I have frequently heard that we are the only ones that answer the phone." With that being said, they are friendly and helpful to all students who enter the space and attempt to direct and/or answer the questions presented.

Over 75% of staff "Agree or Strongly Agree" that kiosk has increased efficiency. While 25% of staff felt that there are still a number of students who prefer the face to face interaction or have questions regardless of the kiosk.



Staff communicated that it would be helpful to inform faculty members of the role of the Dean; further develop relationships with staff at Ridgeview for return to campus appointments.

Overall, the staff love the remodel and love working with students in this capacity and always trying to find ways to improve efficiency.

#### **6. What did you learn? :**

We learned the need for a new assessment goal, which has been designed based on the feedback given to further improve the efficiency of the front office.

#### **7. Actions Taken:**

Information will be shared with appropriate staff for discussion and future steps of improvement.

## **Goal 2**

### **Enhance the Communication, Analytical, and Interpersonal Skills among Student Life Student Assistants**

#### **1. Operational/Learning Goal:**

Division of Student Life, Main Office staff will enhance the Communication Skills, Analytical Skills, and Interpersonal Skills among Student Life Student Assistants.

#### **2. Outcome (s):**

Main Office Student Assistants who complete a Pre and Post survey will describe knowledge gained about the impact of their leadership and/or work position(s) with respect to Communication Skills, Analytical Skills, and Interpersonal Skills.

#### **3. Evaluation Strategy:**

A Pre and Post survey will be electronically sent to all main office Student Assistants employed each semester in Fall 2018 and Spring 2019. All students will receive training after the Pre survey is distributed. Both surveys are intended to inform main office staff and others as to the knowledge gained from their Student Assistant experience and to learn the impact of their leadership and/or work position(s) with respect to Communication Skills, Analytical Skills, and Interpersonal Skills.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results from the Pre and Post survey will be shared with Assistant to the Vice President/Dean of Students, and others as relevant, in an effort to enhance training to positively impact the development of Student Assistants.

#### **5. Summary of Results:**

Of the three student assistants, one responded to the post survey. This student articulated being highly competent in the following areas: Communication Skills, Analytical Skills, and Interpersonal Skills.

#### **6. What did you learn? :**

We learned that training is effective and does assist student assistants in feeling more competent in the areas of communication skills, analytical skills, and interpersonal skills.

#### **7. Actions Taken:**

No actions have been taken, but continued training will occur for Student Assistants.

### **Goal 3**

#### **Improve the Provision of Services for Online Students**

##### **1. Operational/Learning Goal:**

Main office staff in the Division of Student Life will improve the provision of services for online students.

##### **2. Outcome (s):**

Accommodate software will be used to track online students and provide insight into the trends of service utilization provided by staff in the Office of the Dean of Students.

##### **3. Evaluation Strategy:**

At the end of each semester, Fall 2018 and Spring 2019, a report in Accommodate will be generated to assess the needs of online students to learn trends for this student population.

#### **4. Method for Disseminating and Using Information for Improvement:**

Information gained from the analysis will be shared with the Vice President for Student Life/Dean of Students regarding trends of online student services. The data will inform potential next steps to providing services to this population of students.

#### **5. Summary of Results:**

With the new tracking system in Accommodate, we had a total of 19 online student - non-academic issues, and 14 online students - academic issues reported.

#### **6. What did you learn? :**

After tracking the online students (academic/non-academic) we learned that online students express the same needs as those students who reside on campus. Online students were requesting assistance for class absence, and personal matter including but not limited to illness, death in the family, or mental health issues.

#### **7. Actions Taken:**

We will continue using this assessment goal, but insure that all administrative staff are tracking the Accommodate students request for assistance appropriately to accurately assess how many online students are requesting assistance.

### **Goal 4**

#### **Better Meet the Needs of Students with Study Abroad Concerns**

##### **1. Operational/Learning Goal:**

Division of Student Life, main office staff will learn how to better meet the needs of students and respond to study abroad concerns.

##### **2. Outcome (s):**

Accommodate will be used to track study abroad student incidents and concerns to illustrate an understanding of the trends of services of the Office of the Dean of Students.

##### **3. Evaluation Strategy:**

At the end of each semester, fall 2018 and spring 2019, a report in Accommodate will be generated to assess the trends and issues of study abroad and establish any trends.

#### **4. Method for Disseminating and Using Information for Improvement:**

Information gained from the analysis will be shared with Vice President/Dean of Students regarding trends of study abroad. The data will inform potential next steps to providing student services while abroad.

#### **5. Summary of Results:**

With the new tracking system in Accommodate, we had a total of 12 study abroad matters over the course of the academic year. Of these issues they were related to medial or mental health issues.

#### **6. What did you learn? :**

We learned through the tracking of study abroad issues that there is an increase in the number of issue during the summer semester when travel is increased through Office of International Education (OIE). We learned that issues arise similarly to those on the main campus related to medical and mental health. We learned that we have solid policies, and procedures in place with OIE and the faculty-led trips to address issues as they arise.

#### **7. Actions Taken:**

We will continue to monitor these instances and share the information with the necessary stakeholders.

### **Goal 5**

#### **Learn Student Perceptions of the VPSL Main Office and Experience with Dean Staff**

##### **1. Operational/Learning Goal:**

As a result of meeting or speaking with a Dean as part of the Division of Student Life "general appointments," a student will report an increase knowledge, skills or abilities along defined competencies.

##### **2. Outcome (s):**

As a result of meeting or speaking with a Dean as part of the Division of Student Life "general appointments," a student will report an increase knowledge, skills or abilities along defined competencies.

### **3. Evaluation Strategy:**

At the conclusion of the Spring 2019 semester a report will be generated with contact information for students who met with a Dean during the course of the Spring 2019 semester for a general appointment. A survey will be sent to those students asking questions specifically related to defined competencies in addition to other questions related to the general characteristics of the appointment.

### **4. Method for Disseminating and Using Information for Improvement:**

At the conclusion of the Spring 2019 semester, results will be analyzed and discussed in the annual, Final Assessment Report.

### **5. Summary of Results:**

The pilot did not yield a response from enough students to summarize the results.

### **6. What did you learn? :**

This survey will need to be sent to students before the conclusion of the semester.

### **7. Actions Taken:**

This survey will be distributed before the conclusion of the semester - the pilot version did not yield an adequate response from students.

# Development, Parent Giving & Student Life

## Goal 1

### Parent Fund Dollars Raised

#### 1. Operational/Learning Goal:

The staff in the office of Development, Parent Giving, and Student Life will increase the Parent Fund giving by 10%.

#### 2. Outcome (s):

The office of Development, Parent Giving, and Student Life will report an increase of their FY 19 goal, their FY 19 stretch goal, and their FY 19 actual by 10%.

#### 3. Evaluation Strategy:

Parent Funds solicitations and gifts will be tracked.

#### 4. Method for Disseminating and Using Information for Improvement:

Parent funds raised and solicitation strategies will be shared with the Division of Student Life leadership, student life cabinet members, and parent advisory board members.

#### 5. Summary of Results:

The FY 2019 Goal was \$250,000.00, with a Stretch Goal of \$275,000.00, which is a 10% increase. The actual amount raised was \$289,960.41, which is a 16% increase.

#### 6. What did you learn? :

The Parent Fund has the capacity to increase the Fund Goal by 16%.

#### 7. Actions Taken:

In response to the FY19 funds raised, the Goal for FY20 has been increased to 108% of the FY19 actual, with a Stretch Goal of 113% of the FY19 actual. Additionally in response, the "Above and beyond" program for FY20 will increase Parent Fund Impact and encourage donations.

## Goal 2

### Parent Advisory Board Meeting Spring 2019

#### 1. Operational/Learning Goal:

The staff at the office of Development, Parent Giving, and Student Life will improve the Parent Advisory Board member's experience of the PAB (Parent Advisory Board) meeting.

#### 2. Outcome (s):

Parent Advisory Board members responding to the Spring 2019 Parent Advisory Board survey will report high levels of satisfaction.

#### 3. Evaluation Strategy:

In collaboration with the Director of Research and Assessment of Student Life, a survey assessment will be designed and administered between March 1, 2019 and March 15, 2019.

#### 4. Method for Disseminating and Using Information for Improvement:

Survey results will be shared with the Division of Student Life leadership and student life cabinet members.

#### 5. Summary of Results:

Q1. Did you attend the Parents Board Meeting on February 18th, 2019?		
Count	Percent	
9	100.00%	Yes
0	0.00%	No
9		Respondents

Q2. What session was most valuable to you during the meeting?		
Count	Percent	
7	77.78%	Dean Stein's update
0	0.00%	LGBTQIA Center overview
1	11.11%	Crossland Tower (Library) tour
0	0.00%	Parent and Family Programs update
0	0.00%	Parent Fund allocations and update
1	11.11%	Development small group discussions
9		Respondents

**Q3. If you submitted a ranking to the Parents Fund grant request, how long did this process take you?**

Count	Percent	
5	55.56%	1 - 2 hours
4	44.44%	2 - 4 hours
0	0.00%	More than four hours
9	Respondents	

**Q4. What suggestions do you have for future meetings?**

Count	Percent	
7	100.00%	
Count	Percent	
1	14.29%	Continue small breakout groups if you have a need to assess or get folks opinion or suggestions. Bring in 1 faculty member from engineering dept. to highlight some innovative things occurring etc.
1	14.29%	Continue with a relevant area campus tour as an agenda item
1	14.29%	I have enjoyed having a student or two come in and talk about the impact of the funds received from the Parents Fund, or about what their group is doing on campus. I think it is good to hear from the student body.
1	14.29%	I liked doing the rankings at home. For future, it would be nice if everyone could submit feedback or reasons regarding individual grants that could be compiled and emailed out. I'm sure I could have been swayed up or down for a few if someone had given me a more personal reason for why they ranked something a given way.
1	14.29%	I think the Parent Board should have two primary purposes. One is to encourage and grow fund raising from parents at large and then help direct how those funds are spent. Second is to provide a means of communicating issues and concerns between the institute and parents at large and vice-versa. To the extent that we can more effectively perform these two functions, those are the topics I'd like to see covered most. I'd also want to see evidence of how the dollars allocated by the Parent Fund are being used.
1	14.29%	The balance was excellent - and there was better opportunity to get to know each other in the at-home setting than in the bar setting last meeting. Since many of us fly in the day before, perhaps an optional "insider" tour opportunity the day before would be nice - one or two options to meet in the location where services are provided on campus, or to meet with some student representatives to hear about the volunteer work they do on campus. Everyone in sneakers - less formal.
1	14.29%	Very well organized. Especially enjoyed meeting other parents at the Sunday night social.
7	Respondents	

**Q5. What topics most interest you for future discussion?**

Count	Percent	
5	100.00%	
Count	Percent	
1	20.00%	I am interested in statistics for incoming freshmen and also statistics for graduates-job placement, average salary, grad school and other academic information.
1	20.00%	Looking at the roles that Parent Boards play on other campuses. Not just optimizing how we do what we do, but really looking at what other universities do to engage parents - both at our level of funding/engagement, and at higher levels of funding/engagement. Then we could have small groups about what we think we would want to do beyond just funding that could both serve the campus and increase engagement (and funding)
1	20.00%	more info on what is going on at Tech to engage the general student body. I feel like I learn more about some specific subgroups -- Greek, women, minority group, and LGBTQIA but less about someone's opportunities outside these subgroups -- residence hall life, intramural, how to keep upperclass students involved, ease of a student accessing these groups; Also, more info on what attention is being given by the Institute to non-Engineering majors -- college of science, business, ... Also, might be interesting to hear more from Housing about



**Q5. What topics most interest you for future discussion?**

Count	Percent	
		how well trained the resident assistants are in the halls and how much responsibility they take on to make sure students are interacting and doing well.
1	20.00%	New innovations / technology coming out of GT
1	20.00%	See above.
5	Respondents	

**6. What did you learn? :**

The staff in the Office of Development, Parent Giving, and Student Life learned from questions 4 and 5 of the survey that 2 out of the 9 members of the PAB that responded to the survey would like to have a campus tour following the meeting. Additionally, 2 out of 9 members responded that they enjoyed meeting in an in-home and less formal setting. 4 out of 9 members mentioned that they would like to hear more information about where the Fund money is going or what the groups that are receiving funds are doing on campus. 3 out of 9 stated that they would like to hear more statistics on Georgia Tech's campus as a whole, including academics, student interactions, and innovations.

**7. Actions Taken:**

Based off of the survey results in the Spring 2019, the PAB activities will be modified to include a campus tour in the Fall 2019.

# Human Resources Business Partner

## Goal 1

### Improve Talent Acquisition

#### 1. Operational/Learning Goal:

To consistently implement talent acquisition best practices within the Division of Student Life.

#### 2. Outcome (s):

Supervisors and staff will gain knowledge of tools and techniques to identify, evaluate and attract top talent.

#### 3. Evaluation Strategy:

Data will be collected through Interview guidelines and questionnaires used by the hiring manager and/or search committee. Additional data will be collected in Qualtrics through candidate feedback surveys.

#### 4. Method for Disseminating and Using Information for Improvement:

Email, in-person training/coaching, staff handbook and Student Life website.

#### 5. Summary of Results:

Created a template for candidate survey feedback through Qualtrics and distributed after on-campus interviews.

#### 6. What did you learn? :

It is beneficial to have the feedback broken down by participant (search committee, division staff, students or campus partner).

#### 7. Actions Taken:

Utilized survey data to make informed hiring decisions.

## **Goal 2**

### **Enhance Student Life On-Boarding**

#### **1. Operational/Learning Goal:**

Create a comprehensive on-boarding plan for the Division of Student Life.

#### **2. Outcome (s):**

Effectively acclimate and engage new employees to the Division of Student Life and its departments by providing important and critical information, which will enhance productivity and improve opportunity for staff retention.

#### **3. Evaluation Strategy:**

Data will be collected via observation, employee engagement and retention rates.

#### **4. Method for Disseminating and Using Information for Improvement:**

Provide a comprehensive plan to supervisors to include but not limited to: detailed pre-on-boarding and on-boarding checklists, welcome emails, and opportunities for new staff to meet division employees. Will also facilitate a monthly division orientation for new staff.

#### **5. Summary of Results:**

A comprehensive Division onboarding plan was created and distributed to hiring managers and new staff.

#### **6. What did you learn? :**

A comprehensive onboarding plan assisted in smoother transition for new staff to the Division. However, there is still some room for improvement.

Additional tools could be utilized to improve student life onboarding.

#### **7. Actions Taken:**

A comprehensive onboarding plan was created and distributed to hiring managers and new staff.

A new online tool will be released to supplement the Division Orientation Meeting, which is only scheduled 2-3 times per year.

## **Goal 3**

### **Improve Student Life Off-Boarding**

#### **1. Operational/Learning Goal:**

Improve the exit process for employees transitioning out of the Division of Student Life and/or the Institute.

#### **2. Outcome (s):**

To provide clear instructions to ensure accountability for resolution of outstanding items upon the separation staff employees.

#### **3. Evaluation Strategy:**

Exit Checklist and Exit Interviews

#### **4. Method for Disseminating and Using Information for Improvement:**

Email, checklists and exit interviews

#### **5. Summary of Results:**

Improved upon the new hire notification sent to the operations team for new employee onboarding.

#### **6. What did you learn? :**

There is still room for improvement.

#### **7. Actions Taken:**

Improved the new hire checklist to include critical information (systems access, relocation payment requested).

# **Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center**

## **Goal 1**

### **Rising Up Skills**

#### **1. Operational/Learning Goal:**

Rising Up is a new group that will meet weekly to practice and discuss the skills in Dr. Anneliese Singh's The Queer and Transgender Resilience Workbook. The program will equip LGBTQIA students with resilience skills that will help them persist in their Georgia Tech education.

#### **2. Outcome (s):**

As a result of completing the Rising Up curriculum, students will be able to report increased confidence in dealing with academic and personal challenges (understanding what resilience is and looks like for LGBTQIA people) and that they are growing and thriving as an LGBTQIA person.

#### **3. Evaluation Strategy:**

Rising Up participants will complete a pre-test and post-test that asks them to describe strategies and resources they can use to practice resilience.

#### **4. Method for Disseminating and Using Information for Improvement:**

The data will be shared with Rising Up facilitators and Center staff to make any necessary improvements to the curriculum content and/or delivery method.

#### **5. Summary of Results:**

This was the first year that the LGBTQIA Resource Center provided the Rising Up program. 10 participants completed both the pre-test and post-test.

Across the resilience measure of confidence in dealing with academic and personal challenges, in the pre-test, 2 (20%) of the participants either agreed or strongly agreed and, in the post-test, 9 (90%) of the participants either agreed or strongly agreed that they knew what resilience was and "looked like" for LGBTQIA people.

Across the resilience measure of growing and thriving, in the pre-test, 4 (40%) of the participants either agreed or strongly agreed and, in the post-test, 5 (50%) of the participants either agreed or strongly agreed that they were growing and thriving as an LGBTQIA person.

## **6. What did you learn? :**

The facilitators and workbook curriculum are effective in increasing participants' overall academic and personal resilience. However, the number of participants who feel they are growing and thriving as LGBTQIA people is still relatively low and the Center may need to add additional programming to address that need.

## **7. Actions Taken:**

The Center will review all of the Rising Up data with facilitators and generate ideas to better serve the LGBTQIA student populations and their mental health needs. The Center will also reach out to past participants and current students to discern what are appropriate and desired programs/workshops/resources that students may want or need to feel that they are thriving at Georgia Tech and not just surviving.

## **Goal 2**

### **Greek Allies Inclusive Language**

#### **1. Operational/Learning Goal:**

Greek Allies training will educate students and provide them with the language that is vital in creating a more inclusive campus environment for LGBTQIA peers.

#### **2. Outcome (s):**

As a result of completing Greek Allies training, participants will be able to identify 9 key terms related to gender and sexuality.

#### **3. Evaluation Strategy:**

Participants will complete a pre-test and post-test that asks them to identify the correct term for a given definition. All terms will be related to gender identities and sexual orientations.

#### **4. Method for Disseminating and Using Information for Improvement:**

The data will be shared with the Greek Allies facilitator team as well as staff in the LGBTQIA Resource Center and the Office of Fraternity and Sorority Life. We will use this information to determine whether the program is successful at teaching participants to recognize and define LGBTQIA-inclusive terms. If participants are not able to list the

correct terms to match the definitions, the program will be modified to communicate this information in a clearer way.

## 5. Summary of Results:

We added a 10th term to the pre-test and post-test this year so these results reflect responses to all ten terms.

Term	Pre-Test (n=correct responses)	Post-Test (n=correct responses)
Intersex	5	15
Cisgender	14	17
Asexual	17	17
Lesbian	16	17
Transgender	13	13
Gay	13	16
Ally	12	17
Queer	11	15
Bisexual	17	16
Pansexual	12	17

There was an increase in correct responses between the pre-test and post-test for 7 of the 10 terms. Two remained the same while one decreased by one correct response.

## 6. What did you learn? :

The attendees had a good level of knowledge for LGBTQIA terminology coming into the training. Overall, the training is effective at increasing participants' ability to define terms relating to LGBTQIA identities. While one response decreased by one, this isn't significant enough to cause concern with training content or delivery.

## 7. Actions Taken:

We will continue to deliver the training in the same way as we have in the past but will check our facilitators' ability to define "transgender" as we expected an increase in responses to this question.

## **Goal 3**

### **Needs Assessment with LGBTQIA Faculty**

#### **1. Operational/Learning Goal:**

The Center will provide services and resources that meet the needs of LGBTQIA faculty.

#### **2. Outcome (s):**

As a result of hosting a focus group with LGBTQIA faculty, Center staff will be able to identify at least two programs, services, or resources that the Center can provide to address LGBTQIA faculty needs.

#### **3. Evaluation Strategy:**

Center staff will facilitate a focus group consisting of research questions designed to learn from LGBTQIA faculty about their unique needs, concerns, and their suggestions for addressing them.

#### **4. Method for Disseminating and Using Information for Improvement:**

Center staff will use the data from the focus group to design and implement programs, services, and resources that better meet the needs of LGBTQIA faculty.

#### **5. Summary of Results:**

Not applicable, please refer to "Actions Taken" section.

#### **6. What did you learn? :**

Not applicable, please refer to "Actions Taken" section.

#### **7. Actions Taken:**

Unfortunately, Center staff were not able to complete this goal. LGBTQIA Resource Center Faculty/Staff Liaisons assisted Center staff to create a plan, a layout, questions to ask, and a way to recruit LGBTQIA faculty to participate. The goal is to continue this goal for the 2019-2020 academic year and conduct the focus group.



# Student Diversity Programs

## Goal 1 Programs and Services

### 1. Operational/Learning Goal:

Office of Student Diversity Programs staff will: 1) Educate students about programs and services provided by the Office of Student Diversity Programs; and 2) Learn from students about the kinds of programs and services they would like to experience in an effort to more effectively meet the educational needs of undergraduate students.

### 2. Outcome (s):

Based on data collected from a survey administered by Baseline, Office of Student Diversity Programs staff will learn from students as to how staff can better meet their needs.

### 3. Evaluation Strategy:

A survey, administered by Baseline, will be emailed to Student Government Association's Cultural and Diversity Affairs Committee (CDAC) and the Residence Hall Association (RHA) in Spring 2018.

### 4. Method for Disseminating and Using Information for Improvement:

Results will be shared with the Office of Student Diversity Programs staff, CDAC, RHA, and the Inclusion, Advocacy and Support Collective to inform program planning for 2018-2019.

### 5. Summary of Results:

Only two students returned the survey despite the survey being opened twice and student leaders being emailed multiple times.

### 6. What did you learn? :

The Office of Student Diversity Programs learned the following:

1. The survey should have been emailed in the fall; the survey was emailed in the spring when students were at their busiest. In addition, the leadership of the organizations changed.
2. Focus groups with incentives would have garnered more participation.
3. Students indicated they were aware the office supports a GT1000 Diversity, Inclusion, and Social Justice section. In addition they were aware the Office offers support and advisement for cultural organizations.

4. Students indicated they were not aware we provide support for the following: retreat planning, Diversity Through the Arts, Movie Screenings with the Counseling Center, financial support to student organizations to foster inclusion, and religious and spiritual life support.
5. Students did not offer any suggestions how the Office can improve programs, services, and resources.
6. Students indicated they had a positive relationship with the Office.

## **7. Actions Taken:**

Student organizations do not know the programs, services, and resources we provide to assist them in their diversity and inclusion endeavors. As a result, the Office hired a graduate student to assist us with social media. In addition, the Office will work with the Inclusion, Advocacy & Support Collective to make all of our offices more visible. For example, we are participating in First Saturday.

## **Goal 2**

### **Civil Rights Tour**

#### **1. Operational/Learning Goal:**

Office of Student Diversity Programs staff will enhance knowledge among Civil Rights tour participants as to the impact of oppression on Black Americans.

#### **2. Outcome (s):**

As a result of participating in a Civil Rights Tour, participants will be able to articulate how the treatment of Black Americans during slavery, Jim Crowe, and the Black Lives Matter Movement impact Black Americans today.

#### **3. Evaluation Strategy:**

Participants will be sent a survey generated by Campus Labs at the end of the tour to capture their experience and learning.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results will be shared with the Office of Student Diversity Programs staff, Institute Diversity staff, and the Inclusion, Advocacy and Support Cluster to inform program planning for 2018-2019.

## **5. Summary of Results:**

Seventy students and 20 faculty/staff toured historic Civil Rights sites in Selma, Birmingham, and Montgomery, Alabama January 11- 13, 2019. In all, 11 venues were visited.

1. 100% of the participants rated their overall experience as excellent or good; 93% indicated excellent.
2. 100% of the participants strongly agreed or agreed that they have a greater knowledge of the Civil Rights Movement in the United States after attending the tour.
3. Participants were able to articulate a wide range of emotions after touring the Civil Rights venues. In addition, the emotions varied for each venue.
4. Participants were able to articulate how African Americans were treated and impacted as a result of slavery, Jim Crowe, and the Black Lives Matter Movement by providing short answers to survey questions.

## **6. What did you learn? :**

We learned the following:

1. Due to nature of topics explored during the Civil Rights Tour, participants revealed they would have benefited from intentional debriefing and guided discussion.
2. Participants felt rushed at some of the venues. As a result, tour organizers should consider visiting fewer venues in order to gain a more in-depth experience at each site.
3. Faculty/Staff served as group leads for about ten students each; the group leads could have been used for debriefing as well as to increase faculty/student interaction.
4. Establish a group chat well before the tour begins.

## **7. Actions Taken:**

Results were shared with the MLK Student Board. Unfortunately the majority of MLK Student Board members will not be returning to the committee next year. The Office of Student Diversity Programs staff must communicate lessons learned to the new board as soon as possible. The next time the Office of Student Diversity Programs leads a Civil Rights tour, we will be intentional about time allocation and debriefing opportunities.

## **Goal 3**

### **Asian Students Involvement**

#### **1. Operational/Learning Goal:**

The Office of Student Diversity Programs will gain insight about the Asian student population on campus and how the Office can better serve their needs or enhance the Georgia Tech experience for Asian students.

#### **2. Outcome (s):**

The Office of Student Diversity Programs will be able to identify two main reasons why Asian students join Asian-interest organizations which will guide the Office in advising student organizations.

#### **3. Evaluation Strategy:**

The Office of Student Diversity Programs will reach out to the Asian students affiliated with the office and ask them to help share the survey in order to have as many Asian students take the survey. The office will gain insight about whether a student regards their ethnic heritage as influential to their on-campus and off-campus involvement.

#### **4. Method for Disseminating and Using Information for Improvement:**

The Office of Student Diversity Programs will utilize OrgSync to identify the Asian-interest student organizations to send an email with the survey link to these student organizations. We will also email students affiliated with our office as well as connect with staff in Fraternity and Sorority Life to identify the multicultural Greek organizations.

#### **5. Summary of Results:**

Forty-five Asian identified students completed the survey in the Fall 2018 semester. There were 13 total questions asking students about their involvement on campus, specifically asking students if they were involved in an Asian-interest student organization and inquiring if being in a similar racial and ethnic community was important to the students. Of the 45 students who responded, two-thirds belonged to an Asian-interest organization. Our data may have been skewed because we specifically targeted Asian-interest student organizations through OrgSync as well as the multicultural Greek organizations in order to widely distribute the survey. We had also asked students who pass the survey long to their friends, therefore affiliating Asian students with other Asian students.

Of the students who were involved in an Asian-interest student organization, the majority (80.77%) feel like they're part of a community. The students who were not involved in an Asian-interest organization were mostly involved in another organization,

research, or a campus job. Ninety-two percent of students who were involved in an Asian-interest organization either agreed or strongly agreed that it was important to have a community of similar ethnic background whereas only 78% of students who were not involved in an Asian-interest organization agreed or strongly agreed. Furthermore, 92% of students involved in an Asian-interest organization agreed or strongly agreed that it's important that they have similar values with their community whereas only 85% of students not involved in Asian-interest student organizations agreed or strongly agreed. Finally, 96% of students involved in an Asian-interest organization agreed or strongly agreed that it's important that they have similar interests with their community whereas almost 86% of students not involved in Asian-interest student organizations agreed or strongly agreed that similar interests were important.

Students who have interacted with our office have had an enjoyable experience whereas there are a handful of students who seem to have never heard of our office. Students are unsure what they want from our office, but some students mentioned they want more opportunities for organizations to meet with one another. Overall, the idea of being a part of a community and connecting with other people seems to be important for the students.

#### **6. What did you learn? :**

Students are looking to be a part of a community where they have commonality with other students whether it is their ethnic heritage, values, or interests, or something else. Students are also looking to connect across organizations. It is important the students have a way to find community whether it's through on-campus co-curricular activities such as research or a job. However, it's difficult to pinpoint the students who aren't connected and to learn how the Office of Student Diversity Programs can help get them the resources they need.

#### **7. Actions Taken:**

The assessment data will inform the Office of Student Diversity Programs about the value in advising and programming for Asian-identified students. Advising student organizations will include a component of building community for the executive board as well as general members. The Office of Student Diversity Programs will also work towards promoting programming across multiple organizations.

# Veterans Resource Center

## Goal 1

### Student Veteran Focus Group

#### 1. Operational/Learning Goal:

The Veterans Resource Center (VRC) staff will educate student veterans about the potential creation of a new Veterans Resource Center.

#### 2. Outcome (s):

As a result of participating in a student veteran focus group, student veterans will be able to articulate two programs and/or services they would like to see available in the new VRC. Feedback from focus group participant will be used to guide and improve VRC services.

#### 3. Evaluation Strategy:

Student Veteran focus group(s) will be facilitated by the Associate Director for Capital Planning & Space Management. Research questions will be developed by the Veterans Resource Center Director.

#### 4. Method for Disseminating and Using Information for Improvement:

Results from the focus group will be used to design the new Veterans Resource Center and to improve services specific to student veterans. Results will be shared with key stakeholders across campus who support student veterans.

#### 5. Summary of Results:

The Focus group consisted of 10 student veterans. The guiding questions for the focus group focused on how students currently used the VRC and what amenities and services they would like to see in a new VRC. When asked about the current VRC some students reported they had difficulty locating the VRC and that they were unaware of all of the services and programs on campus. A student then suggested the new center be equipped with resources such as computers and printers, a kitchen area, a study area, bulletin board, and lockers. Students reported that they would use this space to study and to interact with other student veterans. Additionally they reported a desire to engage with other traditional students and student organizations.

## **6. What did you learn? :**

Student veterans expressed the concern and need for a dedicated space on campus. Establishing a new Veterans Resource Center would enable student veterans the opportunity to interact with their peers. The center could provide additional programs and services to include mental health initiatives, academic support, and information about benefits.

## **7. Actions Taken:**

Capital Planning & Space Management is moving forward with the planning and design of a new center. Additionally they are looking at for potential space on campus to house the new center. The Division of Student Life's Development Director is has secured potential donors to help fund the construction for the new center.

## **Goal 2**

### **Student Veterans Monthly Meetings Assessments**

#### **1. Operational/Learning Goal:**

The Veterans Resource Center will improve the provision of services to enhance support for student veterans.

#### **2. Outcome (s):**

As a result of a conducting needs assessment questions during student Veteran monthly meetings, the Veterans Resource staff will identify support services and resources utilized by student Veterans and learn ways to improve them.

#### **3. Evaluation Strategy:**

The Veterans Resource Center will conduct needs assessment questions during the monthly student Veteran meetings throughout the year.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results will be shared with Admission Office, Bursar and Registrar's Office and campus partners who support student veterans with direct services. Additionally, data will be shared with departments which have the potential to support student Veterans.

#### **5. Summary of Results:**

There were seven student veteran meetings conducted throughout the past year. There were a total of 24 student veterans that participated in the meetings, with 22 males and 2 females. Additionally the group consisted of 5 graduate students and 19

undergraduate students. The participants discussed their experiences of attending Tech and provided feedback.

Key themes from focus group were:

Want more career opportunities

Looking for help form VA

More information on website about resource for veterans

Current Student Veterans mentoring new Student Veterans

Provide a leadership panel for ROTC Cadets

Want volunteer opportunities within community

## **6. What did you learn? :**

The VRC staff learned that student veterans on campus are seeking more information about resources on campus. The staff also learned that students are seeking more information about career opportunities. Student are also looking for way to help other veterans enroll at Tech. Students Additionally, the VRC staff learned that student veterans are looking for opportunities to mentor and provided leadership guidance to ROTC cadets.

## **7. Actions Taken:**

In order to increase student veteran's knowledge of resources, the VRC hosted visits from the Veterans Administration and Disabled American Veterans. The VRC staff coordinated a Student Veteran Leadership Panel during an Army ROTC class. The students discussed leadership with ROTC cadets. The VRC partnered with FourBlock, a career service company that assisted Veterans with employment networking, resume writing, and interviewing skills. Additionally, the VRC added a page to the VRC's website to include career opportunities for military and veterans.

## **Goal 3**

### **Online Student Veterans Services**

#### **1. Operational/Learning Goal:**

The Veterans Resource Center (VRC) will educate online student veterans about the resources and services provided by the VRC and campus. Additionally, the VRC staff will learn about the specific needs and types of services online student veterans require in order to meet their education needs.



## **2. Outcome (s):**

As a result of viewing the online student veteran information webpage, online student veterans will be able to articulate 2 services the VRC provides to meet online student veterans educational needs. The VRC will use feedback from online student veterans to improve services.

## **3. Evaluation Strategy:**

The VRC will provide information to online student veterans about VRC and campus services on the VRC website. Student veterans will provide feedback about their specific needs as online student veterans.

## **4. Method for Disseminating and Using Information for Improvement:**

The results from the data will be used to assess participant knowledge about the VRC and services. The results from suggestions and feedback will be used to improve the services and results will be shared with Admission, Registrar's Office, Bursar and Financial Aid Office.

## **5. Summary of Results:**

The webpage providing information for online student veterans was created on the VRC website. However, as of June 2019 online student veterans have not utilized the page. Moving forward, student veterans will be encouraged to view the page and provide feedback about the content.

## **6. What did you learn? :**

Initially it was learned that online and distance learning student were looking for information on starting VA benefits and utilizing military tuition assistance. The VRC webpage was updated to include information about the GI bill and tuition assistance.

## **7. Actions Taken:**

Online and distance learning student veterans will be encouraged to visit and utilize the resources webpage on the VRC website. Feedback from student veterans will be used to update information and to make changes to the webpage.

# Women's Resource Center

## Goal 1

### Black Women's Discussion Group- SpeakEasy

#### 1. Operational/Learning Goal:

The Woman's Resource Center (WRC) will host SpeakEasy discussion groups to improve the sense of community and belonging for Black women students.

#### 2. Outcome (s):

As a result of participating in Speakeasy discussion groups, participants will indicate a sense of belonging and community.

#### 3. Evaluation Strategy:

We will use a survey to be completed at the end of each discussion group to assess participant's sense of belonging.

#### 4. Method for Disseminating and Using Information for Improvement:

We will share this information the student leaders who facilitate the SpeakEasy discussion groups and with Women's Center staff to inform the structure and content of future discussion groups.

#### 5. Summary of Results:

As a result of losing the two facilitators for the group (one student withdrew from school and the other had an ongoing medical issue that interfered) in Fall 2018 we did not host SpeakEasy after the first two sessions. In Spring 2019, we chose to pivot SpeakEasy from a discussion group to a cohort model that we are still developing and hope to launch in FY'20.

#### 6. What did you learn? :

From previous focus group data, we know that there is a need for dedicated, identity-specific community building among Black women. We are working to identify a model that is sustainable and meets the community's needs.

#### 7. Actions Taken:

In Spring 2019, we began meeting with a group of 5 women to determine an outline and goals for moving SpeakEasy from a bi-weekly discussion group to a bi-weekly, year-

long cohort model focused on Black women's identity development, mentorship, and community building.

## Goal 2

### Programs and Services for Asian and Hispanic Women

#### 1. Operational/Learning Goal:

The WRC will learn about specific programming and supportive resources desired by Asian and Hispanic women students.

#### 2. Outcome (s):

As a result of conducting focus groups, participants will be able to articulate two programs, resources or services the Women's Resource Center can offer to Asian and Hispanic women students.

#### 3. Evaluation Strategy:

Facilitated by the Director of Research and Assessment for Student Life, focus groups will be conducted with Asian and Hispanic undergraduate women.

#### 4. Method for Disseminating and Using Information for Improvement:

Information gathered from focus groups will be shared with the Women's Resource Center Advisory Board and will be used to inform program planning for FY'19-'20.

#### 5. Summary of Results:

In Spring 2019, the Director of Research and Assessment for the Division of Student Life conducted two focus groups for undergraduate students who identify as Latinx/Hispanic women and Asian women.

#### Asian Women's Focus Group

When asked to describe their experiences related to their identities, Asian women used the words (chart courtesy of Director of Research and Assessment):

Funny	Global	Stressful	Dynamic	Cultural	Underrepresented
Bold	Included	Competitive	Forgotten	Underappreciated	Invisible
Scattered	Misunderstood	Imposter Syndrome	Different	Disconnected	Outsider
Assumed	Clustered	Disclusionary	Cliquey	Stereotyped	Boxed

## Latinx/Hispanic Women's Focus Group

When asked to describe their experiences related to their identities, Latinx/ Hispanic women used the words (chart courtesy of Director of Research and Assessment):

Isolating	Nice	Equality
Cultural	Stressful	Indifferent
Open-Minded	Exploring	Welcomed

### 6. What did you learn? :

We learned that for both of these groups of women it was important for the programs and services that they sought out to be culturally specific. We also learned that, Asian women, are finding community among religious organizations and a Multicultural Greek Council organization. For Hispanic and Latinx women, they found community among the Goizueta scholars program. Both groups expressed a need for more culturally-specific programming on campus.

### 7. Actions Taken:

As a result of these focus groups the Women's Resource Center will begin to seek partnerships with some of the offices and cultural groups that were mentioned by participants and provide information about our resources and services. We will also work to create peer-facilitated intragroup dialogue opportunities for Asian and Hispanic/Latinx women. Additionally, we hope to be able to partner on identity-specific welcome receptions for both, Asian and Hispanic/Latinx women.

## Goal 3

### STEM Women's Coffee Talks

#### 1. Operational/Learning Goal:

Through STEM Women's Coffee Talks, the WRC will educate participants about issues impacting women in STEM workplaces and teach them a new skill or insight related to their professional development.

#### 2. Outcome (s):

Women who participate in the STEM Women's Coffee Talks will indicate that they learned a new skill or insight related to their professional or academic development.

### **3. Evaluation Strategy:**

The Women's Resource Center will use a survey administered at the end of each coffee talk session to measure knowledge gained.

### **4. Method for Disseminating and Using Information for Improvement:**

The Women's Resource Center will share results from the surveys with our collaborative partner on the program, Women in Engineering, as well as with sponsors of the program series.

### **5. Summary of Results:**

As a result of poor or no attendance at scheduled coffee talks this year, we did not complete surveys for this goal.

### **6. What did you learn? :**

From lack of attendance, we learned that we need to find alternative ways to support STEM women students in their professional development.

### **7. Actions Taken:**

As an alternative to Coffee Talks, we hosted a panel on STEM women entrepreneurs that was successful and provided 1:1 coaching on salary negotiation, resume building, and interview preparation for 10 STEM women this year. We will meet with our campus partner, Women in Engineering to identify other opportunities for partnership for STEM women in FY'20.

## **Goal 4**

### **Women's Leadership Conference**

#### **1. Operational/Learning Goal:**

The WRC will improve perceived leadership skills among Women's Leadership Conference (WLC) attendees.

#### **2. Outcome (s):**

After attending the Women's Leadership Conference, attendees will report how attending the Women's Leadership Conference improved their leadership skills.

### 3. Evaluation Strategy:

All attendees will be asked to complete a survey to evaluate the overall conference logistics, workshop topics, and keynote speakers. In addition, WLC attendees will be asked to articulate two leadership skills they will use.

### 4. Method for Disseminating and Using Information for Improvement:

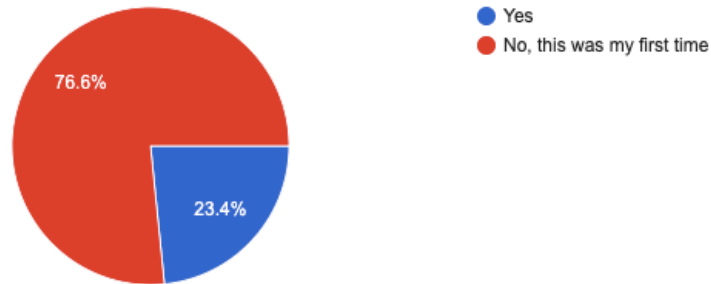
This information will be considered by the WRC staff for future programming, and included in the WRC annual report. This will be used to inform the next WLC executive planning committee.

### 5. Summary of Results:

We had 47 respondents, out of 225 conference attendees.

Have you attended the Women's Leadership Conference previously?

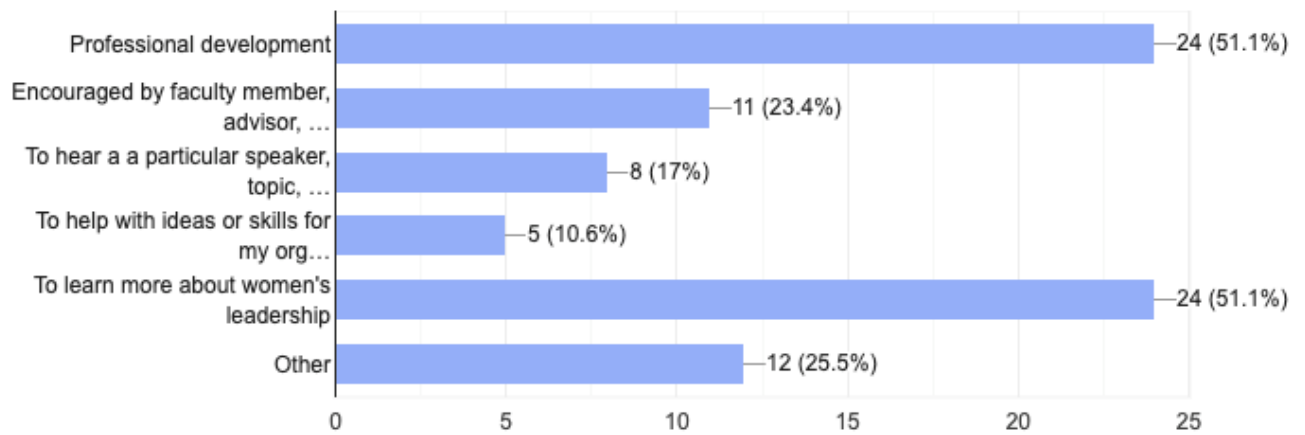
47 responses



## Why did you attend?

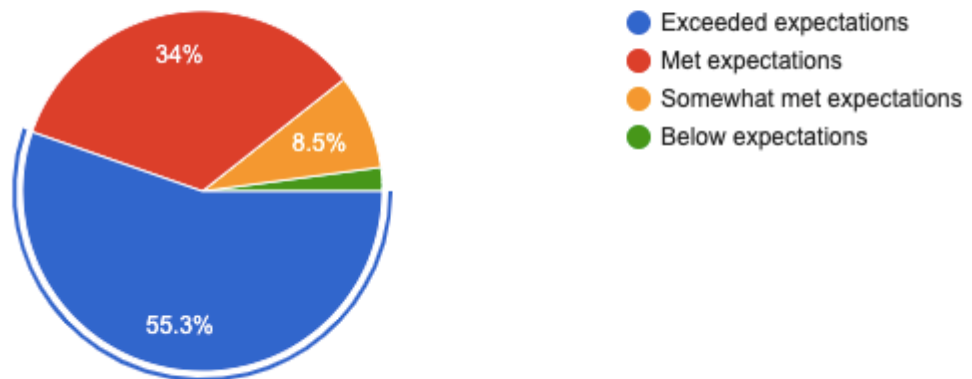


47 responses



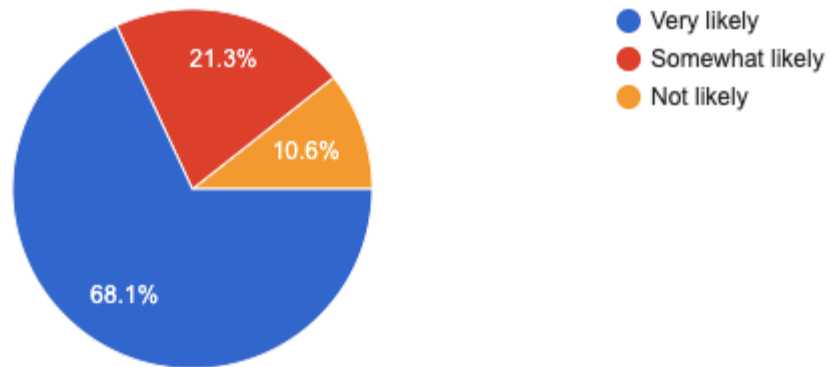
## How did your actual experiences with the conference compare with your expectations?

47 responses



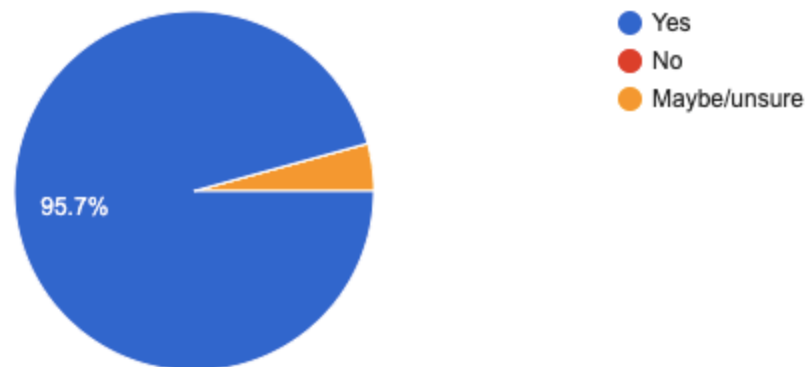
## How likely are you to attend next year's conference?

47 responses



## Would you recommend this conference to others?

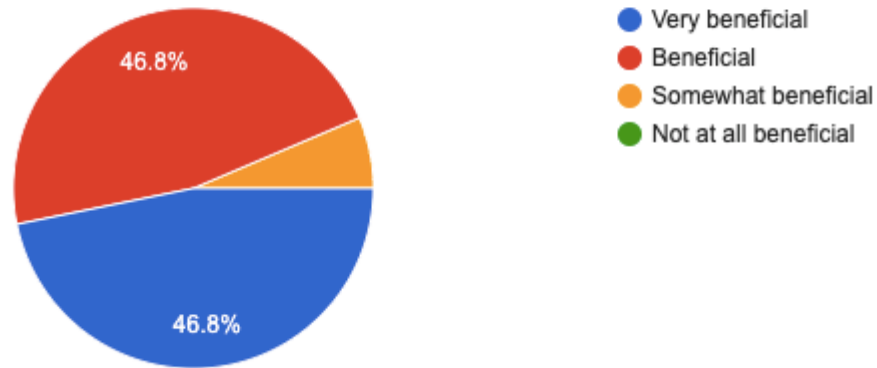
47 responses





## Did you find the presentations and workshops beneficial to your life, education, and/or career?

47 responses



### 6. What did you learn? :

All respondents to the survey were able to list two skills they learned or felt they could improve upon based on attending the conference.

Some *quoted* highlights include:

- Where I need to work to make sure all women of every race are treated fairly.
- How to approach making mistakes and taking risks.
- Expressing my ideas through other mediums
- Find your brand. Websites and visuals aren't your brand. Who you are as a person is your brand.
- Reframe your thinking when you're angry; be curious. Ask, why am I angry? Try to understand the problem or the person.
- I learned how asking directly for what you want gets results.
- I learned the importance of mentors and sponsors.
- I gained insight on how to be myself while navigating work spaces.
- I learned how to give myself more credit and to have more confidence
- Insight gained about the distinction between mentor and sponsor will benefit me in my personal interactions
- Being direct in my requests will be helpful in how I can achieve my goals

## **7. Actions Taken:**

We will share the survey results with the 2019-2020 WLC Executive Planning Committee and use it to help secure sponsorships, craft a call for workshops, and in considering a keynote speaker.

Additionally, we learned that there may be a benefit to allotting a specific time to the networking fair so we will consider expanding that portion of the conference. Attendees also requested workshops on specific skills such as public speaking and building teams, and we will work to include sessions on this for WLC 2020.

# Leadership, Education and Development

## 1. Operational/Learning Goal:

### Goal 1

**Global Leadership Practice | Working Across Cultures (Tokyo Tech) - International students will develop individual and team leadership skills within a multi-cultural learning environment.**

## 1. Operational/Learning Goal:

In partnership with Tokyo Institute of Technology, GT LEAD was invited to develop and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 26 students and 6 graduate student teaching assistants (2 – Georgia Tech students).

LEAD will measure learning outcomes related to the development of individual and team leadership skills by analyzing student individual written reports.

## 2. Outcome (s):

Global leadership practice students will show leadership development gains in areas of multi-cultural perceptions of leadership, reflective writing, self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives, effective multi-cultural team development, team health and systems of multi-cultural leadership that seek to innovate, change, grow and improve future organizations.

## 3. Evaluation Strategy:

Qualitative analysis of individual written reports.

## 4. Method for Disseminating and Using Information for Improvement:

Report will be disseminated among LEAD and Tokyo Tech.

## **5. Summary of Results:**

In evaluating the qualitative data within the individual written reports we can see that students are moving away from viewing leadership as power and authority to the notion that leadership can be studied, learned and practiced by everyone. As students progressed through the course, they gained more self-awareness around their strengths, weaknesses, values, unconscious and conscious bias and their own cultural perspectives giving them the ability to affirm their voice and align their actions to their authentic selves. In developing trust and seeking understanding from their international classmates, they were able to identify similarities and differences in a variety of leadership dimensions and identified what makes multi-cultural teams effective while testing solutions real-time as common team challenges occurred. Increased vulnerable-based trust, leadership self-efficacy, communication skills, confidence, motivation to lead, initiative and risk-taking, along with embracing challenges and failures were common themes presented throughout the reflections. The desire to grow and develop beyond the course was apparent.

Direct quotes from students in the class:

“I was convinced that leaders have to be charismatic in order to be followed. However, I found that leadership could be studied, practiced and learned”

“Diversity enriches people”

“failures are valuable because we can use negative feedback as resources for improving ourselves”

“The ability to learn, grow and change continuously is essential in our world where technology is improving fast. As a result, I will continue studying and practicing efficient global leadership practices.”

“[Before this class] I tended to avoid chances to take initiatives and risks. However, now I know my leadership strengths and what I can do.”

“Sharing values and knowledge is important to be free from biases.”

“I am eager to put myself out of my comfort zone to grow and see a new world”

## **6. What did you learn? :**

While the qualitative analysis shows that the learning outcomes are being met, we are partnering with Tokyo Tech to assess the degree of students' growth through other quantitative measures such as pre-and-post leadership capacity surveys along with pre-and-post Multicultural Personality Questionnaire (MPQ).

## 7. Actions Taken:

Tokyo Tech is currently evaluating a pre-and-post leadership capacity survey to explore the degree to which participants in this course report changes in leadership self-efficacy, motivation to lead and leadership skills. The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in the Global Leadership Practice Course report changes in leadership self-efficacy, motivation to lead and leadership skills. Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois have done some great work in this area and have written an article on the development of effective leadership capacity entitled "Developmental Readiness for Leadership: The Differential Effects of Leadership Courses on Creating, 'Ready, Willing and Able' Leaders".\*

In addition, Tokyo Tech is also in the process of assessing students' growth and development based on a pre-and-post Multicultural Personality Questionnaire (MPQ). The Multicultural Personality Questionnaire (MPQ) was developed by Dr. Karen I. Van der Zee and Dr. Jan Pieter Van Oudenhoven. MPQ was planned to be utilized as a questionnaire aimed at measuring multicultural effectiveness. It is composed of seven scales. They are Cultural Empathy, Openmindedness, Emotional Stability, and Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

Once we receive these results, we will share the results with LEAD stakeholders. As we move into summer 2020, it is important to note that Tokyo Tech is looking to incorporate this class into their leadership certificate program along with publishing an article around the course impact. Refinement to the course may occur as a result of these findings and student needs within the leadership certificate program.

# Grand Challenges

## Goal 1

### **Grand Challenges - Students in Grand Challenges will Engage with Faculty Both Inside and Outside the Classroom.**

#### **1. Operational/Learning Goal:**

By teaching students how to most effectively utilize servant leadership, the Grand Challenges Living Learning Community (GCLLC) creates change makers who seek empathy and who have an unparalleled opportunity to change the world.

The Grand Challenges LLC advances the mission and goals of Georgia Tech including to ensure that innovation and public service are characteristics of our graduates and to ensure that our graduates are good global citizens. The Grand Challenges LLC also seeks to advance the goals of GT Living Learning Communities as a whole including their goals to promote interactions between students and faculty, foster student collaboration, enhance campus and civic engagement, and ease students' transition to college.

#### **2. Outcome (s):**

Grand Challenges students are able to engage with the co-directors during office hours each week. Students are also able to meet with multidisciplinary faculty from across campus through the "Faculty Fellows" program, where students meet and engage with faculty over coffees, lunches, and dinners in small groups. With a maximum of six students per faculty engagement, students are able to forge relationships and create on-campus connections which can lead to various research opportunities for our undergraduate students.

#### **3. Evaluation Strategy:**

**Method 1:** To assess this outcome, 8 Grand Challenges students participated in a focus group facilitated by the Director of Research and Assessment for Student Life. Participants consisted of five males, three females, from Georgia (3), Florida (1), New York (1), Washington D.C. (1), and India (2). Students' majors represented Electrical, Chemical, Civil and Computer Engineering, and Aerospace Science.

Students were asked questions regarding their experiences in Grand Challenges. The focus group was audio recorded and transcribed verbatim. The moderator, using qualitative content analysis to look for themes regarding student-faculty engagement, then analyzed transcripts. The same focus group data are used in Goals 2, 3, 4, and 5.

**Method 2:** Of the 200 first-year students in Grand Challenges, 95 students completed a survey in mid-spring semester 2019 regarding their experience in Grand Challenges over the past two semesters. Students were asked to respond to questions about their interactions with instructors both inside and outside of the classroom, as well as given the opportunity to provide additional comments.

#### **4. Method for Disseminating and Using Information for Improvement:**

Final report will be distributed among Grand Challenges faculty, staff and GC stakeholders.

#### **5. Summary of Results:**

**Method 1:** The focus group data did not produce enough information to provide a conclusive analysis on Method 1 and therefore could not be used in the final results.

**Method 2:** The number of respondents to Goal 1 ranged from 76 to 95 students.

Students were asked to reflect on the extent of their interactions with the LLC instructors both inside and outside of the classroom. Of the 95 respondents, 38 students reported their in-class interactions with the LLC instructors as “Frequent” and 47 students reported “Occasionally”. In regard to their interactions with the LLC instructors outside of the classroom, but still pertaining to the course, 10 students reported “Frequently” and 39 students reported “Occasionally” out of 90 respondents. Of the 88 respondents, 36 students reported with interactions with the LLC instructors outside of the classroom and course discussions occurred “Rarely” and 12 students reported “Never”.

Students were then asked to respond to their perceived value of their interactions with the LLC instructors inside and outside of the classroom and course discussions. Of the 89 respondents, 78 students (87.64%) reported their in-class interactions with the LLC instructors were “Valuable” or “Somewhat Valuable”. Of the 81 respondents, 66 students (81.48%) reported their interactions with LLC faculty outside of the classroom (but still pertaining directly to the course) were “Valuable” or “Somewhat Valuable”. Of the 76 respondents, 58 students (76.32%) reported their interactions with LLC faculty beyond the course were “Valuable” or “Somewhat Valuable”.

Students were also asked to provide additional comments on their interactions with the LLC faculty inside and outside of the classroom. One student stated, “Wes served as a leadership coach and mentor to me during the first semester, and I found his feedback and recommendations to be very useful.” Another participant said, “With my instructor’s busy schedule, he still made time for us and came to Wreck Tech to help us finish our project.” In regard to our Faculty Fellows program, one student stated, “Faculty Fellows gave me perspective on being a student outside of class I didn’t expect.”

**Select a Living Learning Community:**

Grand Challenges

For LLCs: Grand Challenges

**Goal 1: Promote interactions between faculty and students**

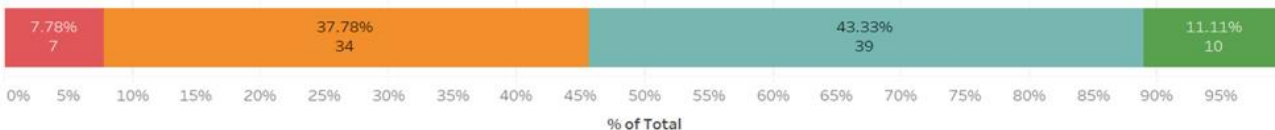
Key

Never Rarely Occasionally Frequently

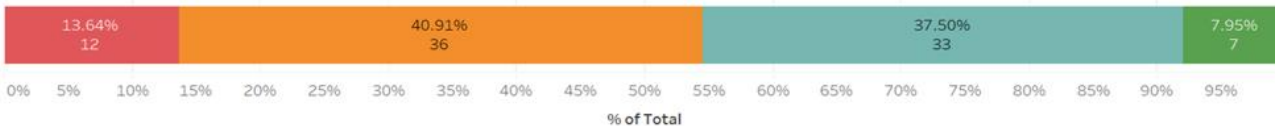
Please rate the average extent of your in-class interactions with your LLC instructor(s) over the course of last fall and/or this spring (e.g. answering questions during class, engaging in class discussions, asking questions after class, etc) **(Number of Responses: 95)**:



Please rate the average extent of your interactions with your LLC instructors outside of the classroom (but pertaining directly to the class you were taking) over the course of the last fall and/or this spring (e.g. visits to ask questions during office hours or asking questions via email) **(Number of Responses: 90)**:



Please rate the average extent of your interactions with your LLC instructor(s) that did not pertain directly to your LLC class (i.e. attending an LLC sponsored event, chatting with your instructor on or off campus, requesting letters of recommendation, discussing graduate or professional school or career options) **(Number of Responses: 88)**:

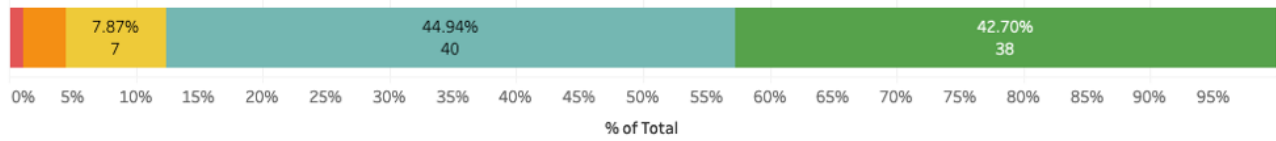




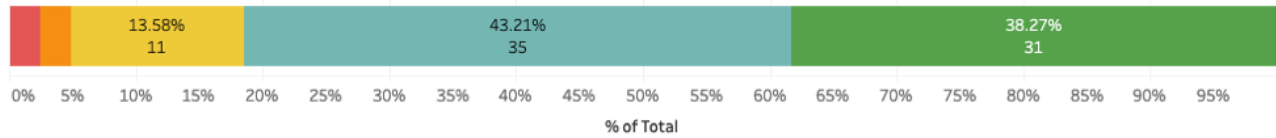
**Goal 1: Promote interactions between faculty and students**

**Key**    ■ Not at all Valuable    ■ Not Very Valuable    ■ Neutral    ■ Somewhat Valuable    ■ Valuable

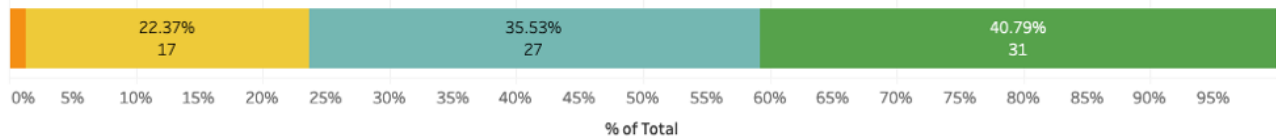
Please rate your perceived value of you in-class interactions with you LLC instructor(s) **(Number of Responses: 89)**:



Please rate your perceived value of your outside-the-classroom (but pertaining to the class you were taking) interactions with your LLC instructors **(Number of Responses: 81)**:



Please rate your perceived value of these outside-the-classroom interactions with your LLC instructors that did not pertain directly to your class **(Number of Responses: 76)**:



**6. What did you learn? :**

Student responses to faculty engagement were overall positive; however, we would like to increase student satisfaction with the LLC directors outside of the classroom. In order to increase the outside-the-classroom interactions (both pertaining to class and in a social setting) with the Grand Challenges faculty co-directors, we plan to provide more structured opportunities through including the LLC faculty and staff into the rotation of Faculty Fellows interactions and holding official office hours, potentially in the residence halls with the students. The Faculty Fellows provides a variety of engagements with multi-disciplinary faculty throughout the semester, but we will be more cognizant to arrange meetings during non-peak course times and provide more information on the faculty they are meeting. By publicizing more on social media and within the classroom, we hope to increase participation to all meetings. Currently, students are able to meet with faculty during both semesters, but we plan to only offer meetings during the fall to decrease repetitive events and we are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty co-director.

**7. Actions Taken:**

Currently, students are able to meet with faculty during both semesters, but we plan to only offer meetings during the fall to decrease repetitive events and we are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty co-director.

## Goal 2

### **Grand Challenges - Students in the Grand Challenges Living Learning Community will work collaboratively with other students.**

#### **1. Operational/Learning Goal:**

Students in the Grand Challenges Living Learning Community will work collaboratively with other students.

#### **2. Outcome (s):**

Foster collaboration among students. Students have the ability to choose their first-year course teams based on areas of interest, where they learn how to work with people who are different from themselves and begin to develop the skills of highly effective teams. They learn that effective teamwork and collaboration results from three things: honest communication, an understanding of each team member's strengths and weaknesses, and frequent team evaluation. Outside of the classroom, students are encouraged to develop programming with the Grand Challenges coordinators to increase the feeling of community.

#### **3. Evaluation Strategy:**

**Method 1:** To assess this outcome, 8 Grand Challenges students participated in a focus group facilitated by the Director of Research and Assessment for Student Life.

**Method 2:** The number of Grand Challenges student survey respondents to Goal 2: Foster collaboration among students consisted of 88.

#### **4. Method for Disseminating and Using Information for Improvement:**

Final report will be distributed among Grand Challenges faculty, staff and GC stakeholders.

#### **5. Summary of Results:**

**Method 1:** The focus group data did not produce enough information to provide a conclusive analysis on Goal 2 and therefore could not be used in the final results.

**Method 2:** Students were asked to reflect on their interactions with peers, through collaboration and the ability to participate in activities. Of the responses, 63 (71.59%) students reported they "Strongly Agree" and 22 (25%) students "Somewhat Agree" that by being a part of Grand Challenges they were provided opportunities to collaborate with their peers. In regard to being encouraged to take part in activities with their peers,

53 (60.23%) students reported they “Strongly Agree” and 24 (27.27%) students “Somewhat Agree.”

Students were also asked to provide any additional comments on their interactions with their peers in the survey. Throughout the comments, many students reiterated the tight-knit community and valuable friendships they made over the year. One student stated, “I think that it has definitely been a very useful experience. I have never been in a group with the same for such a long amount of time. It taught me a lot about how to keep a team on the same page and how to get back on track when the team stagnates.” Another Participant stated, “Cloudman and Howell should be more of a family, instead of competition.”

## **6. What did you learn? :**

Based on student feedback and witnessing a sense of competition between the two cohorts, the program directors and staff will allow students to choose their course time based on their personal schedules to allow for a combination of Howell and Cloudman residents in both course cohorts.

## **7. Actions Taken:**

The LEAD directors and staff would like to instill a heightened sense of community across buildings in both the academic and co-curricular realms of the program. Students will also have more autonomy to create their own teams and will be provided with two technical resources to facilitate team dynamics and collaboration. Grand Challenges is purchasing the platform “Grow”, which will be integrated with Slack (the course’s primary form of communication) to allow the students to provide and request critical feedback from their teammates confidentially; in real time. Grand Challenges will also be integrating LEAN Stack to practice continuous innovation and spur further collaboration amongst the teams in order to propel them further explore into their problem space and solution direction.

## **Goal 3**

**Grand Challenges - Grand Challenges first-year students will have a higher GPA when compared to their non-GCLLC peers.**

### **1. Operational/Learning Goal:**

Grand Challenges first-year students will have a higher GPA when compared to their non-GCLLC peers.

### **2. Outcome (s):**

Improve student GPA and retention.

### **3. Evaluation Strategy:**

Grand Challenges staff utilized Leading Insight Through Empowerment (LITE) to calculate and compare the average GPA for Grand Challenges and non-Grand Challenges Students.

### **4. Method for Disseminating and Using Information for Improvement:**

Final report distributed among Grand Challenges faculty, staff and GC stakeholders.

### **5. Summary of Results:**

For the first year AY18-19 cohort, assessment data indicates that the average GPA for Grand Challenges students was 0.26 points higher than students who did not participate in a living learning community. (GC, 3.72; non-LLC, 3.46).

### **6. What did you learn? :**

Grand Challenges students earned higher GPAs compared to their non-GC peers.

### **7. Actions Taken:**

N/A

## **Goal 4**

### **Grand Challenges - Students in the Grand Challenges Living Learning Community will participate in Campus and Civic Activities.**

#### **1. Operational/Learning Goal:**

Students in the Grand Challenges Living Learning Community will participate in campus and civic activities.

#### **2. Outcome (s):**

Enhance campus and civic engagement. Grand Challenges students attend both a fall and spring semester retreat as an opportunity to bond and build community with their 200 peers. During the mandatory fall semester retreat, students participated in a community service activity, proposed their ideas to create a tight-knit community, engaged in design thinking, and went white water rafting. The spring semester retreat was proposed by an upperclassman years ago as a way to reconnect the students after the winter break and serves as a community builder. This year, students explored North Georgia and went ziplining and participated in a high and low ropes course. Grand

Challenges students also have the opportunity to participate in a large-scale community program per month and additional activities within their space and on campus. These activities included: group hiking, Atlanta sporting events, museums, service opportunities and holiday celebrations. Many activities are proposed by the students, working with the coordinators and student assistants to meet the needs of the community.

### **3. Evaluation Strategy:**

**Method 1:** To assess this outcome, 8 Grand Challenges students participated in a focus group facilitated by the Director of Research and Assessment for Student Life.

**Method 2:** The number of Grand Challenges student survey respondents to Goal 4: enhance campus and civic engagement consisted of 86.

### **4. Method for Disseminating and Using Information for Improvement:**

Final report will be distributed among Grand Challenges faculty, staff and GC stakeholders.

### **5. Summary of Results:**

**Method 1:** The focus group data did not produce enough information to provide a conclusive analysis on Goal 4 and therefore could not be used in the final results.

**Method 2:** Students were asked to reflect on the campus, service, and civic events and activities that were provided and/or encouraged through participating in Grand Challenges. Based on the survey results, students felt that by being a part of Grand Challenges provided them with opportunities beyond the living learning community. Of the 86 respondents, 91.86% either “Strongly Agreed” or “Somewhat Agreed” that the community provided them with opportunities across campus and Atlanta. Eighty-nine percent of the respondents reported they “Strongly Agreed” or “Somewhat Agreed” that LLC directors or staff encouraged them to participate in campus, service, or civic events.

The students were also asked to provide additional comments on their campus involvement in relation to their participation in Grand Challenges. While students, “...loved the various trips they offered and coffee with faculty,” students reiterated, “...even though we have these great opportunities, it is hard sometimes to take advantage of them.” One student stated, “There are a lot of faculty luncheons that we are strongly encouraged to go to, but often times they are at an inconvenient time, where we might have to skip classes.” Beyond the Faculty Fellows program, one student mentioned, “I enjoyed the service events Grand Challenges plans and supports the most and found them a constructive way to learn more about how I can use my degree/studies to serve the Atlanta community. I expected the LLC to be more service-

focused before the year began and only wish GC students had more service opportunities together.”

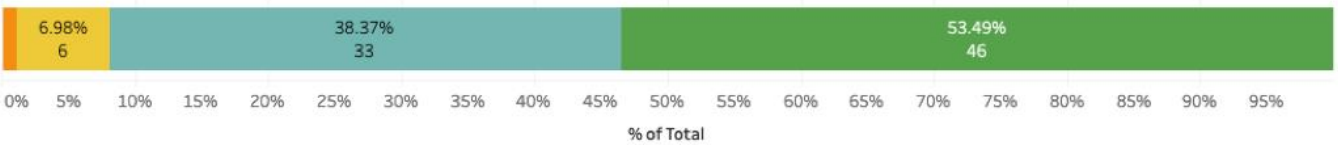
For LLCs: Grand Challenges

Goal 4: Enhance campus and civic engagement

Key

■ Somewhat Disagree    
 ■ Neither Agree nor Disagree    
 ■ Somewhat Agree    
 ■ Strongly Agree

Being a part of this LLC has provided me opportunities to participate in campus, service, or civic events or activities **(Number of Responses: 86)**:



The LLC staff or directors have encouraged me to take part in campus, service, or civic events **(Number of Responses: 86)**:



## 6. What did you learn? :

Overall, students felt Grand Challenges provided and encouraged civic and campus activities but requested more service opportunities.

## 7. Actions Taken:

To help plan cohort specific and overall community service programming, we have hired a student assistant to work with community partners to plan monthly/bi-weekly events. We also plan to diversify the types of events to cater to all student interests and provide a more formalized platform for students to request specific programming.

## Goal 5

### Grand Challenges - Grand Challenges will Provide Support for the Academic and Social Transition to College.

#### 1. Operational/Learning Goal:

Grand Challenges will provide support for the academic and social transition to college.

## **2. Outcome (s):**

The support will ease both the social and academic transition to college. Grand Challenges facilitates the academic and social transition to college for its students through opportunities of community and campus engagement. Grand Challenges faculty and staff meet with students during their first-year orientation to begin the discussion on course requirements, prepare them for retreat and programming engagements, answer unresolved questions/concerns, and assist with registration. Grand Challenges staff assists with move-in and the staffs' offices are located within the residence hall to assist the students with LLC and Georgia Tech needs. Each residence hall has created separate study and community lounges to provide students with ample study space complete with printers, 3D printers, and writable walls to encourage collaboration. The LLC also shares campus academic and non-academic opportunities, as well as where to locate the necessary campus resources.

## **3. Evaluation Strategy:**

**Method 1:** To assess this outcome, 8 Grand Challenges students participated in a focus group facilitated by the Director of Research and Assessment for Student Life.

**Method 2:** The number of Grand Challenges student survey respondents, to Goal 5: Ease Both the Social and Academic Transition to College, consisted of 86.

## **4. Method for Disseminating and Using Information for Improvement:**

Final report distributed among Grand Challenges faculty, staff and GC stakeholders.

## **5. Summary of Results:**

**Method 1:** The focus group data did not produce enough material to provide a conclusive analysis on Goal 5 and therefore could not be used in the final results.

**Method 2:** Students were asked to reflect on how their participation in the Grand Challenges Living Learning Community impacted their academic and social transition to college. Based on the student survey results, Grand Challenges participants felt that by being a part of this living learning community positively impacted both their academic and social transition to college. Of the 86 respondents, 83.72% either "strongly agreed" or "somewhat agreed" that Grand Challenges helped with their social transition to college. The data shows that Grand Challenges had less of an impact on the students' academic transition to college. 70.93% of students either "strongly agreed" or "somewhat agreed" that Grand Challenges helped with their academic transition.

Student comments on their transition to college related to their participation in Grand Challenges:

“Being part of grand challenges was one of the best parts of acclimating. A lot of people were from out of state or even out of the country. Many of us didn’t know each other so it was all good to meet new people and get to know them from scratch,” one student commented.

Another student said, “Everyone in our dorm/Grand Challenges have always come together and supported one another.”

However, one student stated, “I regret not electing to remain in the normal first year experience. I have been stuck in a program I do not enjoy and had to pay extra for it for the entire year.”

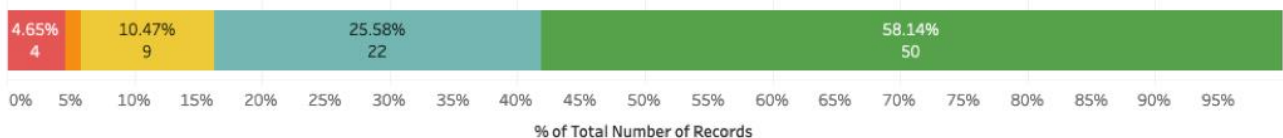
For LLCs: Grand Challenges

Goal 5: Ease both the academic and social transition to college

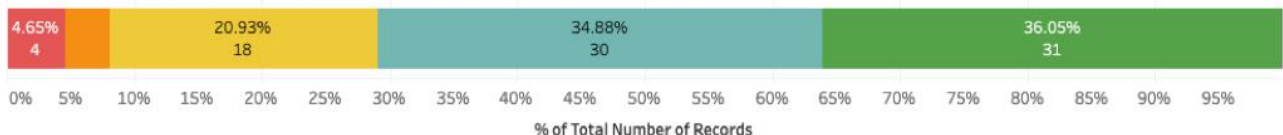
Key:

Strongly Disagree    Somewhat Disagree    Neither Agree or Disagree    Somewhat Agree    Strongly Agree

Being a part of this LLC has helped me with my social transition to college (Number of Responses: 86):



Being a part of this LLC has helped me with my academic transition to college (Number of Responses: 86):



## 6. What did you learn? :

According to the survey data, Grand Challenges did not support the academic transition to college as well as the social transition.

## 7. Actions Taken:

In order to address the differences, we plan to re-implement the mentorship program to provide academic resources from their upperclassmen. The program will introduce upperclassmen Grand Challenges students into the classroom to better support the problem development and solution direction process through help with best practices and help navigate common team dynamic issues.



## Goal 6

### **Grand Challenges - Grand Challenges will Deliver High Quality Living, Learning, and Community Experiences to its Students.**

#### **1. Operational/Learning Goal:**

Grand Challenges will deliver high quality living, learning, and community experiences to its students.

#### **2. Outcome (s):**

The Grand Challenges Living Learning Community strives to join essential non-technical academic learnings with building a community that creates a home on campus. Through interactions with multi-disciplinary faculty and peers, community (within the LLC, on-campus, and throughout Atlanta) engagement, and providing the autonomy to curate their first year within Grand Challenges, the LLC aims to foster collaboration and ease both the social and academic transition to college.

#### **3. Evaluation Strategy:**

**Method 1:** To assess this outcome, eight Grand Challenges students participated in a focus group led by the Director of Research and Assessment for Student Life.

**Method 2:** The number of Grand Challenges student survey respondents to the student satisfaction questions consisted of 84.

#### **4. Method for Disseminating and Using Information for Improvement:**

Final report distributed among Grand Challenges faculty, staff and GC stakeholders.

#### **5. Summary of Results:**

**Method 1:** The focus group data did not produce enough material to provide a conclusive analysis on Goal 6 and therefore could not be used in the final results.

**Method 2:** Grand Challenges students were asked to reflect on their satisfaction and/or dissatisfaction of their courses, instructors, overall experience, experience with LLC staff/directors, and sponsored events/activities. Of the 84 respondents, 25 (29.76%) students “Strongly Agree” about their satisfaction with their Grand Challenges first-year courses and 29 (34.52%) “Somewhat Agree”. Nine students (10.71%) “Strongly” or “Somewhat Disagreed” regarding their student satisfaction. 82.15% of responding students “Strongly Agree” or “Somewhat Agree” on the quality of the LLC instructors. In looking at the overall experience in Grand Challenges, 80.96% (68 students) reported they were “Extremely Satisfied” or “Somewhat Satisfied.” Looking at students’ satisfaction in terms of sponsored activities and events, 83.33% (70 students) were

”Extremely Satisfied” or ”Somewhat Satisfied” with their experience. Furthermore, 70 students (83.34%) were also ”Extremely Satisfied” or ”Somewhat Satisfied” with their interactions with LLC directors or staff.

During the survey, students were asked to provide feedback on their satisfaction/dissatisfaction with their Grand Challenges experience. One student stated, ”Grand Challenges has been the most beneficial class I have taken so far because it has provided a framework for thinking through problems without solution bias, which is applicable to every other class and aspect of life.” Two students commented on the elective nature of the two first-year courses. One of the students commented, ”It is just six hours of fall-through credit that contributes nothing towards my degree. It takes up space that I could fill with useful classes. I also do not think the instruction method is particularly effective. We basically are told to dive right into something with no resources, no knowledge, and no instruction.”

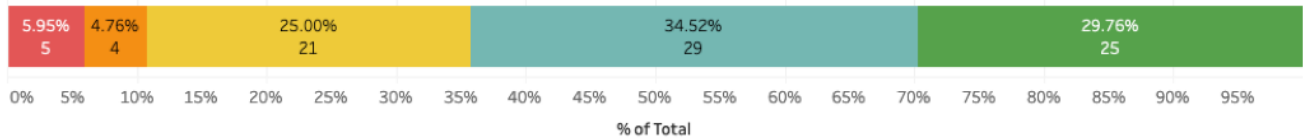
For LLCs: Grand Challenges

Student Satisfaction

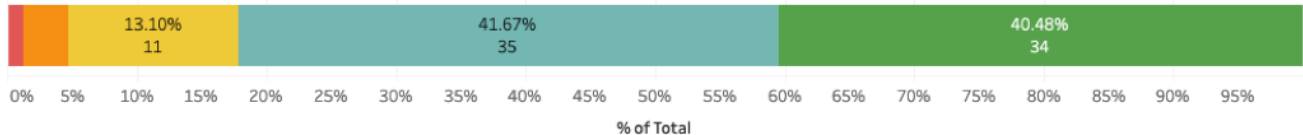
Key

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

Your experience in your LLC class(es) (Number of Responses: 84):



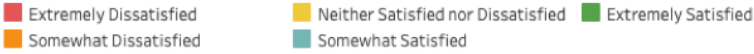
The quality of your LLC instructor(s) (Number of Responses: 84):



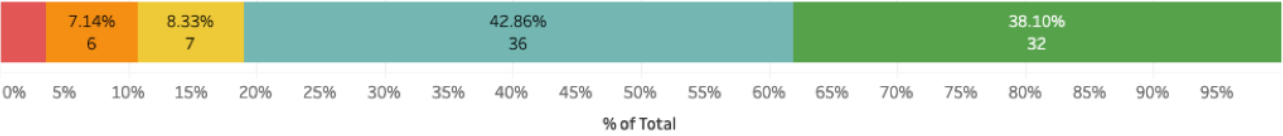
For LLCs: Grand Challenges

Student Satisfaction

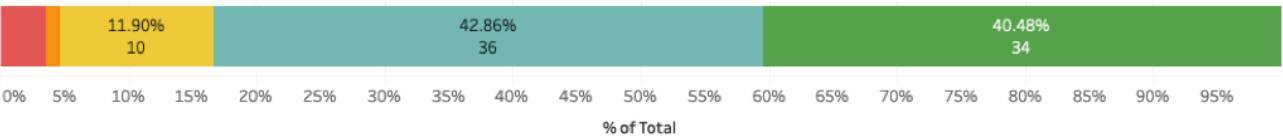
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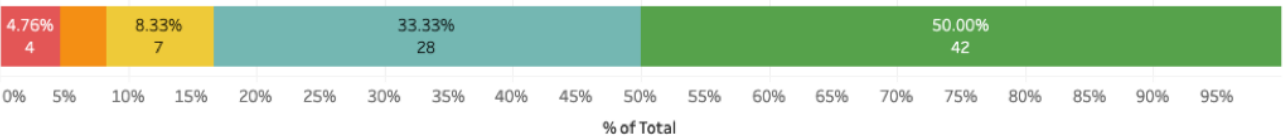
Your overall experience in your LLC (Number of Responses: 84):



Your interactions with your LLC Staff or Director(s) (Number of Responses: 84):



Your overall satisfaction with LLC sponsored events or activities (Number of Responses: 84):



6. What did you learn? :

According to the survey data, Grand Challenges provides a high-quality living and learning experience for our first-year students; however, there is room to increase satisfaction for their overall courses and community programming. The 2018-2019 academic year was the first of the Grand Challenges expansion from 110 to 200 students, operating with a staff of three for the Fall semester. We believe the dissatisfaction could stem from being short-staffed to handle 200 students both academically and programmatically. After hiring two coordinators (one for each residence hall), we hope their presence provides additional stability for the incoming cohort.

By having a coordinator in each building, they will be able to meet with students on a regular basis to address concerns and means of improvement instead of waiting until late March-May to perform assessment measures. Because we were unable to properly analyze the focus group session, we did not have key anecdotal data to propel forward specific measures to address students concerns.

## **7. Actions Taken:**

We plan to host an additional focus group to gain more information from this academic year, in addition to hosting two to three focus groups in the spring of 2020 to capture more data from the incoming cohort.

Grand Challenges plans to utilize the Engage platform in the beginning of the fall semester to host all community programming, instead of waiting to roll out the platform half-way through the semester. By using Engage to interact with the entire community, we hope to increase participation, publicize activities from Georgia Tech campus organizations, and create cross-living learning community collaboration.

Ambiguity is a primary concern within the classroom; however, it is necessary to retain a sense of unknown to spur students into proactive action. By restructuring the Grand Challenges facilitator program to include upperclassmen and graduate students, we hope to ease student concerns and provide structure to course assignments.

# Leading Edge

## Goal 1

### **Leading Edge (One-on-One Leadership Coaching | Workshops | Team Development) - Increase the Number of Students Participating in Leadership Development Opportunities.**

#### **1. Operational/Learning Goal:**

LEAD will increase the number of students participating in online, in-class, and other individual and team leadership development opportunities.

#### **2. Outcome (s):**

A minimum of twelve-hundred Georgia Tech students will participate in a leadership development opportunity in the current year.

#### **3. Evaluation Strategy:**

Number of participants will be tracked.

#### **4. Method for Disseminating and Using Information for Improvement:**

Information will be disseminated among LEAD faculty, staff, and other LEAD stakeholders.

#### **5. Summary of Results:**

In AY18-19 we impacted more than 2,000 students through intentional growth and development:

- The Leading Edge | One-on-One Leadership Coaching program participation continues to grow at a rapid rate thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help nearly 1,290 undergraduate students and 310 graduate students sharpen and enhance their leadership skills since its inception in AY13-14. 139 graduate students and 78 faculty/staff have developed as leadership coaches in the program.
- Over the course of four fall semesters (2015-2018), we have impacted a total of 67 faculty/staff instructors, 17 graduate student fellows, 135 student Team Leaders, and nearly 1,000 students with a leadership development experience; thus improving outcomes in student organizations, team projects, augmenting and supplementing technical degrees, preparing students for professional life

and providing a way for GT1000 to continuously evolve. In April 2019, we conducted psychological safety workshops for the Team Leaders to increase engagement in the classroom. In Summer 2019, we offered (4) iGniTe leadership sections.

- Teams for Tech is a year-long student initiative where undergraduate student teams work closely with a team leadership coach to create a product, service, project or venture concept to enhance the life at Georgia Tech. Projects could focus on reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Georgia Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics. Each team will work closely with a trained team leadership fellow (coach) that will observe and ask curious questions to aid members in building a high-performing cohesive team. In Fall 2018, we conducted a "sprint" with our facilitators to develop an Ideas Competition to recruit graduate and undergraduate teams for AY18-19. As a result of this effort we were able to hold our first annual Teams for Tech IDEAS Competition in Spring 2019. Working closely with campus and external partners, we advanced 10 teams to a year-long engagement where they will work with a team leadership coach to understand and analyze their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, apply problem-solving skills to difficult team dynamics, and ultimately, implement their idea.
- Administered team charters | evaluations | health monitoring to more than 3,750 students to date helping them discover what behaviors and group dynamics characterize High-Performing Teams (HPTs).
- Continued with a series of leadership development workshops for selected classes within the Minor (CEE (Civil and Environmental Engineering) and PUBP (Public Policy)), GT 1000, Black Student Caucus Planning Retreat, Omicron Delta Kappa (ODK), Sibs Day and Family Weekend.

## **6. What did you learn? :**

There continues to be a growing demand for leadership development on campus. As long as there is demand, we will continue to improve existing programs and develop new ones that fit the needs of the student body. We also need to empower and train more faculty/staff/undergraduate and graduate students to deliver workshops within their colleges and beyond.

## 7. Actions Taken:

To ensure that we maintain the quality of our Leading Edge program we decided to continue to hold the number of students being coached to 165 per semester for this academic year. Additionally, we made program improvements including:

- We refined leadership coaching training to focus on additional practical aspects of coaching and started building coaching skills at the onset of training. For the participants in this training, we continued to see an improvement in the quality of coaching in the field. For those that participated in the monthly meetings and took advantage of peer coaching relationship, personal leadership development growth and sharing of best practices were key benefits. Fellows clearly understand that leadership/coaching requires commitment to personal development and hard work. Igniting coaching conversations (especially when students do not have a leadership role), asking curious questions (without a solution in mind), aiding students with experiment development, and the importance of progress and follow-up seem to be areas of opportunity for further refinement. Since our Fellows expressed desire in the prior year to use existing tools to facilitate coaching engagement tracking (taking handwritten notes, emailing agendas, using existing calendars, Slack for messaging) in lieu of an online coaching solution, we allowed the Coaches | Coachees to implement their own strategy for their coaching engagements.
- In order to get our Fellows up to speed more quickly, we developed a training arc for the AY18-19 cohort. This included preliminary training prior to retreat, an intensive follow-up to retreat along with a clear trajectory of learning outcomes and training throughout the academic year. In addition, we pulled together a toolbox to help coaches when they would like to uncover more growth opportunities for their Coachees. This toolbox will be added to our new Canvas site that we are rolling out in Fall 2019.
- Pods were launched in September 2018 (with experienced Fellows as pod leaders) to gather qualitative data from the field, foster additional support, and develop community with the Coach cohort. Pod leaders captured feedback from their pod participants in order to assess | adjust quality of interactions in the field, provided real time one-on-one coaching opportunities for coach development and growth, determined training topics that would be covered in the AY18-19 Leadership Fellows Monthly Meetings, and coordinated a social event to build community within the cohort.
- SLACKShop, online engagements that facilitate professional leadership / coaching development to meet the needs of our One-on-One Leadership Coaching Community continued and will continue in AY19-20. They encouraged further engagement with the coaches. Each facilitated workshop offers a rich multimedia learning experience with no scheduled meeting times. Bite-sized tasks are structured to encourage collaboration, discussion and learning. Anytime/anywhere over a one-week period. Incorporating workshops around

weaknesses in coaching will be the primary focus. We will also consider opening these up to Coachees as well.

In relationship to workshops and assessing student leadership development needs for AY19-20, we plan to work closely with the Office of Student Engagement to identify workshops and programs that can be integrated into the GOLD Route (Guiding Organization Leader Development). In addition, we plan to meet with the Grad SGA Professional Development Team to identify graduate student needs.

In AY19-20 we plan to enhance the PUBP 4140 Foundations of Leadership classroom experience by implementing Populy (voting solution) to aid in poster session evaluation while providing real-time feedback to students, thus enabling a more comprehensive feedback loop for individual and team development and improved team health.



# Minor in Leadership Studies

## Goal 1

### **Minor in Leadership Studies - Compare Growth in the Business, Global Engineering, and Public Policy Tracks and Identify the Top Three Majors Represented**

#### **1. Operational/Learning Goal:**

LEAD will look at the growth in the various tracks of the minor, along with a more in-depth analysis of the majors/colleges that produce the most graduates within the minor. This will help LEAD determine the changes that need to be made to course offerings, marketing messaging and outreach strategy for the upcoming year.

#### **2. Outcome (s):**

Increase student enrollment in the Minor of Leadership Studies between 15-25%; with a detailed analysis of tracks/majors.

#### **3. Evaluation Strategy:**

Student enrollment numbers in the Minor of Leadership Studies will be tracked.

#### **4. Method for Disseminating and Using Information for Improvement:**

Report will be disseminated among LEAD partners (Ivan Allen College of Liberal Arts, Scheller College of Business, and Civil and Environmental Engineering) and other university stakeholders.

#### **5. Summary of Results:**

Since LEAD starting tracking in 2013, we have admitted more than 300 students in the Minor in Leadership Studies with over 50% of them graduated. Over the past year we have seen the Minor in Leadership Studies grow by more than 20%.

The Business track continues to have the highest current enrollment at 55 students with Global Engineering at 31. Within the business track, the strongest percentages of enrollment are coming from Business Administration (27%) and Biomedical Engineering (18%) with Industrial Engineering coming in at 13%. It is interesting to note that Computer Science enrollment is on the rise with 11% and we now have a Music Technology and History, Technology and Society students in the Business track for the first time. This would indicate that awareness continues to increase outside of the College of Business. Within the Global Engineering track 68% of the current enrollment

are CEE majors with Environmental Engineering students representing 23% of the total. The awareness continues to be highest within our Minor partner colleges, however, we are starting to see an increase in enrollment from other colleges as well.

In AY18-19, we graduated 16 students in Business, 10 students in Global Engineering Tracks. The highest percentage of graduates came out of Mechanical Engineering (19%), with Business Administration (13%), and International Affairs (13%) following suit for the Business Track, and Civil and Environmental Engineering (70%) and Biomedical Engineering, Electrical Engineering and Mechanical Engineering (10%) for the Global Engineering Track. Public Policy did not have a graduate this year.

In AY18-19, we found that the majority of students are learning about the Minor through GT Staff and Students (23%), Academic Advisors (18%) and the Eastern and Central Student Abroad experience (18%). We are continuing to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomores), however, the majority of students declare the Minor when they are in their Junior and Senior year. What is interesting to note is that more students are aware of the Minor in Leadership Studies due to students talking about their experiences in the Minor. We will continue to have a LEAD representative in GTAAN (Georgia Tech Academic Advisors Network), publish additional current and longitudinal stories from our students as well as promote within classrooms within the colleges.

## **6. What did you learn? :**

While we are continuing to place more targeted marketing messaging in place, we believe getting in front of students in their first-year and second-year with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers.

## **7. Actions Taken:**

In AY18-19 our marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. Our college partners played a huge role in this. Moving forward into AY18-19, we are coordinating the 1st annual campus-wide Minor Fair and Showcase in October 2019. A “2019 Summer College Minor Roadshow” is planned so we can get meet minor advisors from all colleges to encourage their participation and gather their ideas on how to make this an impactful event for students. Since more students have also expressed the desire to gather in community, we are planning a 2019 Fall Semester Minor Social (Alumni, Faculty, Staff and Students) to create community and generate interest in all 3 tracks on the Minor, and a 2020 Spring Minor Graduation Dinner to recognize our graduates.

We will continue to target GT 1000, professors (specifically one that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students, enhance business course offerings, share more leadership stories within and outside of partner colleges, and build a stronger community within the cohort. In

addition, we are rolling out a new validated assessment to assess skill development starting in the 2019 Fall Semester and will continue to explore the potential for a longitudinal study.

## **Goal 2**

### **Minor in Leadership Studies - Degree to which Participants in the Minor Report Growth in a Variety of Leadership Competencies**

#### **1. Operational/Learning Goal:**

LEAD will measure change, if any, among students prior to and after their participation in the Minor in Leadership Studies. This study will be conducted over the duration that the Minor students are in the program and will begin with students when they enter the program.

#### **2. Outcome (s):**

Minor in Leadership Studies students will show growth and development within specific leadership competencies related to adaptability, resilience, empathy, critical thinking, transformational leadership, positive framing, social support and organizational identification.

#### **3. Evaluation Strategy:**

Comprehensive survey administered to Minor students at the beginning and end of the time they are in the Minor. The survey contains a number of scales:

- Adaptability - Adaptive Performance (Pulakos, Arad, & Donovan, 2000)
  - Handling Work Stress
  - Solving Problems Creatively
  - Dealing with Uncertain & Unpredictable Work Situations
  - Demonstrating Interpersonal Adaptability
  - Cultural Adaptability
  - Learning Work Tasks, Technologies, & Procedures
- Transformational Leadership - Transformational Leadership Short Measure (Carless, Wearing, & Mann, 2000)
- Critical Thinking - Critical Thinking Disposition Scale (Sosu, 2013)
  - Critical Openness Subscale
  - Reflective Skepticism Subscale
- Empathy - Interpersonal Reactivity Index (Davis, 1983) | Perspective-Taking Subscale
- Resilience - Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008)

#### **4. Method for Disseminating and Using Information for Improvement:**

Report will be disseminated among LEAD partners (Ivan Allen College of Liberal Arts, Scheller College of Business, and Civil and Environmental Engineering) and other university stakeholders.

#### **5. Summary of Results:**

N/A until we have paired pre-and-post results with Minor graduates.

#### **6. What did you learn? :**

Assessment learning: We initially pulled this together based on learning outcomes within the Global Engineering Track. We will need to take a look at the other tracks to ensure that we are inclusive of ALL track learning outcomes.

#### **7. Actions Taken:**

We are planning on having a graduate student assistant advanced fellow complete this evaluation for us in AY19-20.

Additional actions taken when we have paired pre-and-post results with Minor graduates.

# Marketing and Communications

## Goal 1 Communications Audit

### 1. Operational/Learning Goal:

Conduct a communications audit of all division departments to assess the usage of campus and external communication channels to promote our events and services.

### 2. Outcome (s):

Directors will report an acquisition of knowledge to assist them with their communications strategies and annual marketing plans.

### 3. Evaluation Strategy:

In collaboration with the Director of Research and Assessment for Student Life a survey will be developed and administered via the Campus Labs Baseline to all division department directors to assess their usage of common campus and external communication tools.

### 4. Method for Disseminating and Using Information for Improvement:

Once the survey is completed, the Director of Student Life Communications will review the responses, and use the data to assist directors in improving their communications strategy and annual marketing plans.

### 5. Summary of Results:

This assessment was not completed and will be completed within the following academic year.

### 6. What did you learn? :

N/A

### 7. Actions Taken:

N/A

# Office of the Arts

## Goal 1

### Increase Office of the Arts Staff

#### 1. Operational/Learning Goal:

The Office of the Arts (OOA) will be fully staffed in FY19.

#### 2. Outcome (s):

As an operational goal, this is integral to fully accomplishing the work of the Office of the Arts. In FY19 the Office of the Arts will hire a new Development Officer, a Patron and Events Services Coordinator (House Manager), and an Assistant Director. As the year progresses, we also need to do a search for a new Director as the former Director left January 8, 2019 and a Marketing Manager as long term employee and Marketing Director retired May 31, 2019.

#### 3. Evaluation Strategy:

Completion of hiring for the Development Officer was expected by August 15, and the new Patron and Events Services Coordinator by October 1 (although that person left and a new search was started in February 2019). Review of the duties of the Assistant Director position were completed by September 1, 2018 with restructuring to determine the course of action and resulting timetable. The Director gave notice in November 2018 and a Search Committee, with the engagement and support of Management Consultants for the Arts was engaged. The new Director will start on July 15, 2019. The former Marketing Manager's replacement was driven by a search committee and will be in place by August 1, 2019.

#### 4. Method for Disseminating and Using Information for Improvement:

The former Director worked in conjunction with the staff, the Vice President for Student Life, Human Resources representatives, and Central Development to fully hire in FY19. Upon her departure in January, the former Marketing Manager was Interim Director until May 31, 2019 when she retired. She worked with Vice President of Student Life, Dean Stein, to begin the search for a new director. The Assistant Director was made Interim Director on June 4 and with the Division Communication Director facilitated the Marketing Manager's replacement.

#### 5. Summary of Results:

This goal is on track to be completed in August 2019: in association with Central Development, the new Development Associate was hired in August 2018; the Assistant

Director was hired in November 2018; the new Marketing Specialist was hired in February 2019; the new Operations Manager was hired in February 2019. A Patron and Event Services Coordinator was hired in October 2018, but left within a few months, and was replaced in May 2019. The former Director took a new position in January and the new Director will start on July 15, 2019. Lastly, a search is almost complete to fill the Marketing Manager position.

## **6. What did you learn? :**

All OOA staff were invited to take place in the hiring processes this year, and the effort has been well received by the staff.

## **7. Actions Taken:**

As we have been involved in a constant replacement of staff, strategic direction, business planning and new initiatives have been halted until the new Director is in place. All season initiatives for FY19 were in place and were completed. Prior to her departure, a new presenting series was put into place by the former Director for FY20 and FY21.

## **Goal 2**

### **Complete the Ferst Theater Renovations**

#### **1. Operational/Learning Goal:**

Complete the theater renovation.

#### **2. Outcome (s):**

In mid-November 2018, two weeks late, the theatre renovation project was complete which replaced the carpeting, updated theatre lighting, added a chair lift for better accessibility in the front rows of the theatre, replaced all existing seats with 869 fixed seats and added two center aisles in the orchestra section instead of one central aisle.

#### **3. Evaluation Strategy:**

Assessment of the renovation will measure timeliness of the completion of work, quality of work, and internal and external communications about the work. The bid requirements will be one guide for evaluation. Events are booked in the theatre in November, so keeping to the schedule is essential. Evaluation will be done by Office of the Arts staff, along with GT Capital Planning and Space Management staff.

#### **4. Method for Disseminating and Using Information for Improvement:**

As a public space, many stakeholders will review the new space, from campus partners such as Campus Planning and Space Management and the School of Music, to organizations presenting events in the theatre, and community members attending events. Press announcements will be made through Mercury and publicly when the work is completed.

#### **5. Summary of Results:**

The renovation is now complete with new seats, new carpeting, new paint, new center aisles in the lower section, updated lighting, and a new chair lift. Complications included: a new seat manufacturer, manufacturing and shipping delays, problems with the installation of the chair lift, and problems with the installation of the removable seats on Row A. In addition, we are waiting on new companion and orchestra seats. Performances originally scheduled for the first two weeks of November 2018 were either moved or cancelled. We did reopen the theatre for a large rental Thanksgiving weekend.

#### **6. What did you learn? :**

While the specific problems likely could not have been anticipated, more time should have been allowed for the renovation schedule.

#### **7. Actions Taken:**

Great care and as much notice as possible was given in rescheduling (or cancelling) events booked in November, and this resulted in furthering good relationships with those clients affected by the delay. This experience was incorporated as a best practice for the events coordinator.

### **Goal 3**

#### **Rebranding - Office of the Arts**

##### **1. Operational/Learning Goal:**

The Office of the Arts staff will execute a rebranding process in conjunction with the renovations and the all-art-and-technology season programming, to include staff training and a new look for marketing materials.

##### **2. Outcome (s):**

The staff will attend a two-day training session with a consultant to help everyone understand the new programming direction, develop a sense of community and ownership around the mission of the Office of the Arts, and work to create a stronger



team. Marketing and communications materials will undergo a review in light of the mission and programming, with the goal of rebranding or creating a stronger brand. Likely outcomes include creating a new visual identity that emphasizes the art and technology programming and remains within Institute guidelines, creating brand messaging for the Office of the Arts, and creating new materials to promote and solidify the rebranding.

### **3. Evaluation Strategy:**

Staff training will be held in mid July 2018 with follow-up sessions scheduled throughout the year. A survey will be distributed to the staff following the initial training to assess the effectiveness of the session in helping the staff understand the mission and programming. The effectiveness of the rebranding materials will be measured by tracking attendance at programs throughout the year.

### **4. Method for Disseminating and Using Information for Improvement:**

Results of the assessment will be shared with the Office of the Arts staff, the Vice President for Student Life, Director of Research and Assessment for Student Life, and the Provost.

### **5. Summary of Results:**

Although discussion about rebranding did take place, there were significant developments along the way which prevented a serious rebranding strategy from occurring. A staff training session in July 2018 with a consultant was designed to further an understanding of the new programming direction, develop ownership around the mission, and creating a stronger team. It was somewhat successful with these goals, but also pointed out differences, diversity issues, and misunderstandings that needed further discussion and attention. A marketing agency was hired to create ideas for branding the season and presented preliminary results in December. With the resignation of the Director in January, rebranding efforts were halted until a new director is on board. A second staff training session was held in February with a different consultant to further the discussions from the first session, and focused more on diversity of backgrounds, personalities, goals, and working styles.

### **6. What did you learn? :**

- Rebranding is very closely tied to the programming focus, which is largely set by the Director.
- Rebranding takes time and attempting to create a new visual and descriptive look was not realistic within a time frame of a few months.
- The staff has been through a full year of interviewing candidates for many positions, and has met, heard and learned much more about the overall purpose and activities of our group because of that. This has contributed to a better understanding overall.

## **7. Actions Taken:**

Marketing and communications efforts continue to emphasize the current programming of season performances and related engagement activities that emphasize the intersection of art and technology.

## **Goal 4**

### **Assessment for Creative Curricular Initiatives**

#### **1. Operational/Learning Goal:**

Working with The Findings Group, we complete assessment on the current two-year cycle of Creative Curricular Initiatives (CCI).

#### **2. Outcome (s):**

The Findings Group was brought in to assist in assessment of CCI because of their expertise in evaluating STEAM programming. The group has developed a mixed-methods approach that focuses on student perceptions of creativity in connection to each project, the core discipline of the project, and the arts. The portfolio of projects in CCI is diverse, and while challenging to collect consistent data across projects for systemic evaluation and comparison, the assessment is expected to provide insight and data for moving forward with integrating the arts in the curriculum at Georgia Tech, while accounting for the diversity of approaches and structures of each project.

#### **3. Evaluation Strategy:**

A mixed-methods approach of assessment focuses on student perceptions of creativity in connection to each project, the core discipline of the project, and the arts. Data collection tools include student engagement / creativity surveys, project leader pre- and post- surveys, and success case interviewing of student participants.

The first cycle of coding involved creating structural codes which identify content-based phrases related to the primary and secondary purposes for the interviews. These codes were created based on the topics of the interview guide including student participation, academic risk-taking, creativity, attitudes around the arts, and definitions of creativity. During the second cycle of coding, pattern coding was employed to develop major themes in response to the research questions.

The secondary data sources for this report are the project leader and student survey. Pre-assessments were distributed in August 2018 and post-assessments were available in March and April 2019. All fifteen project leaders completed the pre-assessment and two project leaders completed the post-assessment. A total of 26 students completed the survey.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results of the assessment will be shared widely across the Institute: with the Division of Student Life, the Provost and President, the Colleges, project leaders, GT Arts Advisory Board, Strategic Plan Advisory Group (SPAG), potential funders and foundations. This has not occurred as yet due to the departure of the Director and first Interim Director.

#### **5. Summary of Results:**

Please find the final report submitted by the Findings Group that was involved with the CCI project from the beginning in October 2017 through its conclusion in the Spring 2019. The primary purpose of the Arts@Tech experienced project leader interviews and student focus groups is to answer the following research questions:

1. How were students involved and impacted by participation in CCI? Are there instances of academic rush taking and creativity among students?
2. To what extent do directly-involved students express:
  1. Broader attitudinal changes around the arts (art matters)?
  2. Discipline-specific connection to the arts?
  3. Attitudinal changes/engagement of other faculty/staff, etc.

The full results are as follows:

Results may also be viewed in attached Arts@GT Report.\*\*

#### **6. What did you learn? :**

Student involvement with the arts within CCI was varied based on three dimensions: amount of structure provided to students, project constraints, and the level of autonomy provided to students in carrying out the tasks. Academic risk taking was an integral part of the projects. Four types were identified including communicating in the new ways, negotiating uncertainty/absence of the "right answer," overcoming self-doubt, and navigating a novel research process. Involvement in the arts encouraged academic risk taking and subsequent new communications.

One of the project leaders shared that his students struggled with the notion of creating the right answer as opposed to searching for it as they might do with a class assignment.

One point was that creativity on the GT Campus was not expected. "Why would you ever do that? [Students] are very comfortable in just kind of staying in their own lanes. Even faculty don't really push that. It's kind of how the class is structured. I mean, it's hard to bring creativity into a syllabus that's already so heavily condensed."

Participants were also asked if the project resulted in any shifts in their attitudes about the arts and art's impact.

A summary of the findings are all provided in the attached report.\*\*

One interesting finding is that where students were provided with a high level of structure, students reported less student creativity. Projects with fewer constraints, allowing for a greater level of autonomy in carrying out tasks, seemingly were more creative.

.....  
\*\*Content was inaccessible. Could not view, copy, or edit.  
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## **7. Actions Taken:**

Moving forward, the concept of the CCI program will be shifted to a committee of faculty known as the Faculty Insight Group. This group will be composed primarily of faculty who participated in the CCI program, drawing from their experience to continue the arts integration work piloted by the program. For FY20, we allocated very limited resources for each program with an idea of pushing the faculty to continue this work without a specific grant program. Future years may result in further resource allocation.

## **Goal 5**

### **Enhance Student Engagement with Arts@Tech series and GT's Public Art Collection**

#### **1. Operational/Learning Goal:**

Continue growing Georgia Tech student engagement with the Arts@Tech professional series and the public art collection.

#### **2. Outcome (s):**

Outcome 1: Increase student attendance at all Arts@tech events and performances by 10% over FY18.

Outcome 2: Develop and implement at least one engagement event beyond pre-show and post-show talk backs for students and faculty for every Arts@Tech professional series event. Incorporate at least two GT courses and/or student groups for each event.

Outcome 3: Create and implement at least 1 engagement activity per semester that highlights / activates the public art collection across campus.

Outcome 4: Create and host student engagement activities for each new sculpture that is introduced to campus in FY19.

### **3. Evaluation Strategy:**

- Work with the Box Office and Marketing departments to conduct an audit of current student attendance numbers and set goals for increases based on this baseline.
- Work with Box Office to create a method for tracking student attendance at all Arts@Tech free events in the Ferst and across campus.
- Document all activities with a formal written report to include images and videos whenever possible. Include this reporting in year-end Division reporting.
- Work with the Student Life Director of Assessment to create and conduct digital surveys for Arts@Tech events and activities.

### **4. Method for Disseminating and Using Information for Improvement:**

- Engagement activities will be planned before season launch and incorporated into season contracts and all marketing materials and email blasts.
- Full final year-end reports will be shared across the Division and with all stakeholders who participated in events.
- Event specific reports, images and videos will be shared within the week with OA and Division Marketing and Development.

### **5. Summary of Results:**

Clough Art Crawl 400 students

ACCelerate Conference/Festival at the Smithsonian 12 students

Fun and Free Programs in the Fall 2018 (FY19) 156 students

FY19 Arts@Tech Season Shows 232 students over 6 shows; due to the postponement of the Season due to the renovation of the Ferst Center, we received a very low attendance in general 2,196 people which includes are types of tickets: students, faculty/staff, adult, youth, VIP and complimentary tickets. More than half of the Season tickets were complimentary.

Engagement was conducted in cooperation with the Season shows.

Since the Director's departure in January 2019, little has been done with the Public Art effort although we are involved with the Sculpture Dedication in September 2019; our team has been participating with Director of the Institute Diversity Team, Institute Communications and the Office of Development.

## **6. What did you learn? :**

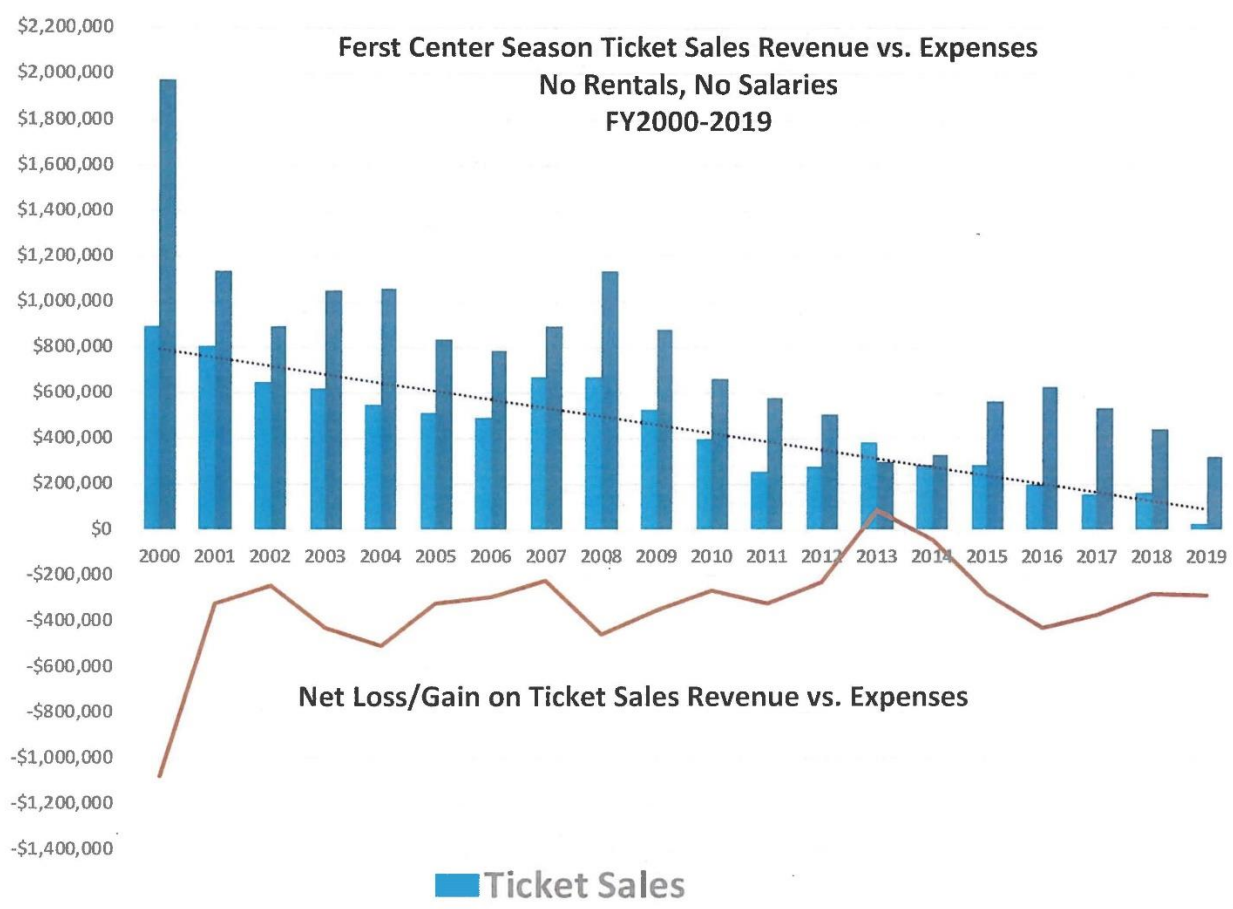
Student attendance to Ferst Center Arts@Tech Season declined significantly this year. In FY19 the theatre was closed for renovation and so the numbers at the Ferst Center only reflect Season shows from January to April 2019...and only paid tickets, not complimentary GT student tickets which we cannot track. In FY12, we had our largest student participation in recent years with 2000 students. It has been holding at approximately 1,000 students since then until FY19 which was a truncated season.

Prior to FY12, we had 18-20 shows per Season so the participating students was much higher versus the 5-8 shows per Season at this time.

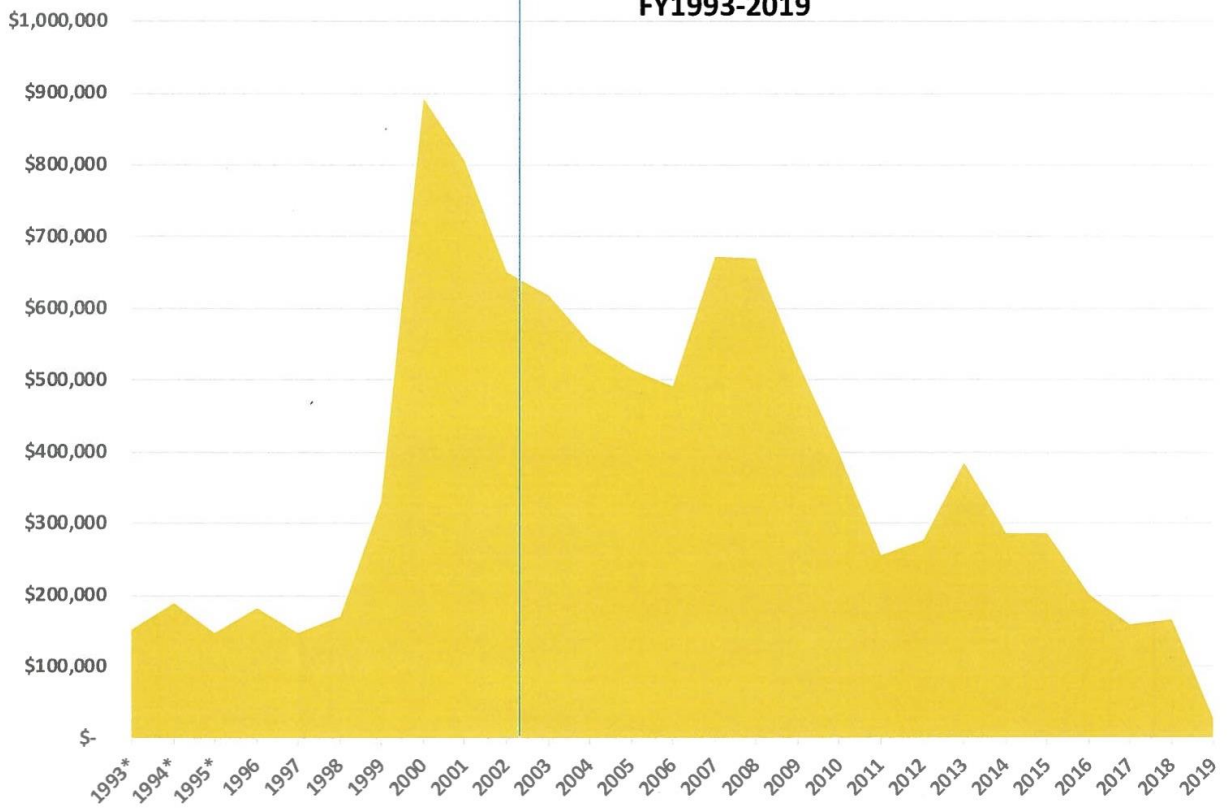
The internal shows (rentals) at the Ferst Center with the School of Music feature the entire GT orchestra, and many students who play with the bands, and those that attend to see their friends perform.

Research and thought needs to be conducted to understand the lack of student participation in the Arts@Tech brand. It could be competition for discretionary time, programming that doesn't meet student interests, or a marketing/communication issue (the students don't know about it). Without digital signage in front of the Ferst Center, passing students don't know what is happening in there unless they venture in. There is evidence that box office sales were significantly higher when the box office was located at the Student Center in the midst of the student traffic.

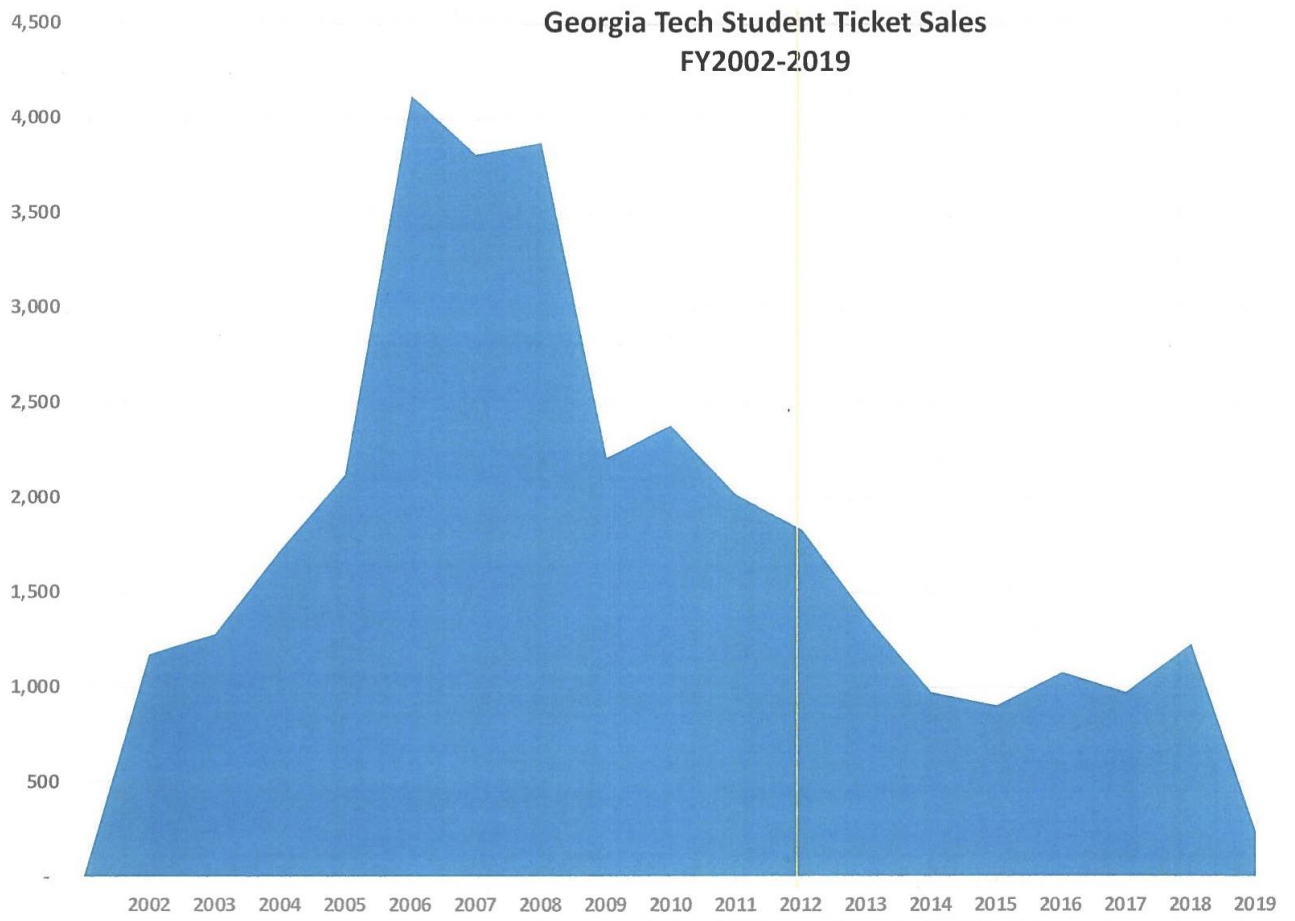
Student participation with other activities within the Office of the Arts continues to grow including participation in the Clough Art Crawl and ACCelerate programs.



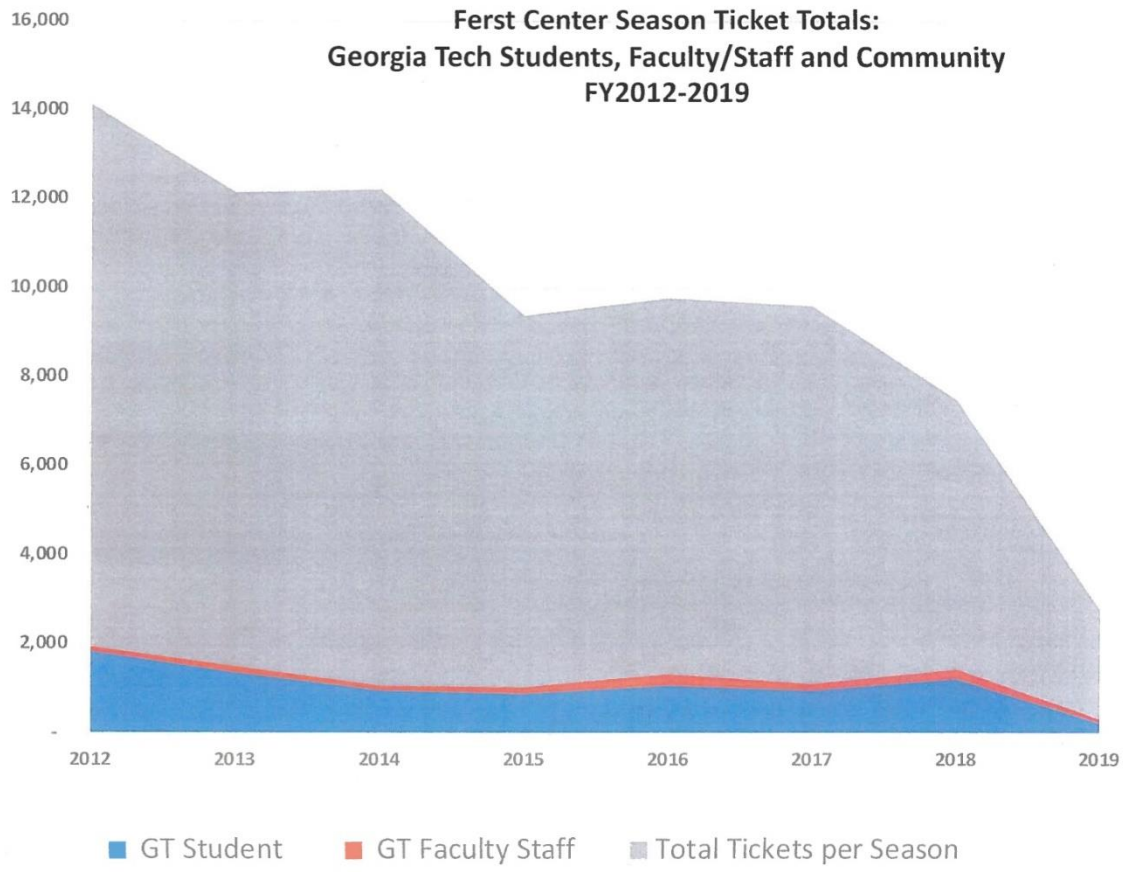
### Ferst Center Season Total Ticket Sales Revenue FY1993-2019

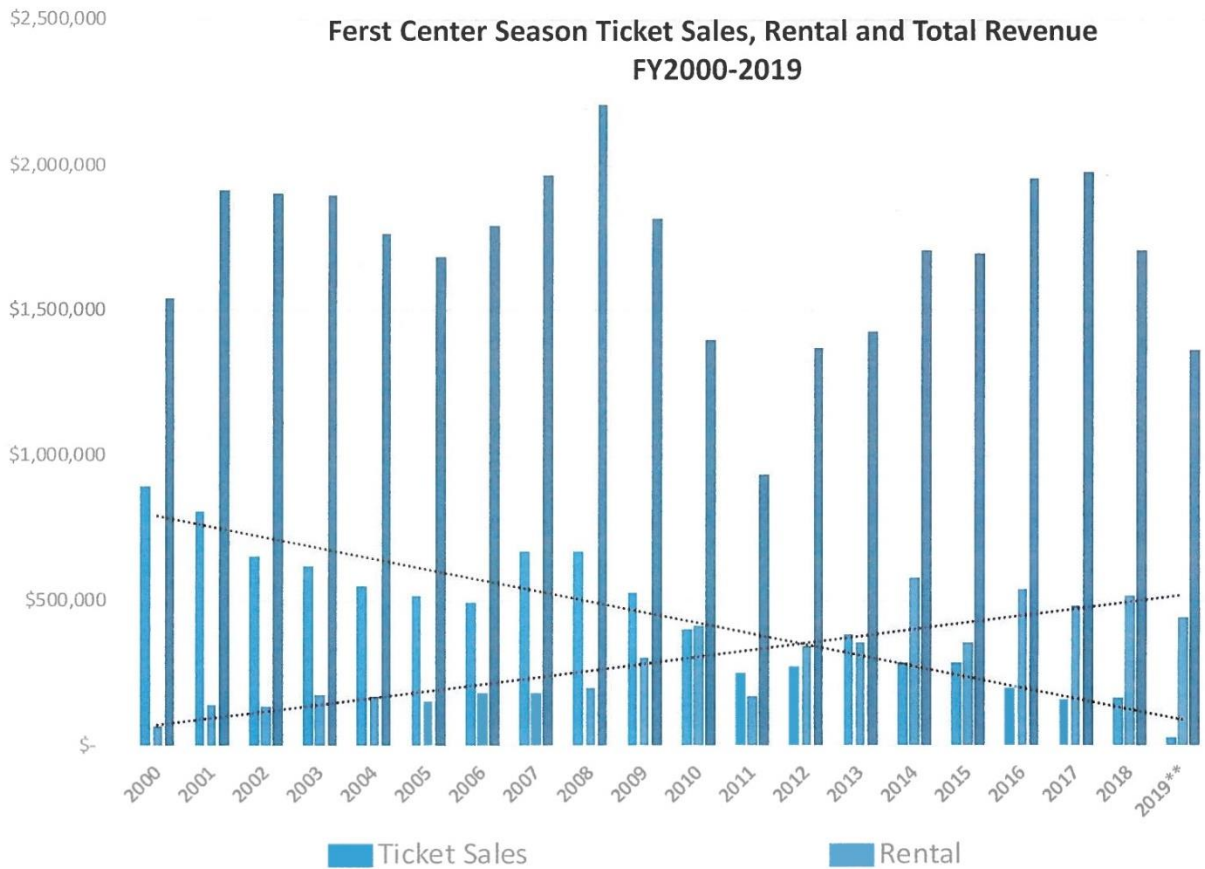






**Ferst Center Season Ticket Totals:  
Georgia Tech Students, Faculty/Staff and Community  
FY2012-2019**





**7. Actions Taken:**

The new Director of the Office of the Arts will start Monday, July 15, 2019. He will review this data and start implementing actions going forward.

**Goal 6**

**Improve Digital Presence**

**1. Operational/Learning Goal:**

Deepen and expand digital audiences for all Arts@Tech professional programs and events including public art and student engagement activities.

## **2. Outcome (s):**

Outcome 1: Increase social networking audiences for all Arts@Tech events, performances, and activities on all primary platforms – Instagram, Facebook and Twitter – by 10% over FY18.

Outcome 2: Increase post engagement by 10% over FY18 engagements.

Outcome 3: Increase email engagement by 10% over FY18.

Outcome 4: Create and implement at least 1 social media engagement activity per semester that highlights / activates the public art collection.

Outcome 5: Create, structure, and plan for a student-driven digital media team geared towards improved OA's digital presence across campus.

## **3. Evaluation Strategy:**

- Conduct an audit of current digital / social media audiences and engagement statistics and set goals for increases based on this baseline.
- Conduct an audit of FY18 email engagement statistics and set goals for increases based on this baseline.
- Document all activities with a formal written report.
- Work with Marketing Director of OA and Student Life to create a digital media & social media strategy for FY19.
- Complete year-end report based on data collection and results.

## **4. Method for Disseminating and Using Information for Improvement:**

- Digital engagement activities will be planned before season launch and shared with Marketing and Development.
- Full final year-end reports will be shared across the Division.

## **5. Summary of Results:**

Unfortunately, the Marketing Specialist, the digital expert, left in October 2018, the Director gave notice in November and left in early January 2019, and the Marketing Manager retired in May 2019. Therefore, all digital marketing efforts were severely curtailed. Some effort for external marketing assistance through outside contractors was obtained which was adequate for baseline support. Communications about the Office of the Arts was maintained without extensive data retrieval or extensive efforts at expansion.

## **6. What did you learn? :**

An Arts guru formerly of the Kennedy Center says, “Great Art + Great Marketing = Success.” This could be an important factor in the minimal success of the Arts@Tech Season. A new Marketing Specialist was hired in February 2019 and a new Marketing Manager is expected to come onboard by August 1.

## **7. Actions Taken:**

The new director of the Office of the Arts is arriving on July 15, 2019 and will implement changes within OA for these challenges and take advantage of the opportunity for change.

# Disability Services

## Goal 1

### Improve Student Satisfaction

#### 1. Operational/Learning Goal:

The Office of Disability Services will recover its customer service satisfaction by improving its delivery of information and its interactions with students registered with Disability Services.

#### 2. Outcome (s):

Students registered with Disability Services will demonstrate their satisfaction with the resourcefulness of Disability Services staff by increasing the number of “Good” and “Excellent” ratings by 10% [determined by pilot evaluation returns Spring 2018].

Students registered with Disability Services will demonstrate their satisfaction with the friendliness and professionalism of Disability Services staff by increasing the number of “Good” and “Excellent” ratings by 10% [determined by pilot evaluation returns Spring 2018].

#### 3. Evaluation Strategy:

The Office of Disability Services will circulate its Campus Labs “Disability Services Evaluation – Students” to all students registered with Disability Services at the conclusion of the Fall 2018 and Spring 2019 semesters.

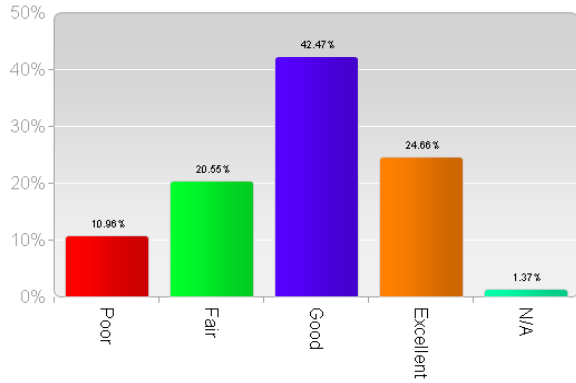
#### 4. Method for Disseminating and Using Information for Improvement:

A summary of the survey’s results will be compiled at the conclusion of each semester’s evaluation return and shared with the Associate Dean overseeing Disability Services and the Vice President of Student Affairs(VPSA)/Dean of Students. The information will be used by the Disability Services staff to determine areas of professional development improvement.

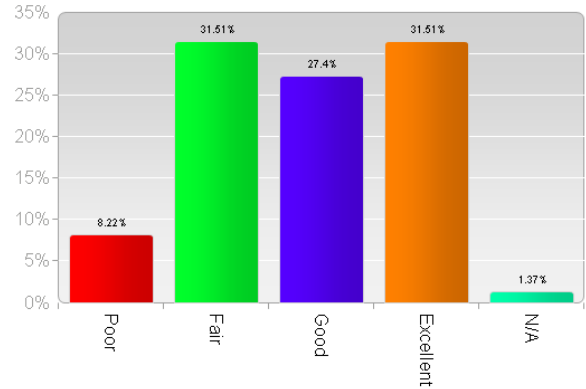
#### 5. Summary of Results:

**From the Survey conducted 8/7/18 to 8/19/18:**

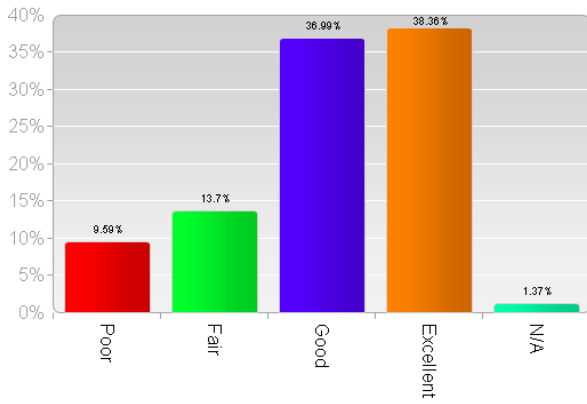
Q6. Please rate your satisfaction with the information provided by Disability Services - Amount of information



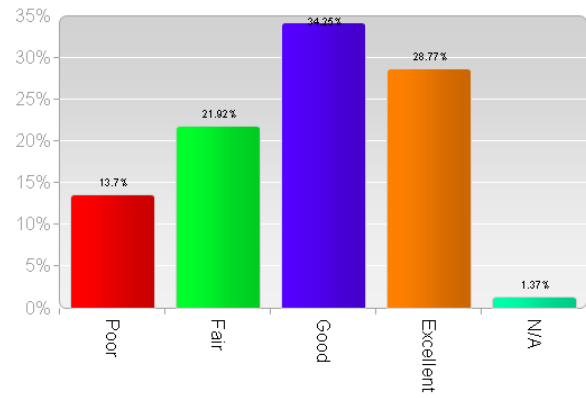
Q7. Please rate your satisfaction with the information provided by Disability Services - Quality of information



Q8. Please rate your satisfaction with the information provided by Disability Services - Accuracy of information

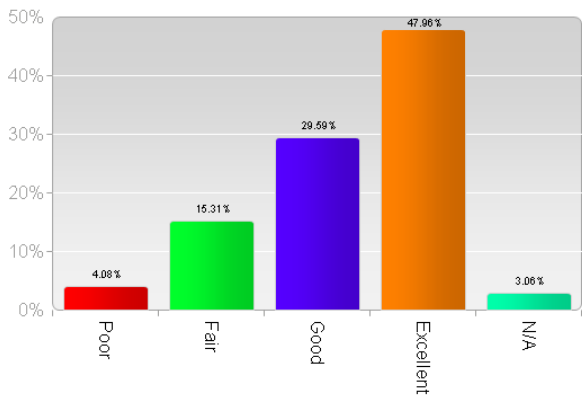


Q9. Please rate your satisfaction with the information provided by Disability Services - Timeliness of information

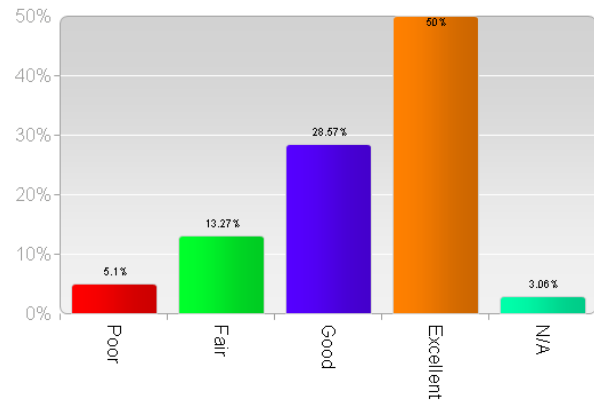


**From the survey conducted 12/5/18 to 1/4/19**

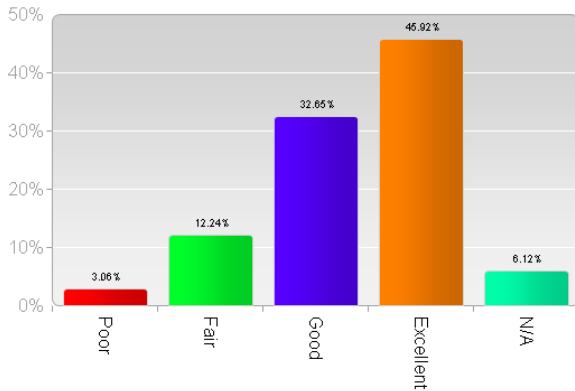
Q6. Please rate your satisfaction with the information provided by Disability Services - Amount of information



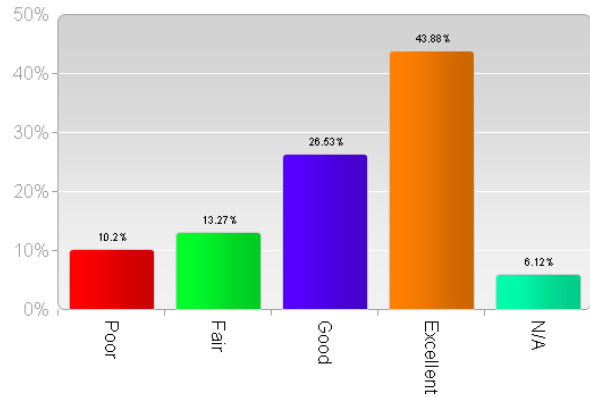
Q7. Please rate your satisfaction with the information provided by Disability Services - Quality of information



Q8. Please rate your satisfaction with the information provided by Disability Services - Accuracy of information



Q9. Please rate your satisfaction with the information provided by Disability Services - Timeliness of information



The percentage of students who selected “Excellent” for their satisfaction of Amount of Information, Quality of Information, Accuracy of Information, and Timeliness of Information has increased from August of 2018 to December of 2018.

	% of Students choosing “Excellent” in December that did not chose “Excellent” in August
Amount of Information	23.3%
Quality of Information	18.49%
Accuracy of Information	7.56%
Timeliness of Information	15.11%

A sample of student responses to “How can Disability Services make themselves more available to you?” from December 2018:

- “Be more organized. It's evident that the office is small and heavily unorganized and staffed by people who are not familiar with how to run a smooth ship”
- “At the current moment, I haven't experienced any issues with availability. I'm able to meet with people just by walking in or shooting an email.”
- “Have someone available to answer questions without scheduling appointment. Appointments are viewed as an obstacle and stop people from seeking all the help they need if they don't know what help can be provided. The counselling center has the same problem.”
- “I have received private testing room accommodations; however, I usually never get a private testing room away from other test takers in the testing center. If I could get a private testing room, that would be great.”
- “I love everything about them. Maybe just more quiet individual spaces. also, maybe have the assignments for classes set up automatically so that student's don't have to schedule every one. this could be done by communicating with professors of core classes that don't change too often. Then, a student could just reschedule their extended time tests if it doesn't fit their schedule, but if it does, they wouldn't have to do anything”



## **6. What did you learn? :**

Although the amount of “Excellent” satisfaction increased, there is still a significant number of students who chose “Fair” or “Poor”. Based off of student responses, the Office of Disability services has learned students are unhappy with the testing situations. Additionally, we have learned student suggestions for improvement of the Office of Disability Services.

## **7. Actions Taken:**

The information will be used by the Disability Services staff to determine areas of professional development improvement.

## **Goal 2**

### **Improve Note Taking Services-Related Knowledge**

#### **1. Operational/Learning Goal:**

The Office of Disability Services will establish a baseline understanding of the effectiveness of its Note Taking Services program.

#### **2. Outcome (s):**

Students registered with Disability Services approved for Note Taking Services will rate the effectiveness of their current notetaking method(s).

Students registered with Disability Services approved for Note Taking Services will rate the usefulness of their class lecture notes in learning course material.

#### **3. Evaluation Strategy:**

The Office of Disability Services will distribute two Campus Labs surveys, a pre- and post-survey, to all students registered with Disability Services approved for Note Taking Services. The pre-survey will be distributed at the beginning of each semester; the post-survey will be distributed at the conclusion of each semester. The two surveys will measure effectiveness and usefulness of current notetaking method(s).

#### **4. Method for Disseminating and Using Information for Improvement:**

A summary of the survey’s results will be compiled at the conclusion of each semester’s evaluation return and shared with the Associate Dean overseeing Disability Services, the VPSA/Dean of Students, and Disability Services’ Sonocent Client Manager. The

information will be used by the Disability Services staff and Sonocent Client Manager to identify areas of success and areas with potential improvement.

## 5. Summary of Results:

### Results from the Pre-Project Survey

Q17. How are you currently taking and/or receiving notes in your classes?			
Count	Respondent %	Response %	Response
16	84.21%	37.21%	I take notes in class
12	63.16%	27.91%	I get notes from a peer notetaker
4	21.05%	9.30%	I audio record lectures
3	15.79%	6.98%	I borrow notes from a friend
0	0.00%	0.00%	I do not take notes
0	0.00%	0.00%	I use assistive technology
1	5.26%	2.33%	I use a Livescribe smartpen
7	36.84%	16.28%	I use Sonocent Audio NoteTaker
19	Respondents		
43	Responses		

Q18. How effective is your current notetaking method(s)?		
Count	Percent	Response
9	47.37%	Good
8	42.11%	Fair
2	10.53%	Poor
19	Respondents	

Q19. How useful are your class lecture notes in learning course material?		
Count	Percent	Response
10	52.63%	Good
7	36.84%	Fair
2	10.53%	Poor

**Q19. How useful are your class lecture notes in learning course material?****Count**    **Percent**

19    Respondents

**Q20. Would you be interested in attending a workshop on notetaking strategies and best practices?****Count**    **Percent**

5    26.32%    Yes

3    15.79%    No

11    57.89%    Maybe

19    Respondents

## Results from the Post-Project Survey

**Q15. How are you currently taking and/or receiving notes in your classes?****Count**    **Respondent %**    **Response %**

18    85.71%    33.96%    I take notes in class

14    66.67%    26.42%    I get notes from a peer notetaker

6    28.57%    11.32%    I audio record lectures

8    38.10%    15.09%    I borrow notes from a friend

3    14.29%    5.66%    I do not take notes

2    9.52%    3.77%    I use assistive technology

2    9.52%    3.77%    I use Sonocent

21    Respondents

53    Responses

**Q16. How effective is your current notetaking method(s)?****Count**    **Percent**

5    23.81%    Good

13    61.90%    Fair

**Q16. How effective is your current notetaking method(s)?**

Count	Percent	
3	14.29%	Poor
21		Respondents

**Q17. How useful are your class lecture notes in learning course material?**

Count	Percent	
12	57.14%	Good
7	33.33%	Fair
2	9.52%	Poor
21		Respondents

**Q18. How often are you using Sonocent?**

Count	Percent	
0	0.00%	4+ courses
0	0.00%	3 courses
1	4.76%	2 courses
2	9.52%	1 course
0	0.00%	It varies
16	76.19%	I'm not using Sonocent
2	9.52%	I forgot I had Sonocent
21		Respondents

**Q19. What features of Sonocent are most helpful?**

Count	Respondent %	Response %	
0	0.00%	0.00%	Color-coding the audio chunks
2	9.52%	7.69%	Recording quality
2	9.52%	7.69%	Pairing audio and notes with Powerpoint slides
2	9.52%	7.69%	Ability to extract audio

**Q19. What features of Sonocent are most helpful?**

Count	Respondent %	Response %	
1	4.76%	3.85%	Note summaries aligned with audio recordings
1	4.76%	3.85%	Other
18	85.71%	69.23%	I'm not using Sonocent
21	Respondents		
26	Responses		

**Q20. Has Sonocent helped you learn better this semester?**

Count	Percent	
2	9.52%	Yes
1	4.76%	No
18	85.71%	I'm not using Sonocent
21	Respondents	

**Q21. Do you want to continue using Sonocent?**

Count	Percent	
2	9.52%	Yes
1	4.76%	No
18	85.71%	I'm not using Sonocent
21	Respondents	

**Q22. Would you recommend Sonocent to a friend?**

Count	Percent	
4	19.05%	Yes
0	0.00%	No
17	80.95%	I'm not using Sonocent
21	Respondents	

## **6. What did you learn? :**

When students were asked how useful class lecture notes are in learning course material, there was an increase in student responses saying that notes were “Good” and a decrease with the amount of student responses saying that the notes were “Poor”. Additionally, 18 out of 21 people that took the survey say they are not using the Sonocent program to aid in their note taking.

## **7. Actions Taken:**

The information will be used by the Disability Services staff and Sonocent Client Manager to identify areas of success and areas with potential improvement.

# New Student and Transition Programs

## Goal 1

### Improve FASET Leader Training.

#### 1. Operational/Learning Goal:

FASET Leader training will be redesigned to meet the changing leadership development needs of student leaders.

#### 2. Outcome (s):

FASET Leaders will be able to articulate what they have learned from their FASET training.

#### 3. Evaluation Strategy:

FASET Leaders will be given a pre- and post-test to see what they know about the Institute. Returning leaders will meet with Cabinet members and professional staff to inform how they would like to see how training should evolve.

#### 4. Method for Disseminating and Using Information for Improvement:

Changes made to the training curriculum this year will be reviewed to see what should continue to be incorporated in future trainings. This information will be shared with the Director of New Student and Transition Programs as our office explores which programmatic changes will be kept and which ones may need to change for the 2019-2020 school year.

#### 5. Summary of Results:

Upon compiling the information from the pre & post assessment, in almost all of the categories our leaders showed improvement. If there was not any improvement they were listed as an average at the top score. This data shows that our training process was helpful in looking into all of the categories that we planned out for our leaders.

#### 6. What did you learn? :

We learned that while we do some things well, we will need to continue to evaluate our training program to make sure that it is meeting the changing needs of our staff. Some of the suggestions of leaders will need to be taken into consideration: moving retreat, increasing training in specific areas of the program, and continuing to build training on handling tough situations and interpersonal relationship building).

## **7. Actions Taken:**

No changes have been made as of yet, as we will begin looking through the information more intensely once our new student executive board is chosen. We will then look through our curriculum and make sure that we are taking into consideration the suggestions of the previous staff.

## **Goal 2**

### **Improve the Matriculating Experience for Transfer Students.**

#### **1. Operational/Learning Goal:**

Transfer students will be assessed to understand who they are and their experiences matriculating into the Institute.

#### **2. Outcome (s):**

Programs and services will be developed to address the needs of transfer students.

#### **3. Evaluation Strategy:**

A survey will be sent out to all enrolled transfer students asking them questions about their experience at Georgia Tech. Individual interviews or round tables will follow if need be to further understand the transfer student experience.

#### **4. Method for Disseminating and Using Information for Improvement:**

Results will be shared with offices who have an impact on the transfer student experience.

#### **5. Summary of Results:**

As part of the spring GT 2000 classes, instructors assigned students a project about their transition. As opposed to duplicating collection efforts, the instructors who were given feedback about FASET provided this information to New Student and Transition Programs. This provided for qualitative information. The common theme and concern about FASET is advising and registration. Students are asking for more time with their advisors and wishing there was more class availability during FASET registration. Their primary hope is to get individual advising sessions with their advisors. For registration, students shared that a great deal was resolved during phase 2 registration, but that it was stressful hoping that this would work itself out.



## **6. What did you learn? :**

From the last time transfer students were assessed, there was nothing new learned. It reconfirmed the areas where transfer students share their most concern.

## **7. Actions Taken:**

There will be a continuation of this project, but the Transfer Work Group will reconvene in the Fall to reassess where we are with transfer programs. This group will consist of offices who have a role in assisting transfer students with their transition, faculty/staff who teach GT 2000, and potential transfer student leaders. A quantitative survey should be sent to transfer students after the work group has had time to convene and begin to address ideas.

## **Goal 3**

### **Measure Impact of Wreck Camp Executive Student Leadership.**

#### **1. Operational/Learning Goal:**

Wreck Camp executive leadership is changing and growing in the number of positions. An assessment will be done to understand the impact on the student leadership and the program.

#### **2. Outcome (s):**

The information will guide what programmatic changes will be kept and which ones may need to change for the 2019-2020 school year.

#### **3. Evaluation Strategy:**

An assessment will be given to Wreck Camp staff members, committee chairs, and Directors. Exit interviews will also be conducted with Directors, Committee Chairs, and a handful of staff members.

#### **4. Method for Disseminating and Using Information for Improvement:**

This information will be shared with the Director of New Student and Transition Programs as our office explores which programmatic changes will be kept and which ones may need to change for the 2019-2020 school year.

#### **5. Summary of Results:**

88% of Committee Chairs agree that their positions helped them feel more connected to the overall planning of Wreck Camp, that their responsibilities were outlined clearly, that

committee membership is vital to the success of Wreck Camp, and that their committees accomplished all the tasks assigned.

82% of Wreck Camp staff agree serving on a committee helped me feel more connected to the overall planning of Wreck Camp.

83% of Wreck Camp staff agree that committee responsibilities were clearly outlined.

91% of Wreck Camp staff agree that committee membership is vital to the success of Wreck Camp.

4/5 Directors agree that having a partner pair to share responsibilities positively impacted their experience.

5/5 Directors agree that the committee model helped develop their leadership skills, particularly in the areas of team management, event planning, problem solving, and conflict management.

45% of Wreck Camp staff are interested in applying to be a Committee Chair or Director for the 2019-2020 school year.

## **6. What did you learn? :**

Overall, the new structure was a success. Wreck Camp staff felt like they had a much better idea of what was happening throughout the year in terms of the planning and execution of Wreck Camp. Serving on a committee helped staff members feel more connected to each other as the committees provided another group within staff to bond with. Committee Chairs were able to take on a leadership role within staff without assuming the full responsibilities of a Director. The Chair positions provided returning staff members with a different kind of experience on staff leading other, managing a team, and contributing to the overall success of camp. This year's fundraising committee struggled, as their responsibilities were hard to carry out due to the Institute finance policy. The staff members who were on the fundraising committee reported lower satisfactions and agreeance rates compared with other staff members. Finally, because of the new structure, almost half of staff is interested in a leadership role for the 2019-2020 school year. This is a 100% increase from last year.

## **7. Actions Taken:**

Moving forward, we will keep the new structure in place with a few tweaks. With the increased interest in a leadership role, I think all Directors will be able to have a partner pair to work with. Most of the Committee Chair roles will remain the same, except for a few committee additions and/or splits. The Programming Committee will likely have additional branches allowing for specialization of member roles. The continuation of Fundraising will require a larger conversation with other staff members within the Division to determine if it will be possible for the upcoming year. Finally, with the Office

of International Education growing its programming offerings, Wreck Camp International may not continue.

# Parent and Family Programs

## Goal 1

### Parents and Families Connected to Georgia Tech

#### 1. Operational/Learning Goal:

Parents and families will express a sense of connection to the Institute after attending various events.

#### 2. Outcome (s):

Parents and families will express a sense of connection to the Institute after attending various events.

#### 3. Evaluation Strategy:

Parent & Family Programs will ask survey respondents in Family Weekend 2018 Survey, the Sibs Day 2019 Survey and the 2019 Parent & Family Programs Survey if they felt more connected to Georgia Tech and the campus community after special events created for parents and families. The department defines connectedness as feeling tied, or joined to an individual, organization, or group.

#### 4. Method for Disseminating and Using Information for Improvement:

Parent & Family Programs will utilize this data to improve programmatic efforts and outreach to families to ensure that a majority of Yellow Jacket families feel connected and involved.

#### 5. Summary of Results:

The following statement was listed on the Family Weekend 2018 Survey, "My involvement with Family Weekend 2018 makes me feel more connected to Georgia Tech." A total of 93.75% of respondents (304/327) either agreed or strongly agreed with the above statement regarding circumstances. Further, respondents indicated that the information gained and/or connections made during Family Weekend 2018 would help them support their Georgia Tech student(s) toward graduation. Of the respondents, 81.58% of respondents (266/327) either agreed or strongly agreed.

After participating in Sibs Day, 89.29% of parents surveyed (47/49) stated they had a more positive view of Georgia Tech. A total of 89.29 percent of the families felt as though they had a better understanding of Georgia Tech campus life and a student's college experience. After participating in Sibs Day, 100% of siblings/guests stated they

had a more positive view of Georgia Tech and 90.91% of the students felt they had a great sense of pride after attending Sibs Day.

Lastly, according to the 2019 Bi-Annual Parent & Family survey, 82.55% (1060/1416) of respondents either strongly agreed or agreed they, "...feel included in the Georgia Tech community." In regards to overall involvement with the office 11.60% (149/1284) of respondents stated they have volunteered, or assisted other Georgia Tech families in some capacity (i.e. Summer Send-Offs, FASET Parent Panels, Family Weekend, Meet & Greet, Parent & Family Ambassador, Parent Advisory Board Member, Commencement, etc.).

## **6. What did you learn? :**

Family Weekend and Sibs Day continue to grow in popularity and allow families the opportunity to come to campus, spend quality time with their student, and learn more about campus life. This in turn, helps build affinity for Georgia Tech. Georgia Tech families enjoy events created specifically for families and would welcome other opportunities. Future programming and resources available online could prove helpful to families who are not able to come to campus, but still want to be connected and involved.

## **7. Actions Taken:**

Parent & Family Programs will continue to enhance Family Weekend and Sibs Day programming to meet the needs of diverse families.

For Sibs Day 2019, a Baseball game added to the athletic schedule options for the afternoon.

In Spring 2020, a new initiative, Grandparents Day, will allow GT students, grandparents, and other relatives to spend a special afternoon together.

Parent & Family Programs will continue to offer volunteer opportunities locally and regionally to allow families to get more involved and network with other Yellow Jacket families in their area.

## **Goal 2**

### **Increase GT-Related Knowledge**

#### **1. Operational/Learning Goal:**

Parents and families will be more knowledgeable about Georgia Tech campus life, services, and resources for students and families because of information shared through the Parent & Family Calendar/Handbook, ParentNews, Parent & Family

Programs website, and the Georgia Tech Parent & Family Programs social media accounts.

## **2. Outcome (s):**

Parents and families will be more knowledgeable about Georgia Tech campus life, services, and resources for students and families because of information shared through the Parent & Family Calendar/Handbook, ParentNews, Parent & Family Programs website, and the Georgia Tech Parent & Family Programs social media accounts.

## **3. Evaluation Strategy:**

Parent & Family Programs will conduct the Parent & Family Programs Survey in Summer 2019. This survey will ask if the information parents and families received in the Parent and Family Calendar/Handbook, ParentNews, and various social media posts were helpful in answering their questions, supporting them as parents and family members and supporting their student.

## **4. Method for Disseminating and Using Information for Improvement:**

Parent & Family Programs will utilize this data to improve resources and materials provided to families at FASET Parent Orientation and throughout the year.

## **5. Summary of Results:**

According to the 2019 Bi-Annual Parent & Family Programs Survey, 66.88% of parents report Georgia Tech's Parents & Family Program website as helpful or somewhat helpful. Only 12.57% of parents did not know about the website.

Regarding the e-newsletter, 84.89% of parents (1202/1416) reported the newsletter was helpful or somewhat helpful. On average, 43.5% of parents (545/1253) who receive the newsletter read all or most of ParentNews each month. Only 4.45% of parents were unaware of the e-newsletter.

91.58% of parents who receive the Parents and Family Calendar (848/927) state it is helpful or somewhat helpful. 15.49% (201/1298) of the parents surveyed stated they were unaware of a calendar.

In regards to social media, 35.93% (365/1016) of parents who report having a Facebook account state they follow the Georgia Tech Parents & Family Programs Facebook page and find it useful for updates on campus events (28.19%), timely campus information and announcements (27.29%), programs (26.17%), and news articles (17.23%). In addition, 28.24% (384/1360) of parents stated they were not aware that the Facebook page existed, which is less than the 31.89% from last year. However, 56 parents stated

that they found a non-Georgia-Tech affiliated Facebook page called GT Current or Potential Parents as one of their main modes of communication.

The following comments were shared on the Parents & Family Programs Survey:

- “I have become much more involved with social media because my son went off to college.”
- “The newsletter is nice because I know that at least once a month, everything is together and I don't have to be concerned I missed an important posting somewhere.”
- “The parents FB group and the college Parent Org have close relationship - and I view that as a big plus.”

## **6. What did you learn? :**

Parent & Family Programs continues to be a significant way families receive information about their student and Georgia Tech. Other than the Georgia Tech website, Parent & Family Programs is the primary resource for communication. It is important that we continue to provide them helpful and accurate information to allow them to stay informed and better advise their students.

## **7. Actions Taken:**

Parent & Family Programs has created an Instagram account to engage families on social media in a new way.

Parent & Family Programs created a blog to complement the ParentNews to share further insight into the GT community and their student's experience.

Parent & Family Programs will create Facebook Live sessions for parents to have another source of information to help with their student's transition and persistence throughout their time at GT.

## **Goal 3**

### **Parent and Family Volunteers**

#### **1. Operational/Learning Goal:**

Parent and family volunteers (including Parent & Family Ambassadors) will allow families to provide support to both the Institute and families (new and current). In their roles as an advocate for the Institute, families will engage others through meaningful and purposeful interactions, which will contribute to feelings of connectedness, and may contribute to future donations time, talent and/or treasure to the Institute.

## **2. Outcome (s):**

Parent and family volunteers (including Parent & Family Ambassadors) will allow families to provide support to both the Institute and families (new and current). In their roles as an advocate for the Institute, families will engage others through meaningful and purposeful interactions, which will contribute to feelings of connectedness, and may contribute to future donations time, talent and/or treasure to the Institute.

## **3. Evaluation Strategy:**

Parent & Family Programs will create a survey for family volunteers in Spring 2019 about their volunteer experiences.

## **4. Method for Disseminating and Using Information for Improvement:**

Parent & Family Programs will utilize this data to determine needs for family volunteers and ensure that a variety of purposeful opportunities are provided to Georgia Tech families.

## **5. Summary of Results:**

Unfortunately, this survey did not occur this academic year. However, it will occur in 2019-2020 to help assess the effectiveness and level of connectedness of our volunteer opportunities.

## **6. What did you learn? :**

N/A

## **7. Actions Taken:**

N/A



# Student Integrity

## Goal 1

### **Increase Faculty Conference Resolution Implementation with College of Computing (COC) and Online Master of Science in Computer Science (OMSCS) Faculty and Staff**

#### **1. Operational/Learning Goal:**

College of Computing instructors will engage with students after potential academic misconduct is detected and facilitate a faculty conference resolution with the student when appropriate. Office of Student Integrity (OSI) will encourage faculty and staff to have a resolution meeting to resolve reported violations with students regarding academic misconduct, particularly plagiarism and collaboration, relating to code implementation.

#### **2. Outcome (s):**

The intended outcome for this goal centers around referred academic misconduct from the College of Computing and Online Master of Science Computer Science (OMSCS) for first-time violations detected in assignments received for grading. Referred students and violations will be addressed through a faculty conference resolution with the course instructor. Students will learn of academic misconduct violations through the course instructor(s) and be offered an opportunity to provide a response to the violation and understand the instructor's course expectations regarding the violation throughout the resolution process. Success of the goal will be measured by data collected by OSI pertaining to the College of Computing and faculty conference resolutions handled by the instructor.

#### **3. Evaluation Strategy:**

Data is collected through OSI's database, which is Symplicity. Instructors/incident reporters will select their requested resolution method when an incident report is submitted through the online portal. Reports have the option of referring the incident to OSI for resolution or handling the incident through faculty conference resolution. This is how the office tracks data from faculty conference resolutions throughout the academic year.

#### **4. Method for Disseminating and Using Information for Improvement:**

OSI will collaborate with faculty and staff from the Online Master of Science in Computer Science (OMSCS) program with the College of Computing to share data and goals.

## **5. Summary of Results:**

Faculty conference resolutions reported to OSI increased from 158 during the 2016-2017 academic year to 386 during the 2018-2019 academic year. A summary of statistics relating to this goal is provided below:

### **2016-2017 Statistics**

- 671 cases were adjudicated through the Office of Student Integrity during Summer 2016 through Spring 2017.
- 513 cases were resolved administratively by OSI or handled by the Student Honor Committee.
- 158 cases were resolved through a faculty conference decision.
- 416 cases were reported by students in the College of Computing during this time period.
- The College of Computing had the largest case referrals per Colleges at the Institute during the academic year with 61 percent of all academic referrals.

### **2018-2019 Statistics**

- 942 cases were adjudicated through the Office of Student Integrity during Summer 2018 through Summer 2019.
- 556 cases were resolved administratively by OSI or handled by the Student Honor Committee.
- 386 cases were resolved through a faculty conference resolution.
- 786 cases were reported by students in the College of Computing during this time period.
- The College of Computing had the largest case referrals per Colleges at the Institute during the academic year with 83 percent of all academic referrals.

## **6. What did you learn? :**

Referrals to OSI for academic misconduct, particularly the OMSCS program, reveal increasing trends during the past several years. Through collaboration with program instructors and encouragement of the faculty conference resolution process for first-time violations, an increase in resolutions was reported during during the 2018-2019 academic year. This allowed for increased awareness and education of plagiarism and collaboration policies with referred students and their course instructor(s).

## **7. Actions Taken:**

OSI will continue the current practice of collaborating with OMSCS/College of Computing instructors to increase awareness and preventative measures for common violations reported within the College.

## **Goal 2**

### **Track OSI Case Referral Inquiries**

#### **1. Operational/Learning Goal:**

OSI will create a measurement plan to track the quantity and type of inquiries made about the resolution process to the office that are outside of the conduct meeting. Staff will track communication and report the type of inquiries made in correlation to objectives identified under goals to the office's strategic plan.

#### **2. Outcome (s):**

OSI staff will learn concerns and questions that students present regarding the case resolution process. By tracking inquiries made to the office, the data will inform office practice and procedures for communication with students to reach a successful case resolution and closure.

#### **3. Evaluation Strategy:**

Data will be collected by all OSI staff members throughout the time period of assessment, and information compiled on a shared spreadsheet. Inquiries will be tracked by date and highlighted based on the type of inquiry and which objective the inquiry correlated to the strategic plan. The inquiry tracker will be collected during the months of June to November of 2018.

#### **4. Method for Disseminating and Using Information for Improvement:**

Data will be shared and used within OSI. The information will be used to make staffing updates and determine appropriate office locations for current and future office staff during the time of assessment.

#### **5. Summary of Results:**

Case resolution inquiries received during the time period were categorized and tracked based on the criteria below:

- Inquiries made about the resolution process
- Inquiries made about the referral and resolution by a faculty member
- Inquiries made to OSI about the status of a case to those who referred the case

#### **6. What did you learn? :**

OSI staff learned that most inquiries received regarding the resolution process came from an accused student and/or the student's advisor. Detailed communication about next steps in the conduct process with an accused student during an administrative

review or hearing along with someone to accept current office inquiries are necessary for office success.

## **7. Actions Taken:**

Based on the results, OSI re-directed job responsibilities when a new administrative assistant was hired to address stakeholder concerns. Other actions involved the relocation of staff members in the current office space and addressing a case management timeline for future goals.