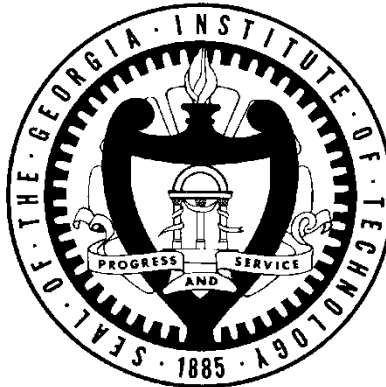




# Georgia Institute of Technology

Georgia Institute of Technology  
Division of Student Affairs

Final Assessment Report  
2012-2013



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## **Administration**

The Director of Administration reports to the Vice President of Student Affairs (VPSA), and serves as a member of the VPSA Cabinet and routinely interacts with the Dean of Students' staff, Unit Directors and Georgia Tech leadership upon assignment. This position supports the agenda of the Division of Student Affairs through effective communications, coordination, collaboration, problem-solving and management of special projects.

### **Goal 1**

#### **Operational Goal**

To develop and implement a thorough and fair program review process to recognize successful programs and services, identify ways to improve each department, its' programs and services, and prioritize opportunities for future development.

#### **Outcome**

Departments being reviewed will report a fair and beneficial experience during the program review process.

#### **Evaluation Strategy**

A brief, electronic formative feedback will be developed, with assistance from the Director of Research and Assessment for Student Affairs, to evaluate the process and identify any modifications needed for the second round of departmental program reviews.

#### **Method of Disseminating and Using Information for Improvement**

Initial distribution will be to the VPSA, individual Directors and Staff of Departments under review, and subsequent distribution as determined by the Vice President of Student Affairs.

#### **Summary of Results**

Disability Services is the first department to undergo the Program Review process officially starting June 20, 2013. The electronic feedback form will be developed by August 30, 2013 in preparation for the next department Program Review.

#### **Action Taken**

- Meeting schedule with Director of Research and Assessment to create survey
- Bi-weekly meetings scheduled with Director of Disability Services to conduct Program Review process updates.
- Determine with VPSA and department Directors the next two departments to be scheduled for fall semester, 2013.
- Complete survey with Disability Services by October 15, 2013.
- Revisit Program Review process and incorporate survey suggestions where appropriate

### **Goal 2**

### **Operational Goal**

Create a comprehensive professional development plan for the Division of Student Affairs staff to address knowledge acquisition, skill enhancement, and competency development.

### **Outcome**

A minimum of 25% of the Division of Student Affairs staff will successfully participate in a program(s), presentation(s), or training with an emphasis towards participant advancement in knowledge acquisition, skill enhancement, and/or competency development.

### **Evaluation Strategy**

Division staff will be queried to determine who attended professional development programs, presentations or training opportunities, and then surveyed to establish successful participation.

### **Method of Disseminating and Using Information for Improvement**

Results will be reviewed and compared against professional development objectives to determine if successful participation is achieved. Results will be shared with VPSA and appropriate staff, and subsequent distribution as determined by the Vice President of Student Affairs.

### **Summary of Results**

The Professional Development committee has not completed the overall plan for the Division at this time. Anticipated rollout is at the fall 2013 Division meeting.

### **Action Taken**

- New committee members identified in December, 2012
- Bi-weekly meetings established to develop plan
- Website url established - [pd.studentaffairs.gatech.edu](http://pd.studentaffairs.gatech.edu)
- Roll-out scheduled for fall, 2013 Division meeting
- Assignments made to committee members to develop content for the website

## **Goal 3**

### **Operational Goal (Continuation from 2011-2012)**

The Director of Administration will improve the efficiency of the hiring process and quality of candidates for positions in the Division of Student Affairs.

### **Outcome**

Persons serving on Search Committees associated with the hiring of positions in the Division will report high levels of satisfaction with the hiring process and quality of candidates.

### **Evaluation Strategy**

A brief, electronic formative feedback will be developed, with assistance from the Director of Research and Assessment for Student Affairs, to evaluate the process and candidates.

**Method of Disseminating and Using Information for Improvement**

Initial distribution will be to the VPSA Cabinet, Division of Student Affairs, GT Office of Human Resources and subsequent distribution as determined by the Vice President of Student Affairs.

**Summary of Results**

- No results to report on at this time.

**Action Taken**

- No action taken at this time.

**Campus Recreation Center (CRC)**

Campus recreation inspires and promotes a healthy lifestyle through diverse, quality recreational opportunities and services to enrich mind, body, and spirit while enhancing lifelong learning. The Campus Recreation Center provides the GT community with a world class aquatics facility and state-of-the-art fitness center. The CRC continuously strives to meet world class standards for campus recreation by incorporating advanced innovative technology, dynamic programming, leadership development opportunities, and maximizing use of resources.

**Aquatics**

**Goal 1**

**Operational Goal**

Improve on our ability to manage and respond to the mechanical and operational needs of the aquatic facility.

Implement a mitigation and response plan with the professional aquatics staff to provide for 24/7 coverage of all aquatic areas with regards to operational and mechanical areas. This will be completed and implemented prior to the start of the 2012 fall semester.

**Outcome**

The vacancy created by the departure of the pool operator created both a need and an opportunity to improve and enhance this area of operation. First, the vacant position was reclassified to more accurately reflect the needs of the department with regards to operational needs and event management. Second, a program was implemented to train a core group of student pool operators to provide the continuity of coverage needed for a facility that is open

in excess of 115 hours per week. Third, a SWOT Analysis was completed in January to address the present status of the aquatic facility and related infrastructure. Fourth, a consultant has been retained to assist with the development of an operations plan to repair and upgrade pool filtration and the mechanical infrastructure.

### **Evaluation Strategy**

It was anticipated that increased efforts would lead to more consistently balanced water, reduced number of unplanned closures due to poor water quality, reduced number of complaints and increased customer satisfaction. Unfortunately, the age and condition of the present system has exacerbated this process and the facility has encountered increased pool water quality issues, unplanned closures, and customer complaints.

### **Method of disseminating and using information for improvement**

Reports have been generated and meetings have been held with the various stakeholders to address the present condition of the facility and develop potential mitigation strategies. This information will be coupled with an independent feasibility study that will be distributed to staff level positions with decision making authority.

### **Summary of Results**

Several temporary measures have been implemented to address specific areas of concern while studies have been conducted regarding more permanent solutions. Temporary measures that have been implemented include:

1. The re-routing of electrical lines around potential water leaks.
2. The repair and rebuild of sand filters with new gravel, sand and lateral systems.
3. The bypassing of a ruptured filter.
4. The replacement of worn valves.

### **Actions Taken**

In collaboration with Facilities, a consultant has been retained to assist in the development of a feasibility study that will help guide the decision making process for further repairs and future improvements.

## **Goal 2**

### **Operational Goal**

Improve and enhance event management in a continued commitment to fulfill the Institute's expectations of providing the highest quality of service and satisfaction to students, colleagues, and external constituents.

1. Develop an event management team and approach to enhance the operational effectiveness of the quality of the event/experience and to minimize adverse impacts associated with external events.

2. Develop and implement an event tracking and monitoring system to identify trends, customer satisfaction, and facility/campus impacts.

### **Outcome**

The vacancy created by the departure of the pool operator in July of 2012 created both a need and an opportunity to improve and enhance this area of operation. The vacant position was reclassified to more accurately reflect the needs of the department with regards to operational needs and event management. The newly created position of Aquatic Operations Manager has been filled and is beginning to address the specific needs to improve and enhance event management. As a result, this position was instrumental in providing the necessary oversight required to address the response and recovery actions to minimize down time during the much needed emergency repairs.

### **Evaluation Strategy**

Assessment was measured in the amount of staff time and expense associated with event set-up and break down. Customer satisfaction was tracked and reviewed through the quality assurance process. Unfortunately, this data has been overshadowed by the poor water quality and unplanned closures.

### **Method of disseminating and using information for improvement**

Face to face review with stakeholders and employees with responsibility for the various aspects of the facility infrastructure. Great care was taken to ensure that information was disseminated up and down the line to those in the system that needed it. Routine and special meetings provided opportunities for immediate feedback and to reinforce areas of note. Moving forward, a matrix has been initiated to help identify areas of priority.

### **Summary of Results**

1. The position of Aquatic Operations Manager has been created and filled.
2. All stakeholders have been briefed on all operational issues.
3. Temporary measures have been implemented to ensure continuity of operations.
4. A matrix has been developed to address:
  - a. Chemical usage
  - b. Immediate maintenance needs
  - c. Competitive Equipment
5. A plan has been developed to address leak detection and mitigation measures.
6. A consultant has been retained to conduct a feasibility study of infrastructure needs.

### **Actions Taken**

In collaboration with Facilities, a consultant has been retained to develop of a feasibility study that will help guide the decision making process for further repairs and future improvements.

### **Goal 3**

### **Operational Goal**

A. Implement methods to reduce paper utilization and consumption by using technology to its fullest with a 50% reduction in paper utilization.

B. Explore processes to reduce chemical usage and increase sanitation of aquatic facilities with a goal of 15% savings in chemical utilization.

### **Outcome**

Much progress has been made to utilize technology to its fullest in terms of scheduling and payroll of staff. Automated systems were implemented to reduce paper and increase accountability of resource management. Several green initiatives were implemented to save paper and cut chemical cost.

### **Evaluation Strategy**

Benefits were measured by direct comparison of chemical inventory logs and dollars spent to purchase pool chemicals.

### **Method of disseminating and using information for improvement**

Quarterly financial reviews and semester chemical purchases provided the opportunity to review annual comparisons.

### **Summary of Results**

Despite the ongoing issues with the pool filtration equipment and water loss, aquatics managed to reduce the chemical costs by just over 40% (Based on information obtained from Facilities), exceeding the goal of 15%. This savings is projected to expand further once the mechanical issues with the pools are resolved.

### **Actions Taken**

Negotiations are ongoing with internal and external stakeholders to streamline processes further by developing and implementing an integration tool with OHR for payroll reporting and accounting.

Completion of the feasibility study will provide additional direction for increased savings regarding pool operation costs.

## **Goal 4**

### **Operational Goal**

Achieve and maintain an average percentage of 90% on FY13 secret shopper results by June 2013.

### **Outcome**

Secret Shopper data reflects an average score of 77.5% over the evaluation period. Shops over the last two months reflect scores above 90%.



## **Evaluation Strategy**

The average score was calculated for months July 2012 to June 2013.

## **Method of disseminating and using information for improvement**

Secret Shopper data was recorded by the employed shopper in the survey program, Survey Monkey. Each month, the Assistant Director of Member Services pulled the data and provided it to the Associate Director of Aquatics/Member Services for review. The Associate Director then met with all department heads to review department data and then collaborated with the individuals on creating action steps to improve scores.

Each functional area reviewed customer service policies and met with staff to ensure compliance with appropriate feedback to address specific areas of concern.

## **Summary of Results**

The cumulative totals for the five functional areas of the CRC (Aquatics, Facilities, GetFit, Member Services and ORGT) collected during FY13 indicate an average score of 71.2% out of a possible 100. The first month resulted in a raw score of 58.1% with steady improvement being demonstrated throughout the year. The Aquatics Department obtained an average score of 80.0% over the same period of time with a similar rate of improvement.

## **Actions Taken**

The secret shopper program will continue in FY14 with increased emphasis for improved scores.

## **Goal 5**

### **Operational Goal**

All aquatics employees will complete the BOR Ethics Training requirement as part of the routinely scheduled in-service training requirement and be compliant prior to the required deadline.

1. Review requirement to all staff at the beginning of each semester.
2. Schedule Ethics Training to coincide with required in-service training.
3. Require printed certificates from staff.
4. Keep copies on file.

### **Outcome**

The goal was met with 100% compliance. However additional challenges were identified regarding employees who were terminated by their primary department but retained employment or were rehired elsewhere on campus. The system apparently aligned many of these terminated employees with the original hiring department for purposes of the ethics requirement. This was noted to OHR in hopes that a remedy would be forthcoming. Additionally, the BOR training requirement did not provide a certificate of completion following

employee compliance. This created an oversight issue not previously anticipated. As a result employees were required to print a screen capture of the notification of completion and provide a copy to their supervisor.

### **Evaluation Strategy**

Upon receiving the Spring 2013 deadline, the Aquatics Coordinator contacted all student employees to notify them of the requirement and deadline. The Aquatics Coordinator then collaborated with the Senior Administrative Assistance of Payroll to ensure that inactive employees were purged from the employment system.

### **Method of disseminating and using information for improvement**

Identified challenges were noted and forwarded to OHR for action via email and face to face communication.

### **Summary of Results**

The goal was met prior to the Board of Regents deadline.

### **Actions Taken**

The same procedure will be in place to ensure that the same goal is met in Spring 2014.

## **Goal 6**

### **Intercultural Understanding**

To enhance student employee understanding of intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center.

1. Include intercultural topics during in-service meetings with emphasis on activities that focus on customer interaction
2. Assess student employee's end of FY13 to measure the effectiveness of training.
3. Engage in dialogue with the non-profit group Diversity in Aquatics to elicit ideas for implementation.
4. Bid on events that support diversity and inclusion among aquatic areas of interests.

### **Outcome**

By engaging in exercises focused on improving and enhancing communication and understanding of a diverse, customer base, student employees are better equipped to provide improved customer service.

### **Evaluation Strategy**

Student employees will be evaluated at the end of the 2012-2013 school year assessing their skill and understanding of cultural differences as it relates to their position in Aquatics.

### **Method of disseminating and using information for improvement**

Information on inclusion and cultural diversity were incorporated into regularly scheduled training programs and activities.

### **Summary of Results**

The management team engaged in regular discussions with the various aquatic diversity groups and sought out opportunities for increased inclusion and utilization of aquatic programming and events for diverse and/or under-represented populations.

In collaboration with CEISMC, the Aquatics Department is currently providing aquatic programming to low-income public school students as part of an education summer enrichment program.

### **Actions Taken**

For the upcoming year, the secret shopper program will be increased with a minimum of two shops to measure the effectiveness of the intercultural competence initiatives addressed to date.

## **Facilities**

### **Student Staff Training**

#### **Learning Goal**

Develop and implement a student staff training program that improves attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation.

#### **Outcome**

1. Through participation in the on boarding process and the new employee shadowing program, students developed an understanding of the expectations of a student assistant at the CRC and received more “behind the desk” time before they worked their first shift.
2. Through participation in the training modules on a pre-planned basis during the in-service meetings throughout the year, students improved the skills needed to be a successful student employee at the CRC.

#### **Method of disseminating and using information for improvement**

Through a series of in-service trainings, the seven attributes for improvement (attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation) were

discussed along with our expectation for each staff member.

**Attitude:** Attitude was a high focus in dealing with conflict resolution as it applies to patrons. Each employee must be able to appropriately handle the various situations that may arise and respond accordingly to effectively aid the patron(s). Attitude is also important in acknowledging patrons and providing exemplary customer service.

**Attendance:** Because employees seemed to have time conflicts with the scheduled in-service times last year, a survey was conducted to allow each staff member to provide their preferences, and the meeting scheduling was altered to accommodate the most highly preferred times. Attendance was also emphasized with the implementation of a new disciplinary system, which was created and revised by a team of current staff members that rewards employees with excellence points for picking up more than the minimum requirement of shifts in a week.

**Appearance:** CRC color coordinated uniforms have been distributed to all CRC employees so that Building Supervisors will be more recognizable in emergency situations. The staff was also reminded of the "15-yard rule," which states that each patron should be acknowledged with eye-contact and a greeting from at least 15 yards away. The privilege of doing homework has constantly been talked about during in-service meetings and serves as a great leverage tool to continue to motivate that staff and avoid having them become complacent.

**Acceptance:** The Division of Student Affairs Multicultural Understanding email was forwarded out to the staff and discussed at length in recent in-service meetings.

**Accountability:** Accountability is regularly addressed at each meeting to ensure that each employee understands the effect that their absence or tardiness may have on another employee, as well as the effective functioning of the entire facility. Supervisors were also provided with the trust to be in possession of facility-owned iPads, where a discussion of accountability and responsibility was highly emphasized.

**Ambition:** Employees were/are given several opportunities to expand their skill-set and involvement in the operation of the CRC. Several staff members were trained in racquetball racquet stringing, some staff members were involved in the revisions of the seniority system, and others are involved in professional staff teams such as the risk management committee. Facility Assistants are also highly encouraged to work towards the promotion to building supervisor, with 3 of our 4 newest supervisors having only been employees of the CRC for less than a year.

**Appreciation:** Department wide relationships were emphasized to highlight the importance of each department and the role that they play in the overall operation of the facility. Not only did this serve as a learning exercise to broaden the employees' knowledge of the procedures and policies of other departments, but also to gain an understanding and appreciation for the team as a whole.

### **Actions Taken**

An in-service training module as well as the shadowing program, as previously mentioned, was developed to effectively emphasize the importance of attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation.

Through participation in the facility-wide Hiring Expo, employees were able to more efficiently contact Human Resources and apply for payroll. Technologies such as iPads were used to take notes and evaluate each interviewee. A document was also compiled, outlining a step by step procedure of the current training process, as to allow a more smooth experience for both staff and new employees.

### **Summary of Results**

Though the intent of this goal was to develop and implement a video training series for employees, we opted to defer the videos to next year and focus our efforts of enhancing the staff development and training program. Employees embraced the ideals presented in the in-service meetings, which became reflective in their performance, as can be seen through an increase in employee evaluation scores. It should also be noted that employees have gained a multitude of new incentives to perform their job to the highest of their abilities, which has also shown a significant decrease in reprimand points and an increase in excellence points department-wide.

### **Transferable Skills**

#### **Learning Goal**

Develop student employees' transferable skill set crucial for academic and career success.

#### **Outcome**

Through employment at the CRC, facilities student employee developed the transferable skills necessary to succeed in career development.

### **Evaluation Strategy**

Building Supervisors evaluated at least five Facility Assistants that they worked with on a weekly basis and Facility Assistants evaluated at least three Building Supervisors that they regularly worked with. All employees were provided with a continuous stream of feedback to ensure inter-staff development.

### **Method of disseminating and using information for improvement**

Feedback was conducted by a face to face review of the evaluation with the student employee by the Building Supervisor, Facility Managers, and Coordinator to improve upon the weak areas and reinforcement of areas of strength. Building Supervisors met with Facilities Management Team to discuss evaluations and assessments and develop initiatives to ensure success of the staff. When reprimanded, facility assistants must provide their signature on the reprimand form to ensure a conversation concerning their violation

and how they may avoid any reoccurrences in the future.

### **Actions taken**

Three methods were used to accurately evaluate the skill set of each employee: 1) New Hire Evaluation was used to assess the effectiveness of training and the acquisition of knowledge two weeks after hiring. 2) Department wide employee evaluations were used to provide each employee with ample feedback on their performance, as seen by other staff members. 3) Peer-building supervisor evaluations were also conducted in order to provide the building supervisors with an alternate perspective of their performance.

All scores gathered from employee evaluations increased between semesters, showing the assurance of growth and improvement within the staff, as well as an increase in confidence between the employees and their fellow co-workers.

The increase in scores seen from Spring 2012 to Fall 2012 seen in the New Hire Evaluations can be attributed to the implementation of smaller training groups for new employees\*. The overall averages of scores continue to slowly but steadily increase from the previous year, in improvement in employee evaluation.

### **Summary of Results**

The Facilities Management Team (FMT) completes peer evaluations throughout the year; Building Supervisors are responsible for evaluating Facility Assistants and vice versa. Within the year, the evaluations have been modified to qualify an employee's work on the basis of Reliability, Attitude, Policies and Procedures, and Leadership.

### **Areas covered in the assessment are as follows:**

Reliability	Attitude
Policy and Procedures	Leadership

### **Student Staff Evaluation Results – based on a scale of 1 to 5 (5 = highest rating):**

#### **Spring 2012 Averages:**

##### **Building Supervisors:**

Reliability = 4.86  
Attitude = 4.76  
Policy/Procedure = 4.76  
Initiative = 4.58  
Other Leadership = 4.62

##### **Facility Assistants =**

Reliability = 4.66  
Attitude = 4.41  
Policy/Procedure = 4.40  
Initiative = 4.24

**Fall 2012 Averages:**

**Building Supervisors:**

Reliability = 4.82  
Attitude = 4.79  
Policy/Procedure = 4.76  
Initiative = 4.68  
Other Leadership = 4.61

**Facility Assistants =**

Reliability = 4.70  
Attitude = 4.50  
Policy/Procedure = 4.43  
Initiative = 4.22

**Difference from Spring 2012 to Fall 2012:**

**Building Supervisor:**

Reliability = -0.04  
Attitude = +0.03  
Policy/Procedure = +0.00  
Initiative = +0.1  
Other Leadership = -0.01

**Facility Assistant:**

Reliability = +0.04  
Attitude = +0.09  
Policy/Procedure = +0.03  
Initiative = -0.02

**New Hires On-The-Job Training Evaluation**

**Spring 2012 Averages: (based on data from 21 employees)**

1. Attentiveness = 4.38
2. Greeting = 4.38
3. Comprehension of work area and duties = 20.5\*  
\*based on a scale of 1 to 24 (24=highest)

**Fall 2012 Averages: (based on data from 21 employees)**

4. Attentiveness = 4.49
5. Greeting = 4.44
6. Comprehension of work area and duties = 21.0\*  
\*based on a scale of 1 to 24 (24=highest)

**Difference between Spring to Fall:**

1. Attentiveness = +0.11

2. Greeting = +0.06
3. Comprehension of work area and duties = +.5

**\*Spring 2013 results being gathered at this time, expected to show higher numbers due to implementation of new shadowing program.**

## **Risk Management**

### **Learning Goal**

Student employees in facilities area have a complete knowledge of risk management and the emergency action plan.

### **Outcome**

Students will demonstrate through training, mock drills, and practical learning (i.e. red shirt emergency drills) their knowledge and problem solving skills needed to assist in to remedy and/or resolve emergency situations by:

1. Continue to develop a plan to deliver the risk management approach used in the CRC.
2. Develop and implement a delivery method to review and practice skills needed to perform CPR, First Aid and AED.
3. Develop and implement a delivery method to review and practice skill needed to enact the EAP
4. Conduct routine drills to ensure accuracy and proper skills\techniques are administered.
5. Debrief routine drills to provide continuous feedback for improvement.

### **Evaluation Strategy**

The emergency training drill was observed by professional staff and Campus emergency personnel.

Track various incident, accidents and issues that affect our patrons and the day to day operations in order to make sure they remedied and take corrective actions to minimize reoccurring issues and/or incidents.

### **Method of disseminating and using information for improvement**

Observations made by these personnel was reviewed during a debrief session immediately following the training exercise. The procedure was addressed and demonstrated in the following in-service meeting to ensure a complete understanding.

Continuous monitoring of our Nights Notes, Incident/Accident Reports or other means of collecting applicable information/data to keep staff informed.

### **Actions Taken**

Input received from student employees following a mock drill of Code Adam was used to



reconstruct the procedure, making performance more efficient and thorough. Recognition of the need for more hands-on interaction in training for emergency situations resulted in the implication of interactive drills during in-service meetings that effectively highlighted scenarios of situational exposure. Some examples used include employee demonstrations and group critiques of CPR performance, use of the evacuation chair, and a mid-meeting phone-call to a staff member intended to display the procedure for a Bomb Threat. Also, training brought forth the realization of having to rely and work with other entities (i.e. Campus Recreation staff, GTPD and EMS). Random training/quizzes/practical skill demonstrations on Emergency Care protocols help to reinforce the need to act and respond effectively to a given crisis and/or situation.

Feedback consisted of the following:

- Increase staff awareness and management of crisis situations
- Reduce the length of time to evacuate the facility
- Continue staff training as to the various scenarios (i.e. role play)
- Continue to conduct practical (hands-on) training

### **Summary of Results**

Continuously throughout the calendar year, staff members were able to refine and sharpen their skills, knowledge and assurance in accordance to various EAP situations/scenarios. Announced and un-announced fire drills, mock drills, recap (i.e. debrief/discussions after said drills) and feedback from the GTPD and professional staff contributed to the staff becoming more comfortable when a crisis situation arises.

### **Red Shirt Drill Evaluation**

1. Demonstrated Skills
2. Knowledge of the EAP
3. Knowledge of Departmental Policy

### **Red Shirt Drill Evaluation**

1. Demonstrated Skills
2. Knowledge of the EAP
3. Knowledge of Departmental Policy

**Fall 2011 Averages** – based on a scale of 1 to 5 (5 = highest rating):

Building Supervisor = 4.45

Facility Assistants = 4.3

**Fall 2012 Averages** – based on a scale of 1 to 5 (5= highest rating):

Building Supervisor = 4.5

Facility Assistants = 4.5

### **Annual Difference from 2011 to 2012**

Building Supervisor = 0.05

Facility Assistant = .2

## **Intercultural Understanding**

### **Learning Goal**

To enhance student employee understanding of intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center.

### **Outcome**

Through participation in a staff wide multicultural diversity survey, students gained a better understanding of not only the diverse customer base present at Georgia Tech, but also the diverse student employee population within the Facilities Department.

### **Evaluation Strategy**

Following the survey filled out by current staff members, employees will offer their own personal insight, providing alternate perspectives and input to further emphasize the importance of the topic at hand.

### **Method of disseminating and using information for improvement**

Any aspects of customer service or physical characteristics of the facility that pertain to the cultural concept at hand will be reviewed and discussed to ensure translation of the information to employee performance. Employees will also be able to offer personal suggestions of any improvements that could be implemented to allow a more enjoyable experience for those individuals whose experience may be altered due to cultural differences.

### **Actions Taken**

The Division of Student Affairs Multicultural Understanding email was forwarded out to the staff and discussed at length in recent in-service meetings.

### **Summary of Results**

Employees have successfully developed a higher awareness for their interactions with individuals from different cultures and backgrounds, allowing them to provide the same caliber of customer service to each patron that enters the facility.

Survey results:

- 10% of current staff members were born in another country
- 28% have at least 1 parent born in another country
- 48% speak more than 1 language, and 5 staff members speak more than 3 languages

## **Operational/Student Staff**

### **Learning Goal**

Develop and implement a system to improve student employee motivation and retention.

**Outcome**

Through administration of a survey assessing student employee motivation, results were used to create a system that recognizes motivating factors and in turn assists with increasing the retention rates of employees.

**Evaluation Strategy**

An identical survey will be administered in the following year to evaluate improvements in staff motivation and satisfaction, as well as to allow employees to provide feedback concerning the performance of the current managers and professional staff system.

**Method of disseminating and using information for improvement**

Areas of positive review were emphasized and areas of negative review were considered and policies were revised to better accommodate employee needs.

**Actions Taken**

An online survey by Zoomerang was administered and taken anonymously by each staff member to provide the professional staff members with an idea of the areas in need of improvement.

**Summary of Results**

Through questions associated with employee satisfaction and value, finance appeared to be the dominant motivation amongst the majority of employees. This information was utilized to provide an incentive with employees through alteration of the pay raise system, penalizing those on probation and rewarding high performing employees with corresponding pay raises.

Employees view the reward system as one primarily consisting of verbal praise, so actions were taken to incorporate written and public recognition such as "Employee of the Biweekly" at each in-service meeting and recognition of the "Buzzcard Confiscation Competition." The disciplinary system was also revised to allow those employees who excel in their work to receive higher seniority in terms of scheduling.

The majority of employees responded in saying that they feel valued by the Campus Recreation Center and by their managers. Employees were also encouraged to take this opportunity to evaluate the performance of their managers to provide constructive criticism of management styles.

Through questions concerning manager to employee communication, employees appeared to be satisfied with the methods of communication, and confirmed the necessity of the in-service meetings.

Retention rates were also evaluated, with the majority of employees answering the survey having been employed for less than a year or from 1-2 years.

## **Finance**

### **Goal: Finance (Effective Business and Financial Management)**

#### **Learning Goal**

1. up-to-date sales deposit to Bursars; 2. Monthly financial standing - actual and forecast reports; 3. Detailed monthly actuals for managers - monthly report; 4. Analysis - current year to prior year result; 5. Budget amendment; 6. Assist and coach managers on budget and fiscal responsibility.

#### **Outcome**

CRC Financial standing is within budget. All levels of management were well adapt and understood the process. CRC continue to be a center of excellence for financial management at GaTech.

#### **Evaluation Strategy**

Area managers and program areas have learned and able to apply financial techniques to effectively manage their respective program areas.

#### **Method of disseminating and using information for improvement**

Communications, financial matters/files received as well as feedback from SGA and business office will allow for improvement of weak areas and further reinforcement.

#### **Summary of Results**

CRC Financial management have met and exceeded the GT standards

#### **Actions Taken**

Through various communications and best practices.

### **Goal: Finance (New GaTech business policies)**

#### **Learning Goal**

Admin staff trained on new policies & procedures.

#### **Outcome**

No payments go beyond the due date. Everyone followed all new GaTech policies and procedures.

### **Evaluation Strategy**

Area managers have learned and able to GaTech business practices and policies to effectively manage their respective areas.

### **Method of disseminating and using information for improvement**

Communications, financial matters/files received business offices, classes, seminars materials.

### **Summary of Results**

Communicate sound purchasing and payment procedure. Everyone knows as to when and how to process payment on the various purchases (pcard, requisition and bid selection thru Procurement). Admin staff trained for online system.

### **Actions Taken**

Various daily communications, classes and seminars.

### **Goal: Finance (Annual budget)**

### **Learning Goal**

Effective FY14 budgeting process.

1. FY14 budget process - July/August FY14 budget; 2. Upload budget into Internet Budgeting System; 3. Allocate and communicate budget number to managers

### **Outcome**

Good budgeting and allocation process. Everyone has a template to follow and familiar with the entire process. This resulted in a better financial planning thru good budgeting practice.

### **Evaluation Strategy**

Managers were well informed of their budget and responsibilities

### **Method of disseminating and using information for improvement**

Communications, financial matters/files received as well as feedback from SGA will allow for improvement of weak areas and further reinforcement.

### **Summary of Results**

Managers were well informed of their budget and responsibilities

Managers are able to prepare annual budget, understanding their monthly actual numbers (revenue/expenditure) and establish meaningful forecast for the year.

Managers were well informed of their budget and responsibilities

### **Actions Taken**

Everyone has a template to follow and familiar with the entire process. Communicate past findings and continuous improvement. This resulted in better financial planning thru budgeting.

### **Goal: Finance (Finance for Non-Finance Managers)**

#### **Learning Goal**

Through coaching on various financial techniques, non-financial managers will be exposed to financial matters affective their respective areas as well as CRC.

#### **Outcome**

Managers learned effective techniques on budgeting, forecast as well as financial planning for their respective areas.

#### **Evaluation Strategy**

Area managers have learned and able to apply financial techniques to effectively manage their respective areas – actual, forecast, full year analysis and annual budget preparation.

#### **Method of disseminating and using information for improvement**

Communications, financial matters/files received as well as feedback from SGA will allow for improvement of weak areas and further reinforcement.

#### **Summary of Results**

Managers are able to prepare annual budget, understanding their monthly actual numbers (revenue/expenditure) and establish meaningful forecast for the year. Some managers are lacking the overall big picture and focusing on their individual wants and needs.

### **Actions Taken**

Through the quarterly financial review with area managers, both strengths and weaknesses have been addressed with respect to over budget spending and understanding of budget allocations as well as department standing overall.

Emphasizing that it more than just numbers - and that the numbers are only representations of a much more complex reality and factor such as business seasonality and other various trending of revenue collection, etc.

## Healthy Lifestyle Programs (HLP)

Throughout 2012-2013, Healthy Lifestyle Programs—G.I.T. FIT, Intramurals, Outdoor Recreation, and Sport Clubs—continued to formulate healthy lifestyle outreach strategies. The message of HLP is to get the Georgia Tech community to participate in a healthy lifestyle, whether through outdoor adventures, competitive sports, organized fitness programs, or informal recreation at the CRC. Although HLP continues to progress in the branding and messaging of this initiative, the program accomplished several objectives during 2012-2013. Below is a summary of accomplishments:

- **Healthy Lifestyle Programs Guiding Principles:** HLP developed five (5) guiding principles to structure the expectations for programs, services, and student development initiatives. With the assistance of the Assistant Director of Communications and Marketing, the HLP Guiding Principles branding image was developed. This branding image will be used during the development of outreach materials.
- **Healthy Lifestyle Programs at iREC:** The Healthy Lifestyle Programs Staff, in coordination with the Assistant Director of Communications and Marketing, planned and implemented the 2<sup>nd</sup> Annual iREC event as part of the Welcome Home week for Georgia Tech students. This event had over 400 participants, who were invited to participate in activities such as push up/sit up competitions, learn more about the Sport Clubs available at Georgia Tech, or try out a fitness class during various fitness demonstrations. This event assisted the CRC to create awareness of all of the programs and services available to the Georgia Tech community.
- **Multicultural Competence online training for Healthy Lifestyle Programs student staff:** The HLP areas collaborated to offer online multicultural competence training, via the educational videos distributed to the Division of Student Affairs. This online training consisted of two (2) videos and a post-survey to test multicultural competence knowledge and gauge perceptions working in a diverse community at the CRC.

### **Goals for 2012-2013**

It is the goal of the HLP staff to continue to grow Healthy Lifestyle Programs through both program offerings as well as awareness of current and prospective participants. This will be accomplished through: a) creation of a consistent HLP message, b) creation of a branding strategy, c) collaboration between the HLP programs, d) increased outreach to the campus community.

Sections:

**Section 1-** Healthy Lifestyle Programs Assessment Report (includes 3 goals shared by the Healthy Lifestyle Programs areas)

## **Section 2- G.I.T. FIT Assessment Report**

## **Section 3- Intramurals & Sport Clubs Assessment Report**

## **Section 4- Outdoor Recreation/Leadership Challenge Complex Assessment Report**

### **Goal: HLP Branding**

#### **Goal**

Increase the brand awareness of Healthy Lifestyle Programs.

#### **Learning Outcome**

Healthy Lifestyle Programs will 1) Define the guiding principles of HLP, 2) Develop a communication message for HLP, 3) Collaborate with marketing to establish an organized marketing plan for HLP, 4) Collaborate with marketing to develop 3 media outreach methods for HLPs (e.g. presentation, website strategy, social media), 5) Conduct 3 outreach opportunities per semester (e.g. students, faculty/staff)

#### **Evaluation Strategy**

Progress of the HLP brand awareness was evaluated through completion of the guiding principles, outreach materials, and completed marketing plan.

#### **Method of disseminating and using information for improvement**

The HLP guiding principles will be shared with the Campus Recreation staff in June. Information will be used to update the website and incorporate messages into outreach materials.

#### **Summary of Results**

Throughout the year, the HLP managers met bi-weekly to research and establish guiding principles with the idea to use these principles as a basis for program growth, improvement, and student development initiatives. After the group established the five (5) guiding principles, the Assistant Director of Marketing and Communications for the CRC assisted with the design and layout. Please see attachment for the final HLP Guiding Principles document which will be added to the HLP site by the end of Summer 2013.

During 2012-2013, HLP also scheduled a monthly meeting with the Assistant Director of Communications and Marketing. This meeting provided an opportunity to discuss upcoming programs (per program area) as well as HLP marketing needs and deadlines. This also provided open communication with respect to the marketing timeline, submitted at the beginning of each fiscal year.

HLP also continued to present with the Counseling Center and Stamps Health Services for the Don't Just Survive...Thrive Presentation during each FASET. The decision was made by HLP to change their approach to presenting the information. In turn, a video was developed by the



group, highlighting the program areas and the benefits to participating in HLP programs. In addition, 2011-2012 HLP survey data was presented to the incoming students.

Another outreach method updated during 2012-2013 was the PowerPoint used when departments, student organizations, and other members of the Georgia Tech community request health/wellness information. The PowerPoint, Maintaining a Healthy Balance, now includes recommendations to engaging in healthy behaviors, benefits of participating in HLP (e.g. GPA and retention rates), and programs/services available through HLP.

Outreach opportunities for HLP included:

Summer 2012:

- HLP Presentation at eight (8) FASET sessions.
- Discussion of programs during a Department of Housing Hall Directors event.
- Distribution of HLP information at the Go T.E.C.H. Employee Health and Fitness Day health fair.

Fall 2012:

- StressBuzsters at the Library, in collaboration with the Counseling Center and Stamps Health Services.
- Three (3) presentations to GT1000 courses. The topic of the presentation was Finding a Healthy Balance.
- Distribution of employee information and collection of data (via survey) at the 2012 Benefits Fair.

Spring 2013:

- Development of the Health Ambassadors program through Go T.E.C.H. to provide health/wellness information to GT employees.
- One (1) presentation to Enterprise Innovation Institute (May 2013).

### **Actions Taken**

Throughout 2013-2014, the website will be updated to with the guiding principles image and description. In addition, HLP will continue to work with Marketing and Communications to increase outreach strategies and improve current methods. HLP needs to make a more concerted effort during 2013-2014 to increase outreach to students, faculty, and staff throughout campus. This will be done through the Go T.E.C.H. Health Ambassadors program as well as GT1000. The Department of Housing may also serve as a valuable source for outreach. Thus, it is necessary for HLP to increase communication with the Hall Directors.

## **Goal: Participant Experience**

### **Goal**

Enhance the student experience.

### **Outcome**

Through participating in Healthy Lifestyle Programs, students will report that the program enhanced their college experience and be able to list variables associated with the enhanced experience.

### **Evaluation Strategy**

A Healthy Lifestyle Program (HLP) survey was developed and administered in each HLP area via Zoomerang during Fall 2012 and Spring 2013.

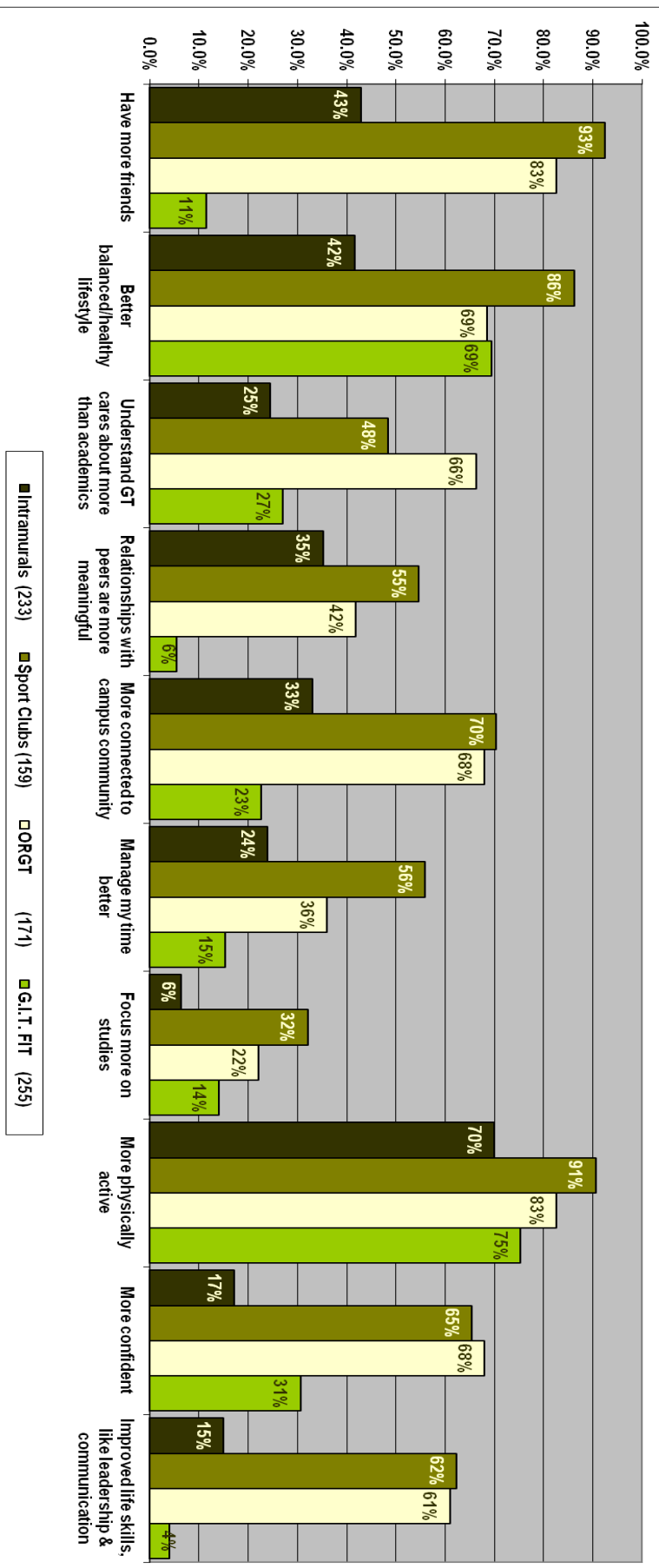
### **Method of disseminating and using information for improvement**

Results were analyzed for both individual HLP areas and for HLP programs collaboratively. Each HLP area also reported individually regarding the participant experience in the respective area.

### **Summary of Results**

On the following page is an analysis of the survey results/highlights:

## Impact of Healthy Lifestyles Programs



Although each area showed differences in what the participants perceived as lifestyle impacts from the program, the top 2 commonalities among the Healthy Lifestyle Programs included “I am more physically active” and “I have a more balanced, healthier lifestyle”. It should also be noted that three (3) out of the four (4) areas—Intramurals, Sport Clubs, and ORGT—indicated the statement “I have more friends” in the top three, lending to the idea that these activities may provide a social outlet for program participants.

### **Actions Taken**

Based on the results of the participant experience survey, each area has the ability to review perceptions of the program and the overall health impacts. In addition, each area can review the participant feedback (both quantitative and qualitative data) to determine areas that can be improved, such as staff preparation and organization of the program. Furthermore, this information can provide guidance for the development of Healthy Lifestyle Programs, collaborative programs, and outreach strategies.

### **Goal: Multicultural Competence**

#### **Goal**

Enhance the student employee understanding of intercultural differences as it relates to communication and interaction with the diverse customer base at the Campus Recreation Center.

#### **Learning Outcomes**

At the end of the training sessions, students will 1) Articulate ways to make the CRC an inclusive place for multicultural patrons; and 2) Understand the role of multicultural competence in customer service.

#### **Session Overview**

Two (2) videos, developed by the Division of Student Affairs Multicultural Competence Committee, were distributed to HLP student staff via email. The staff was instructed to watch the two videos and answer a brief post survey to gauge knowledge and perceptions of working with a diverse population at the CRC.

#### **Evaluation Strategy**

The post survey consisted of one multiple choice question and one true/false question relating to the information in the videos. In addition, one open-ended question—What wisdom or experience can you share with the team about how we might, as a team or as individual employees, better serve the needs of CRC visitors in the future—was asked to gauge the staff’s perception of their role in serving a diverse community.

#### **Method of disseminating and using information for improvement**

The data collected from the post-program surveys can assist with future in-service workshops. The feedback provides a glimpse into what CRC student staff perceives as ways to serve the

Georgia Tech community as it relates to the CRC. In addition, the survey feedback provides ideas for additional training opportunities.

### **Summary of Results**

81 HLP staff completed the post survey (one response was eliminated from the data due to failure to answer any of three (3) questions)

95% (77 out of 81 staff) correctly answered the multiple choice question, recalling from the video: "Treating all people as if they are the same is not an effective way to meet the diverse needs of individuals. Acknowledge & appreciate differences."

99% (80 out of 81) correctly answered True to the statement, "Multicultural competence is essentially the ability to communicate effectively with people from different backgrounds to find solutions that meet the needs of diverse people in culturally-sensitive ways".

The following themes were identified from the open ended question, "What wisdom or experience can you share with the team about how we might, as a team or as individual employees, better serve the needs of CRC visitors in the future?"

### **Communication**

- "Certain situations happen because there is a misunderstanding between the 'norms' that some cultures have versus others. It is best as an employee to explain the reasons behind why a situation is not allowed, even if culturally based, so that the customer does not become offended".
- Be polite, patient, and understanding towards all the people you interact with. Actively listen to visitors questions and comments and work to serve their needs as best as possible.
- Language & culture barriers can pose safety issues.
- "The key for intramurals is communication. There ends up being a lot of emotion when people play sports. It is important to make sure that everyone understands what is going on all the time, so everyone is able to have a good time"

### **Respect**

- "Treat everyone with the same kindness and respect, but at the same time be aware that people's different cultural backgrounds may change the way you need to interact with them".
- "By respecting any clothing requirements related to cultural choices".
- "Treating all members of intramural teams with equal respect".

### **Open-minded**

- "Be open minded to their needs".
- "I think it is important to be observers to others' needs and not just try and treat others as the same".

### **Actions Taken**

The CRC team should look for additional ways to implement multicultural competence into in-service trainings and educational videos and research available resources on campus to provide more depth to intercultural understanding trainings. In addition, HLP will also look for ways to implement the new Student Affairs Multicultural Competence Strategic Plan, as it is introduced over the next year.

## **Section 2**

### **G.I.T. FIT Assessment Report 2012-2013**

#### **Goal: Healthy Lifestyle Programs Branding**

#### **Operational Goal**

Increase the awareness of Healthy Lifestyle Programs at Georgia Tech.

#### **Outcome**

Healthy Lifestyle Programs will 1) Schedule at least 1 employee and 1 student outreach opportunity each semester. 2) Develop a campus-wide incentive program which incorporates Healthy Lifestyle Program and Go T.E.C.H. (Teams Encouraging Campus Health) activities.

#### **Evaluation Strategy**

The method of evaluation was quantity of outreach opportunities each semester.

#### **Method of disseminating and using information for improvement**

The number of outreach opportunities to employees and students were recorded. Data collected from the Benefits Fair was shared with stakeholders including the Go T.E.C.H. Coalition, Office of Human Resources, and a Finance Administration Meeting.

#### **Summary of Results**

Healthy Lifestyle Programs Outreach included:

Fall 2012:

- StressBuzsters at the Library, in collaboration with the Counseling Center and Stamps Health Services. This was a student outreach event.
- Four (4) special events with the Department of Housing. These were student outreach events.
- Three (3) presentations to GT1000 courses. The topic of the presentation was Finding a Healthy Balance. This was a student outreach event.
- Distribution of employee information and collection of data (via survey) at the 2012 Benefits Fair. This was an employee outreach event.

Spring 2013:

- Two (2) special group fitness classes for student groups (Zumba).

- Development of the Health Ambassadors program through Go T.E.C.H. to provide health/wellness information to GT employees.
- One (1) presentation to Enterprise Innovation Institute (May 2013).

Development of the campus-wide incentive program has been delayed until FY14. The decision to delay this program was to allow the implementation of the Family Friendly Task Force report to allow collaboration with the Office of Human Resources.

**Actions taken**

Based on Recommendation 15 of the Family Friendly Policy—Invest in the creation of a formal wellness program and a set of incentives for healthy living—G.I.T. FIT, in collaboration with Healthy Lifestyle Programs and Go T.E.C.H., will move forward with a campus-wide incentive program. Based on support from the Office of Human Resources and other campus funding, the incentive program is slated to launch January 2014. In addition, Healthy Lifestyle Programs will increase outreach programs, through use of the new Healthy Lifestyle Guiding Principles. This initiative is already in progress as Healthy Lifestyle Programs is schedule to present for the new Office of Human Resources Be Well series in January and February 2014.

**Goal: Personal Training Program**

**Operational Goal**

To increase total group training participation by Spring 2013 through conducting at least two pre-set group training series per semester.

**Outcome**

Grow the group training program with the objectives of 1) Increasing marketing efforts through more defined programming and brochures 2) To increase awareness of personal trainers and benefits of individual and group instruction through bulletin board updates/articles in the fitness center 3) Increasing group opportunities through development of programs tailored to specific user groups.

**Evaluation Strategy**

Numbers are evaluated based on total group training package purchases, the number of group training clinics, and participation numbers in the group training clinics.

**Method of disseminating and using information for improvement**

Participation numbers are reviewed by the Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager to determine the quantity of group training sessions purchased and participation numbers in group training clinics. This information will establish types of packages and clinics desirable to participants.

**Summary of Results**

The following are participation numbers for group training packages and training clinics:

Summer 2012

Group Training Type	Quantity of Participants
Group Training Package (6 sessions)	4
Total Body Stretch Clinic	1
Upper Body Training Clinic	3
Lower Body Training Clinic	2
BOSU Training Clinic	3
Core Training Clinic	1

Fall 2012

Group Training Type	Quantity of Participants
Group Training Package (6 sessions)	3
Synrgy Training Clinic	2

Spring 2013

Group Training Type	Quantity of Participants
Group Training Package (6 sessions)	4
Clash of the Kettlebells Group Training (6 sessions)	2
Spring Break Blast Group Training (6 sessions)	2 (cancelled- participants were moved to the RIPPED Xtreme class)
Setting Up Your Workout Clinic	5
Circuit Training Clinic	3
Interval Training Clinic	1
Upper Body Clinic	1
Lower Body Clinic	4
Core Clinic	2
BOSU & Stability Ball Clinic	1
Synrgy Clinic	4
Stretching Clinic	1
Plyometrics Clinic	4
Battle Ropes Clinic	2
TRX Clinic	3
Kettlebell Clinic	1
Balance Clinic	2
Synrgy Plyometrics Clinic	3
Balance Clinic	2
Upper Body Clinic	3
Explosive Movement Clinic	2
Core Clinic	3



Lower Body Clinic	3
Joint Stability Clinic	3
Cardio Clinic	5
BOSU Clinic	3

**Actions taken**

It is our goal to increase awareness and opportunities of group training and fitness clinics. GIT FIT will continue to use the clinics as a marketing opportunity for group training. However, based on participation numbers, it is necessary to increase awareness of these clinics and group training opportunities. This can be accomplished through the use of 1) increased distribution and posting of free fitness clinic opportunities; 2) additional set group training sessions (e.g. TRX, Kettlebell) with better descriptions of the skill-specific sessions, 3) free demos prior to the start of each pre-set group training session.

**Goal: G.I.T. FIT Group Fitness and Instructional Programs**

**Operational Goal**

Obtain goal of increasing registrants for G.I.T. FIT programs by 10%.

**Outcome**

Through program implementation, G.I.T. FIT will have the objective to 1) Develop new programs based on health/fitness trends 2) Provide specialty demonstrations each semester to increase exposure of both new and existing programs 3) Create awareness of the diverse programs available for all fitness levels.

**Evaluation Strategy**

Numbers are evaluated per G.I.T. FIT program area (group fitness, instructional programs, personal training, massage therapy, etc.) and a total number is calculated with regard to all G.I.T. FIT programs. These numbers are generated by the CLASS software system. Participant surveys are also analyzed for feedback on instructors, classes, day/times classes are offered, and requests for new and/or more frequent classes.

**Method of disseminating and using information for improvement**

Participation numbers are reviewed by the Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager to determine classes that have low/high participation. Group fitness class trends (average participation of individual group fitness classes) are also reviewed to determine future scheduling. Finally, participant survey information is used to determine classes that will be continued, classes that will be added to the schedule, and instructor placement for days/times/class formats.

**Summary of Results**

Total G.I.T. FIT participation was reviewed. The following represents key program areas that have been analyzed to determine changes from Summer 2010- Spring 2013:

Group Fitness	Percent Change
Summer	-7.55
Fall	5.49
Spring	.78

Program Area	Su m 10	Su m 11	Su m 12	Fal l 10	Fal l 11	Fal l 12	Spr 11	Spr 12	Spr 13
Group Fitness	135	172	159	400	364	387	395	510	514
Personal Training (includes one-on-one and buddy training, polar body age, group)	94	62	77	103	109	124	127	124	128
Learn to Swim (includes group, one-on-one, and semi-private lessons)	128	247	310	138	222	238	360	511	N/A
Massage Therapy	15	6	10	17	29	10	25	26	11
Total G.I.T. FIT Participation *	595	715	720	1225	1289	1222	1465	1760	1152

**\*Includes all programs: Instructional, Martial Arts/Self Defense, Group Fitness, Personal Training, Swim Instruction, Massage Therapy, Certification/Prep Courses, and HPS Classes.**  
The following charts illustrate the percent change by program (Percent Change between FY12 and FY13)

Personal Training	Percent Change
Summer	24.19
Fall	13.76
Spring	3.22

Total GIT FIT	Percent Change
Summer	.70
Fall	-5.20
Spring*	-7.77

\*Due to the elimination of the Learn to Swim Program from the GIT FIT Department, swim participation numbers were removed from the Spring 2012 data for a more accurate comparison of GIT FIT participation.

### **Actions taken**

Over the past 5 years, GIT FIT has seen a rapid growth in overall GIT FIT participants. The goal of a 10% increase each fiscal year may have been a bit ambitious. Based on the results of FY13 participation data, the follow actions are necessary: 1) Set a participation goal for each area (e.g. group fitness, personal training, instruction) separately to determine specific areas of program growth/decline, 2) Investigate opportunities to add instructional programs as the quantity of instructional programs have decreased over the past three years, 3) Evaluate the future of the massage therapy program as this has been a stagnant program for the past five years, decreasing substantially during the past three years.

### **Goal: Fitness Attendant Customer Service**

#### **Learning Goal**

Increase the fitness attendant secret shopper rating to 80%

#### **Outcome**

After participating in the monthly in-service trainings, Fitness Attendants will be able to: 1) Articulate fitness center policies and reasons for these policies 2) Utilize correct spotting techniques/form recommendations 3) Articulate Healthy Lifestyle Program information to patrons and direct patrons to appropriate contact and/or resources.

#### **Evaluation Strategy**

Performance is evaluated through the secret shopper survey. Observation of the employee is taken into consideration by the G.I.T. FIT staff (Associate Director, Fitness Coordinator, and G.I.T. FIT Student Manager) for the annual staff evaluation process (i.e. performance while on

the fitness floor and willingness to take on additional responsibilities/assist with projects, as needed). A component of the staff evaluation for FY13 was emergency response and policy enforcement. The fitness attendant was tested (unannounced) on one aspect of emergency response and one policy during their shift.

### **Method of disseminating and using information for improvement**

Results of the secret shopper data was shared during monthly fitness attendant meetings. In addition, those employees who were “shopped” met with the Fitness Coordinator to discuss areas for improvement. Face to face review of performance and disciplinary/award points for the employee was also used on a daily basis for improvement of weak areas and reinforcement of strengths.

### **Summary of Results**

As of March 2013, GIT FIT had a cumulative score of 60% for secret shopper ratings, thus falling short of the goal. This score was based on shops from March 2012-March 2013. It should be noted that shops were inconsistent (e.g. no shops were performed in August, October, November, December; no results were reported to departments after February 2013). After analysis of secret shopper ratings and qualitative data, gaps were found in instructions given to the assigned shopper versus expectations of the fitness attendant. This feedback was used to clarify performance expectations and improve in-service trainings.

Observation of fitness attendant emergency response and policy enforcement were also noted on the annual evaluation. During the unannounced evaluation session, the fitness attendant had to respond to one emergency scenario and one policy scenario. The following scenarios were used for evaluation purposes:

#### Emergency Response:

- Power Outage: Loud explosion/power outage in the facility
- Fire Alarm: Medicine ball sets off fire alarm
- CPR/AED: Victim has passed out and is unresponsive
- Code Adam: A woman reports that her 8 year-old son is missing

#### Policy Enforcement:

- Inappropriate clothing in the fitness center
- Unauthorized personal training instructing a client
- Inappropriate footwear in the fitness center

### **Actions taken**

Based on supervisor observation of fitness attendant performance on daily fitness center duties and mock drill performance, staff evaluations were reviewed with each employee during the Spring 2013 semester. During FY13, the Fitness Coordinator continued to provide guidance on policy enforcement via in-service trainings and scripts for the fitness attendants with explanation for each policy that arises on a frequent basis. Based on results of the secret

shopper program, additional attention is needed to remind fitness attendants the importance of being aware of surroundings and patrons at all times. After the results of the Secret Shopper report were distributed in February, scenarios have since been updated to reflect the accurate expectations of both the secret shopper and the fitness attendant. It is hoped that the updated rating system will improve inter-observer reliability.

### **Goal: Fitness Leadership Training**

#### **Learning Goal**

Enhance fitness staff training through the use of fitness supervisors (leaders).

#### **Outcome**

After participating in the Fitness Staff Leadership training, employees will be able to: 1) Utilize training to interview/audition prospective fitness staff, 2) Effectively train fitness staff on fitness protocol/policies, 3) Develop and implement special events to promote fitness areas.

#### **Evaluation Strategy**

Performance evaluations are done each year by the G.I.T. FIT Student Manager and Fitness Coordinator. Performance evaluations consist of a general evaluation based on core competences as well as observation of staff training and special event coordination.

#### **Method of disseminating and using information for improvement**

Face to face evaluations are conducted to provide continuous feedback to the fitness leaders. As additional responsibilities are added, the GIT FIT staff will also determine learning outcomes associated with each activity.

#### **Summary of Results**

As three new GIT FIT student managers were trained during FY13, the development of the Fitness Leadership Training was delayed until late Spring 2013. The first area to pilot the fitness leadership training was Fitness Attendants. Based on the developmental goals of the Fitness Attendant Leader, the following description was developed.

#### **Hiring Criteria:**

- A strong background in Fitness Center Policies and Procedures
- Current First Aid, CPR and AED certification
- Demonstrate the ability to be a leader
- Must have recommendation of at least 3 Fitness Attendants
- Approved by G.I.T. FIT Management

The Fitness Attendant Leader will work closely with the Student Managers and Fitness Coordinator:

### Tasks:

- Assist in enforcing fitness center policies
- Act as a liaison between Student Managers, Fitness Coordinator and Fitness Attendants
- Assist in the training of new employees
- Develop new training protocols
- Assist in setting up, tearing down, and the running of events through GIT FIT
- Learn responsibilities of Fitness Center Student Manager in order to act as emergency replacement
- Attend and assist with monthly fitness meetings
- Monitor Fitness Floor for daily cleaning requirements, equipment placement, and damaged/broken equipment

### Future Growth:

- Fitness Leader attends Leadership Courses
- Assist in the hiring of new employees
- Prepare for potential job as Student Manager
- Involved in creation, removal, and editing of procedures
- Setup additional Fitness Attendant Event

### Monitoring Growth of Leader:

- FA training post-test scores
- Scores of Secret Shopper reports
- Peer Evaluations
- Evaluation by Fitness Coordinator
- Learning outcomes associated with fitness leader position

### Actions taken

As the Fitness Attendant Leader started late Spring 2013, a formal evaluation has not yet occurred. However, the leader recently shadowed the Student Manager during new employee training and will begin training new staff during Summer 2013. In addition, the Fitness Coordinator will work the Fitness Leader to develop a pre/post-test as measurement of knowledge gained during the fitness attendant training process. The goal is to implement additional fitness leaders, specifically group fitness leaders, who will be charged with assisting in prospective instructor auditions, as well as develop a demo team to increase outreach of our group fitness program to residence halls and throughout campus. The Fitness Coordinator has also discussed collaboration with the CORE Program, allowing for increased awareness of other Healthy Lifestyle Programs as well as various sessions on leadership and building teams.

### **Goal: Risk Management**

### Learning Goal

Ensure all required staff members maintain proper certification

## **Outcome**

After participating in the in-service training sessions and mock drills, employees will be able to, 1) Recognize their role in mitigating risk; and 2) Articulate their role in emergency procedures.

## **Evaluation Strategy**

Performance is evaluated during the staff's annual review through observation of the G.I.T. FIT Student Manager and Fitness Coordinator. In addition, ARA's are conducted through each department via the risk management committee.

## **Method of disseminating and using information for improvement**

Performance evaluations are shared during each Fitness Attendant's annual review. In addition, staff performance during the scheduled ARA's are shared with the area coordinator, who then disseminates the information to the staff member. Areas for fitness attendant improvement in emergency response are also shared during the in-service trainings.

## **Summary of Results**

The following lesson plans were reviewed during the monthly fitness attendant in-service trainings:

June 21, 2012 – Debrief on Code Adam Drill & Severe Weather Occurrence

July 26, 2012 – EAP Jeopardy

August 23, 2012 – Bomb Treat

September 13, 2012 – Fitness Feud included questions on all EAP topics

October 11, 2012 – Severe Weather

November 15, 2012 – EAP Jeopardy

December 6, 2013 – Winter Weather

January 10, 2013 – Code Adam

February 21, 2013 – Severe Weather

March 14, 2013 – Fire/Power Outage

April 25, 2013 – Code Adam

May 14, 2013 – EAP Jeopardy

Two (2) ARA's were conducted on 12/7/12

- 1) Blood Borne Pathogens
- 2) CPR/AED

Results of the ARA's indicated a need to reinforce use of gloves during the treatment of the injured patron and the fitness attendant's familiarity with CPR/AED.

During Spring 2013, an ARA (Blood Borne Pathogen/First Aid) was conducted. This drill revealed the need to:

- a) Reinforce use of the fanny pack while on duty.
- b) Applying direct pressure to a wound.
- c) Use of red bag for disposal of gauzes and bandages.

**Actions taken**

Results of the ARAs and discussions during the monthly in-service training have provided useful data to determine future training sessions with respect to risk management. This information has also been beneficial in providing areas of concern regarding response to emergencies. It is a goal for FY14 to have the Fitness Coordinator conduct additional mock drills throughout the month to better prepare staff for the ARAs.

**Goal: Participant Experience**

**Learning Goal**

Enhance the student experience.

**Outcome**

Through participating in the G.I.T. FIT/Healthy Lifestyle Programs, students will report that the program enhanced their college experience and be able to list variables associated with the enhanced experience.

**Evaluation Strategy**

The Healthy Lifestyle Program (HLP) survey was developed and administered in each HLP area via Zoomerang during Fall 2012 and Spring 2013. For the area of G.I.T. FIT, this survey was administered to personal training, group fitness, and instructional participants.

**Method of disseminating and using information for improvement**

Results were analyzed for both individual HLP areas and for HLP programs collaboratively.

**Summary of Results**

Below is an analysis of the survey results/highlights (percentage indicates the response of Strongly Agree/Agree):

Survey question	Fall 2012 (84 respondents)	Spring 2013 (157 respondents)
Classes were well organized	98.8%	98.1%
Worth time and money invested	97.6%	95.6%
Will participate in the future	96.4%	91.7%
Experience met expectations	97.6%	91.6%
Would recommend GIT FIT program to others	100%	98.1%
Overall Experience (Good/Excellent)	96.4%	97.4%

When asked how the G.I.T. FIT program has influenced the respondent, the following were top answers (30% of respondents or above):



Fall 2012

1. I have a more balanced and healthier lifestyle. (78.2%)
2. I am more physically active. (76.9%)
3. I am more confident. (41%)

Spring 2013

1. I am more physically active. (90%)
2. I have a more balanced and healthier lifestyle. (79.5%)
3. I understand that Georgia Tech care about more than the academic components of my experience. (34.9%)
4. I am more confident. (31.5%)

As results illustrate, the top 2 answers were consistent for both Fall 2012 and Spring 2013 semesters. "I am more confident" was also consistently above 30% response during each semester.

### **Actions taken**

Based on these results, qualitative data can be used to determine how to improve the healthy lifestyle program experience and ratings for future GIT FIT programs. Qualitative data indicated desires for additional classes such as Yoga, Pilates, additional Kickboxing, and Bootcamp. Based on instructor preparedness and availability, G.I.T. FIT will explore incorporating this feedback beginning Fall 2013.

### **Goal: HPS 2010 Lab**

### **Learning Goal**

Partner with HPS (Applied Physiology) to provide a physical activity lab for the course HPS 1040.

### **Outcome**

By participating in the HPS 1040 lab, participants will be able to: 1) Understand the practical application of physical activity components, 2) Increase fitness level during the semester (based on type of class), 3) Recognize how healthy lifestyle programs can improve health and contribute to the academic experience.

### **Evaluation Strategy**

At the implementation of the physical activity lab, a pre/post fitness assessment will be completed on each student. Students will also complete a post-program survey.

### **Method of disseminating and using information for improvement**

Representatives from Student Government shared results of an HPS course/lab interest survey to Campus Recreation, Applied Physiology, and the Director of Administration and Finance. A course proposal was developed and submitted to the curriculum committee during Fall 2012. Pre/post assessment data from the activity sessions will be shared with the Campus Recreation Department, Applied Physiology, Student Government, and other university stakeholders.

### **Summary of Results**

The curriculum committee passed the course proposal, APPH 1050- The Science of Physical Activity and Health. One (1) section of APPH 1050 will be implemented during Fall 2013. This section will be composed of four (4) physical activity lab choices: a) Fitness 101, b) Strength Training, c) Running, d) Yoga. Representatives from Campus Recreation and Applied Physiology developed the curriculum for the physical activity sections.

### **Actions taken**

Based on the course approval, Campus Recreation and Applied Physiology will plan the course and related physical activity sections during Summer 2013. Course planning will consist of refining the physical activity section syllabi, determine pre/post fitness assessment testing protocol, and plan activities to correlate with weekly lecture sessions.

### **Goal: Perceptions of Healthy Lifestyle Program Participation**

#### **Learning Goal**

Increase the diversity of Healthy Lifestyle opportunities to meet the needs of the Georgia Tech Community.

#### **Outcome**

By participating in the healthy lifestyle program focus groups, participants will be able to 1) Articulate barriers and enablers to program participation, 2) Provide feedback on existing programs, 3) Provide recommendations for future programs.

#### **Evaluation Strategy**

Four (4) focus groups—two (2) consisting of current healthy lifestyle programs participants and two (2) consisting of non-program participants—will be conducted to determine barriers and enablers to healthy lifestyles.

#### **Method of disseminating and using information for improvement**

Results of the focus groups will be shared with Campus Recreation, Go T.E.C.H. Coalition, and other health professionals on campus. Results of the focus groups will determine additional marketing/outreach strategies and program changes necessary to increase involvement in non-participants as well as improve programs based on feedback from current participants.

### **Summary of Results**

With the decision to collaborate with the Counseling Center, this study has been delayed until Fall 2013. During May 2013, a grant proposal was submitted to the NASPA Region III committee. The study, “Student Perceptions of Barriers and Enablers to Healthy Lifestyle Behaviors and Mental Health at STEM Schools”, will address four (4) focus areas including: 1) perceptions of barriers and enablers to healthy lifestyles, 2) beliefs and issues surrounding stress and mental health, 3) types of health/wellness services used on campus, 4) gaps in health/wellness services on campus.

### **Actions taken**

The grant proposal was submitted to the NASPA Region III committee. The Associate Director for Healthy Lifestyle Programs and a Counselor from the Counseling Center met to determine 12 focus group interview questions. Regardless of the grant proposal funding, the study will move forward during Fall 2013.

**Goal:** Improve team teaching process for new/existing group fitness instructors.

### **Outcome**

Increase the quality of training for new G.I.T. FIT instructors with the following objectives. 1) Create a defined protocol for the team teaching process. 2) Create an evaluation protocol for instructors exiting the team teaching program.

### **Evaluation Strategy**

The team teaching protocol and evaluation process was completed. The quantity of instructors that went through team teaching and moved on to teaching a regular class was reviewed.

### **Method of disseminating and using information for improvement**

This information was reviewed by the Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager to determine if quantity of qualified instructors leaving the program meets the needs of the participants.

### **Summary of Results**

The team teaching program was implemented in fall 2012. During 2012-2013, five (5) students completed the team training program and now teach a regular class on the G.I.T. FIT schedule. The program has proven to be a success. There has been promising feedback from instructors involved in the mentoring process and the quality of instructors has improved via instructor/class surveys. Throughout FY13, 2 optional workshops were for the new and existing instructors. In addition GIT FIT hosted three AFFA/Apex certification/workshop events.

### **Actions Taken**

GIT FIT will continue to offer the team teaching program to potential G.I.T. FIT instructors in FY14. We will continue to offer continuing educational courses to our instructors to increase their knowledge base and in turn the number of class they are qualified to teach. This will also help to increase the quality and the diversity of classes offered.

## **Section 3 Intramurals/Sport Clubs Assessment Report 2012-2013**

**Goal: Provide a successful Sport Club Leadership Series to twenty sport clubs**

**Outcome:**

1) Meet with Wes Wynens and plan the 2012-2013 Series; 2) Coordinate with the sport club coordinator for logistical support; 3) Develop recognition plan for club leaders who complete the Series; 4) Generate assessment tool that provides for continued improvement.

**Evaluation Strategy:**

Informal discussion, formal meeting, personal observation, and online survey.

**Method of disseminating and using information for improvement:**

The evaluation strategies above provided essential feedback from all shareholders of the Series. It has and will be used in modifying future Leadership Series programs.

**Summary of Results:**

There were 14 active sport clubs in the 2012 Leadership Series; they met monthly during the Fall 2012 semester. Led by Wes Wynens, the main focus of the monthly meetings was to establish consistent issues that the clubs were able to collaborate on to improve their individual clubs.

The survey results from the club representatives reflected a positive outlook (80% believed it was worth their time); however, less than 50% of the clubs claimed it was beneficial for their respective club. It was recommended from the club attendees that offering the series the entire year was a challenge and having it for one semester would lend to more support.

**Actions Taken:**

The sport club leadership series is our effort to provide additional leadership development to another aspect of student leaders within the CRC. It has been a benefit, as portrayed by many of those who have gone through the program; however, the stagnation of the program lends to my view that we can improve the series from within.

There are variables to consider in moving the series forward, with the first being the recommendation from last year's participants to condense it to one semester. Another consideration is the amount of time afforded by Wes Wynens, in lieu of his main job responsibilities. And lastly, there may be an opportunity to integrate aspects of the CRC Supervisor Training into the leadership series. The sport club leaders are certainly comparable to the supervisor level within the CRC, so if applicable, we will consider modifying the series content to reflect the training.

**Goal: Improve the efficiency and effectiveness through the use of technology in all the areas of intramurals, sport clubs, and fleet rentals**

**Outcome:**

1) Incorporate technology to streamline key processes for intramural and sport club participants; 2) Apply web-based forms for day-to-day functions; 3) Develop implementation plan for all changes.

**Evaluation Strategy:**

Evaluate (via observation) the status/effectiveness after the 2012-2013 academic year.

**Method of disseminating and using information for improvement:**

A continual review is necessary to ensure the implemented online processes are providing the necessary efficiencies that were expected. Discussions with all users will provide the feedback component.

**Summary of Results:**

The following online-based forms were created and implemented:

- 1) Tech Wreck check-in; 2) Sport club travel return; 3) Intramural inventory control; 4) Intramural official's evaluation; 5) Intramural incident; 6) Intramural injury; 7) Sport club travel itinerary; 8) Sport club p-card purchase; 9) Sport club travel request; and 10) American Heart Association certification.

Through observation and discussions (formal and informal), it is evident the use of technology through the above-listed forms was the correct path. The users required little training, as most of the forms are intuitive for staff and students. The net effect was an improved system for the respective area, and a proper documentation process from a risk management perspective.

**Actions Taken:**

Clearly, more effort toward developing similar efficiencies will improve the overall effectiveness of our area. There will be a formal debrief prior to the start of Fall 2013 to determine needed changes to the existing forms. A part of that debrief will also look to extend the scope of technology to determine the possible improvement to the area.

There appears to be sufficient wireless access points throughout the CRC and surrounding facilities; however, we will monitor the hardware components to ensure we can sustain our operations in this new format.

**Goal: IM Supervisor understanding of effective leadership decisions**

**Outcome:**

At the end of the retreat and monthly in-service trainings, Intramural Supervisors will 1) Learn the value of making good leadership decisions; 2) Realize the relationship between effective decision-making and success; 3) The importance of ethics in leadership

**Evaluation Strategy:**

1) A post-retreat survey was conducted to determine the depth of their leadership understanding and presentation model; 2) Open-forum discussion at the end of the academic year will gauge their understanding of the relationship between ethics & leadership.

**Method of disseminating and using information for improvement:**

Results from the survey were made public to the supervisors at our weekly supervisor meeting.

### **Summary of Results:**

The results from the survey show that 100% of the supervisors left the retreat with an increased understanding in the value of making good decisions and the impact on decision-making and success.

Ethics in leadership was a key component during the year-long, in-service trainings. In conjunction with the campus initiative, the intramural coordinator facilitated many discussions on how ethics plays a critical role in effective leadership. The consistent theme from the supervisors indicated there was an understanding and belief in the importance of ethics, but the vagueness led to a variation of applicability.

### **Actions Taken:**

The post-retreat survey provided support for our decision to challenge our staff in what decisions they make and to defend those decisions. This led to a considerable increase in meaningful discussions, both formally and informally. Our end-of-year performance reviews shows that nearly 90% of our supervisors were given a “Strong” in decision making (two were “Satisfactory”), so we believe we are moving along the right path for how we develop our leaders’ decision-making abilities.

The area of ethics is one that we can do more with. Our supervisors are promoted from being an official, and as an official, decisions tend to be more black and white. Once the jump to supervisor is made, those decisions move into more of a gray area, especially when applied to leadership development. The campus-wide initiative does not provide a lot of support in this area, so we will look into how we can better serve our students with discussion, in the hope of taking a quasi-vague topic and applying real-life and applicable work-related events for their leadership development.

**Goal: Create a culture of risk management among the student staff in providing services to our participants**

### **Outcome:**

The intramural supervisors, sport club safety officers, and both the intramural and sport club coordinators will 1) Express a clear understanding of their expectations toward managing risk; 2) Understand the value of creating a risk management culture.

### **Evaluation Strategy:**

A survey was conducted to the intramural supervisors and sport club safety officers. In addition, various observation methods were periodically conducted and documented.

### **Method of disseminating and using information for improvement:**

Results from the survey will be provided in Fall 2013, during the intramural supervisor retreat and safety officer training.

### **Summary of Results:**

The results from the survey show that 75% of the sport club safety officers heard or saw some form of risk management being discussed or applied on a weekly basis; 78% of intramural supervisors heard or saw some form of risk management being discussed or applied on a daily basis.

87% of the respondents stated either Strongly Agreed or Agreed that the CRC staff provided a clear understanding of their expectations toward risk management. When asked if it was critically important to establish policies and procedures to minimize risk to participants, 93% either Strongly Agreed or Agreed (63% Strongly Agreed).

### **Actions Taken:**

With the results from our survey, discussions during in-service trainings, as well as personal observation, we believe we are making progress in creating and enhancing a risk management culture. We can continue to improve the culture and will utilize appropriate resources to do so.

In addition to maintaining our initiatives and training, our scope in the coming year will be to improve the dissemination of information and the monitoring process to ensure all risk management policies & procedures are being followed. There appears to be a minor disconnect regarding updates and overall communication, so we need to look at bridging that particular gap. The risk management committee can assist in providing needed resources and timely reminders to the managers.

### **Goal: Improve the overall level of customer service to intramural participants**

#### **Outcome:**

Through participating in the focus group, participants will; 1) Have an increased connection with the intramural program; 2) Improve the level of customer service; 3) Learn that Georgia Tech cares about more than the academic components of my campus experience

#### **Evaluation Strategy:**

Personal observation, meeting attendance, and one-on-one interaction were used by the Intramural Coordinator.

#### **Method of disseminating and using information for improvement:**

The Intramural Coordinator and Assistant Director will determine the effectiveness of the focus group approach and the merits of the information gathered, to be used in the 2013-2014 intramural focus group.

### **Summary of Results:**

Based upon attendance, observation, and personal interaction, participating students expressed more of a connection with the intramural program. The overall perception of the intramural program is very positive amongst participants (91% of participants Strongly Agree or

Agree that the IM experience was enjoyable). After students participated in the focus group, they gained an appreciation for how the intramural program values the student's input.

However, there was a lack of a willingness to participate in the bi-weekly meetings, which was a barrier to its effectiveness.

**Actions Taken:**

This was the first year of the intramural focus group. As with many first-year projects, the project shows potential, but also needs improvement. The idea behind garnering participant input was positively established; however, our need is to now move toward securing a process that is sustainable in both recruiting participants and actionable items related to the achieving the above outcomes.

For the upcoming year, we will task two intramural supervisors to support the Intramural Coordinator in recruiting student participants.

**Goal: Enhance the student experience through intramurals & sport clubs**

**Outcome:**

Through participating in the Intramural & Sport Club Program, students will state that the program enhanced their college experience.

**Evaluation Strategy:**

A student survey was conducted at the conclusion of each semester to learn if and how intramurals & sport clubs added value to the Georgia Tech experience.

**Method of disseminating and using information for improvement:**

Since these results were determined after spring semester, we will develop a presentation to present to our sport club officers and intramural staff. We believe the results are a reflection of the leaders of the intramural program and within each club (i.e. officers), in addition to the efforts by the CRC staff. To that end, all those involved should see the results of their effort.

**Summary of Results:**

The results from the survey clearly demonstrate an enhanced campus experience for intramural & sport club participants.

Specifically for sport clubs, 97% categorized their overall experience as either "excellent" or "good. The following percentages show the respondents to either "strongly agree" or "agree" with the respective statements:

- 94% - the club was well organized
- 92% - participating was worth the time and money
- 93% - would recommend sport clubs to other GT students



For intramural participants, 92% categorized their overall experience as either “excellent” or “good”, with 80% listing their experience as “excellent”. The following percentages show the respondents to either “strongly agree” or “agree” with the respective statements:

- 91% - intramurals was well organized
- 94% - participating was worth the time and money
- 96% - would recommend intramurals to other GT students

We were also able to quantify some variables that seemingly had influence on the participants that are specific to the intramurals & sport clubs enhancing their experience. The following agreed with the statements:

- Have more friends: Intramurals – 43% Sport Clubs – 92%
- Have a more balanced and healthier lifestyle: Intramurals – 42% Sport Clubs – 86%
- More physically active: Intramurals – 70% Sport Clubs – 90%
- More confident: Sport Clubs – 67%
- Feel more connected to the campus community: Intramurals – 33% Sport Clubs – 70%
- Understand Georgia Tech care about more than the academic components of student life : Sport Clubs – 47%
- Have improved skills that will benefit them in future work roles : Sport Clubs – 61%

Some important comments that provide depth to the impact intramurals & sport clubs have had are listed below, based on the following question: “What was the best part of your experience with intramurals/sport clubs”.

“I was elected to a leadership position on the team, and it was a huge factor in my search for an internship.”

“The teammates I became friends with were the best part of the whole thing.”

“Widening the breadth of my experiences, doing things that I never would have been able to do otherwise, and gaining skills both in my own activities and in how I relate to others. Also improving campus outreach, in how we're able to interact with other sailing clubs around the city, state, and country.”

“I have met some amazing people and learned to love Georgia Tech”.

### **Actions Taken:**

There is obvious support for the question of whether or not intramurals and sport clubs enhance a student’s experience while on campus, and there are some quantifiable reasons why student participants value the programs. It is fulfilling to see the results of our surveys, knowing it’s a much better position to be in with these results as opposed to results that show an overall dissatisfaction with the programs. The questions moving forward are how to not only sustain these numbers, but what adjustments can be made that work to improve our

student's experience. These two questions will be the focal point at the intramural retreat and during the sport club leadership series.

**Goal: Develop and improve existing equipment inventory tracking system**

**Outcome:**

1) Review current tracking system and evaluate flaws; 2) Develop a more efficient and effective system for tracking all equipment inventory; 3) Utilize current resources within department to ensure all equipment is in stock

**Evaluation Strategy:**

A quarterly inventory review was conducted by the Intramural Coordinator.

**Method of disseminating and using information for improvement:**

Upon completion of the academic year, the Intramural Coordinator compared the previous system and its results to the newly implemented system.

**Summary of Results:**

Overall, the updated tracking system proved to be more effective than in previous years. This was a direct result of the implementation of technology, the utilization of key staff members, and a planned approach to tracking and purchasing inventory.

Specifically, the creation of checklists, timelines, and improved oversight resulted in the improvement of managing intramural resources.

**Actions Taken:**

The improvement from 2011-2012 year to the 2012-2013 year was evident, but after review it could have been improved. As a result, the 2013-2014 inventory tracking system is currently being updated to reflect the seasonal needs of the program. A calendar for inventory checks and purchases will be in place to allow ample time to plan and budget for inventory purchases in the future. With the use of technology and better-defined roles within the intramural program, the inventory tracking system will be vastly improved over the next academic year.

**Goal: Ensure that all sports clubs are adhering to all CRC Risk Management Policies**

**Outcome:**

1) Confirm all safety officers are properly certified; 2) Provide skills check on a monthly basis; 3) Ensure proper certifications for GT Vehicle drivers; 4) Secure all required authorization

**Evaluation Strategy:**

Tracking of the certifications was documented.

**Method of disseminating and using information for improvement:**

At the end of the academic year, a review was conducted to ensure the listed outcomes were achieved and documented.

**Summary of Results:**

All club safety officers were certified in CPR/AED and First Aid at the beginning on the 2012-2013 year. The American Heart Association certification by the Sport Club Coordinator provided an efficient and effective method to certify the safety officers.

The online van training was highly successful as we were able to certify over 40 drivers this year.

Two online forms were created (Travel Itinerary & Travel Authorization) to provide a streamlined approach to club travel and add a secure method for documentation. This new method provided increased awareness of club travel needs and assessable information (if needed).

**Actions Taken:**

In light of the success of the online forms, more online options will be developed for sport club use. These include the injury report form, annual coach's certification, and the annual coach's review.

The higher-risk sport clubs will move to include two safety officers, and will include their integration into the CRC Risk Management's ARA system for skills checks. The list of higher-risk sport clubs will be developed prior to the start of Fall 2013.

Travel protocols will be adapted to reflect the recommendation of the Risk Management Committee. These include driver eligibility, driver certification, and travel authorization.

**Goal: Ensure a seamless transition of Sport Club financial management to the SOFO office, with minimal impact on the Sport Clubs**

**Outcome:**

1) Host workshops with SOFO personnel for paperwork submission procedures; 2) Create new forms in line with SOFO requirements; 3) Host regularly-scheduled information sessions with sport clubs to review new procedures and expectations

**Evaluation Strategy:**

Quarterly meetings between CRC staff and SOFO and an end-of-year survey by the sport clubs.

**Method of disseminating and using information for improvement:**

At the completion of the survey we will be able to determine the effectiveness of the transition. The quarterly meetings will also help guide us in the future policies that will go in effect.

### **Summary of Results:**

The survey reported that almost 80% of the clubs perceived excellent or very good guidance on SGA/SOFO policies with regards to their SGA funds. In addition, 72% believed invoices were paid in a timely manner. Lastly, almost 75% had a clear understanding of SOFO policies.

The quarterly meetings proved to be an effective tool in the transition. Various procedures were addressed and improved upon; policies were discussed and confirmed by both SOFO and Accounts Payable; and, a more transparent culture was developed between the sport clubs, SOFO, and SGA.

Although the survey reports a timely payment or reimbursement of invoices, our records indicate an average of five working days for club to receive checks compared to last year. In the upcoming final quarterly meeting, we will address that issue with SOFO and look for ways to improve.

### **Actions Taken:**

Conceptually, the transition went very well. There are a few items to address moving forward and some to build upon. The relationship with SOFO and the sport club office and also between SGA and the sport club office was a positive step. Efforts will continue to be made to nurture these relationships.

The sport club office will work with SOFO in modifying the existing reimbursement form to further improve the communication between the sport clubs, SOFO, and the sport club office. We prefer an online option and will collaborate with SOFO to that end.

We want to improve the turn-around time for reimbursements and will look to SOFO to meet us to determine the steps we need to take to become more efficient.

**Goal: Establish fleet rental policies and procedures that improves financial planning and overall management**

### **Outcome:**

1) Create a more timely billing system; 2) Establish a secure parking system; 3) Design a more efficient and secure key check-out and recovery system; 4) A fiscal overhaul of budgeting for fleets with regards to replacement and repair costs.

### **Evaluation Strategy:**

The quarterly budget review provided timely information on the effectiveness of the billing system. Informal discussions between the sport club coordinator and the sport club were held to garner feedback on the new procedures.

### **Method of disseminating and using information for improvement:**

Evaluation of the budgeting process was performed to ensure that the invoices and subsequent payments were in a timely fashion, with feedback from the SOFO and ORGT.

Results from this past year will be used in planning for Fall 2013, for both Member Services and our sport clubs.

**Summary of Results:**

In the past, anyone from the organization could retrieve the keys to the reserved vehicle. The new procedure required only the driver(s) to show proper identification to Member Services to secure their rental keys. Upon picking up the keys, there was a proper sign-out for our internal documentation.

This change not only enhanced our overall risk management toward club travel, but also decreased the issues from previous years when clubs retrieved vehicle fleets.

The improved consistency in billing resulted in better awareness of the fleet budget. The delay in receiving the fuel charges from Facilities and from SOFO charging for sport club use was not a barrier; however there were minor adjustments that were required in our forecast as a result.

A secured parking system was not granted and no confirmed plan for fleet replacement was developed.

**Actions Taken:**

The improvement from last year to this year in both financial planning and overall management yielded a positive step. A formal debrief with Member Services prior to Fall 2013 will allow for any adjustments to be made in the area of key retrieval. One specific area to review is the sign-out process.

A closer examination of the 2012-2013 monthly ledger will allow for better forecasting, in lieu of the change from the previous year. The first two quarterly meetings will provide the necessary information as to the success of our effort.

**Section 4**

**Outdoor Recreation Assessment Report 2013**

**May 23, 2012- May 23, 2013**

This report discusses Outdoor Recreations' performance as measured against FY13 goals and objectives which were written in May 2013.

**General Information**

The Outdoor Recreation Department serves Georgia Tech's mission by promoting recreation, life-long learning, and leadership development. Outdoor activities, a network of club-like sport groups, and a trip leader training program are significant parts of the framework that create a range of leadership and community membership opportunities for a significant number of GT students with interest in outdoor activities. The last year has seen significant improvements in

Outdoor Recreation including increased involvement, improvements in training and supervising challenge course staff & building the GT challenge course brand; expanding endowment-supported expeditions, piloting the CORE Leadership Experience for Freshman and continuing the “Unbeaten Path” program in China.

**Goal 1:**

Adopt a volunteer software management program that allows keeping convenient and accurate record keeping of training, preparation, and service provided for ORGT volunteers, which eliminates the need for files and allows a significant amount of orientation to be performed and documented online.

**Objectives:**

In cooperation with ITT: (a) Identify a low-cost option and engage students in testing the options; (b) set up a kiosk in the cage area where staff can log in activity; (c) produce training and explanatory materials (written & video).

**Assessment/Evaluations:**

Demonstration: Printout of select student records.

**Summary of Results**

Progress towards completion; additional progress still underway, however, establishing the envisioned program has not yet been largely adopted.

**Actions Taken:**

ORG T has improved collecting and managing training records for ORGT volunteers. Records are currently maintained in following manners:

- Electronically (Excel spread sheet)
- Physical files (Training Checklists, records of endorsements, copies of certs, etc.)
- Electronically [MORNING TRIP REPORT system(Wufoo)]
- Electronically [CONFIRMATION OF TRIP RETURN (Wufoo)].
- Electronically [INCIDENT REPORTS]

Through the current system accurate records are generally maintained and accessible to staff. With near certainty and within five (5) minutes, the following information could be accessed per volunteer:

- Hiring & promotion dates
- Certification dates & evidence of participations in trainings
- Driver approval materials
- Waiver forms, MOU, Signed job descriptions

Available, but requiring more time to access are:

- Service records (Number of trips staffed/attended)
- In progress training checklists (not those completed, these are stored in files).

While adequate information is being collected, it is yet to be consolidated in an easy to access, easy to report system. We do not have the capacity to report a summary of all ORGT activity back to an individual.

We have researched Volgistics, Volunteer Management Software, and have determined a general plan for establishing kiosks, etc.

**Attachments:** Available on request:

- Roster showing records for current 165 ORGT volunteers.
- MORNING TRIP REPORT Archive
- Physical Files Stored in the director's office

**Method of dissemination and using information for improvement:**

Currently, a limited number of students need access to training records, etc. Files can be accessed in the director's office and copies of staff & volunteer contact information is available for the ORGT training coordinator, marketing coordinator, etc. For purposes like reference letters, determining eligibility of recognition awards, and determining active status, staff can access the trip report archive.

The intent is to develop the capacity to provide ORGT staff with a portfolio of certifications, service, trainings, etc. upon their departure or as needed.

**Goal 2:**

Implement procedures that allow efficient recording and reporting of financial and other programmatic data so that decisions are far more data-driven.

**Outcomes:**

Work with Administrative Staff to improve the existing shadow system and with Outdoor Recreation Coordinator to set parameters for spending.

**Evaluation Strategy:**

Completion of processes to allocate funds to SGA versus revenue budgets.

**Summary of Results:**

Significant progress towards completion.

### **Actions Taken**

- Knobbe, Marcus, & Romero met to adjust the shadow system so that reporting is in line with the structure of SGA's funding. It is far easier to track match particular expenses with incoming invoices.
- Challenge Course, Adventure Programs, and SGA Funded "ORGT" components are managed separately. Meetings have yielded a much clearer understanding of which programs fall under each account.
- Meeting every other week insures expenses are properly coded and minimizes moving around of expenses.
- ORGT implemented a process for approving budgeted equipment purchases. Students receive in writing an authorized list which they take to Matt Marcus who facilitates the purchase.
- Working to pay for as many TT and other expenses that bridge the end/beginning of the fiscal year in the year in which they are actually incurred.

### **Attachments:** Upon Request

- Shadow system currently in place.

### **Method of disseminating and using information for improvement:**

Continue to align the system in anticipation and in alignment with the coming changes to accounting practices required by SGA. System is open internally for inspection by financial manager.

### **Goal 3:**

**Operationalize and document the CORE program so that in subsequent years, a director finds timelines, systems and marketing materials in place.**

### **Objectives:**

1) Document all aspects of the CORE program on the (S:) drive, 2) Ensure that there are frequent invitations sent out to campus VIP's to visit and become familiar with CORE.

### **Evaluation Strategy:**

Presentation of written plan submitted to Michael Edwards.

### **Summary of Results:**

The following documents were designed during FY13:

- Recruitment Materials (Post Cards, Flyers)
- Application materials (Completed essays & online forms)
- Interviewer guides, evaluation forms, and schedules
- FY 2014 Recruitment Materials.



**Actions Taken:**

The CORE program was piloted in FY 2013. Throughout the process, Michael Edwards and Christie Stewart were kept up to date on advertising, recruitment, screening, speakers, etc.

Visitors and speakers included President Bud Peterson, VP Bill Schafer, Dr. Miller Templeton, Dr. Wes Wynens, and others.

**Attachments:** Available on Request

- Recruitment Materials (Post Cards, Flyers)
- Application materials (Completed essays & online forms)
- Interviewer guides, evaluation forms, and schedules
- Compilations of ratings for all individuals interviewed; final rankings of all selected.)
- Copies of FY 2014 Recruitment Materials.

**Method of disseminating and using information for improvement:**

A team consisting of the ORGT President, the CORE student director and two FT OR/CRC staff met to analyze data for FY14 program planning. At the completion of the survey we will be able to determine the effectiveness of our video software and ways to improve for the future. Reviewed documentation and the interaction between the CORE program and ORGT and determined adjustments to the program (and relationship between ORGT & CORE). This info has always been incorporated into the CORE Plan for FY 2014.

**Goal 4:**

**Pilot the CORE Freshman Leadership Program with 20 students who attend at least 80 % of all program activities.**

**Objective:**

1) Complete marketing and curriculum materials; 2) Work in close partnership with Wes Wynens & leadership Fellows to plan evening sessions; 3) Market to freshman June - Aug. 2012; 4) Selection during Aug & Sept; select 20 by Oct 1. Keep tabs on all students through end of academic year.

**Evaluation Strategy:**

Quantity of students following the CORE Program to completion. The students will also complete an end-of-the-year survey.

**Summary of Results:**

As of the final meeting, May 1, 19 of the original members were active in CORE and 18 went on the final 5-day expedition. Attendance at each weekly meeting and at each weekend event averaged 17-18.

- Though 20 freshman were accepted as part of CORE, at least 20 additional freshman joined ORGT as a result of learning about ORGT through the CORE application process.
- As a result, ORGT has a far higher percentage of freshman involved in the organization than ever before.
- 14 CORE members took the 16-hour Wilderness First Aid class. 8 completed the 80-hour Wilderness First Responder Course.
- Participants regularly contributed to an online reflection journal.

**Actions Taken:**

CORE Opportunities were advertised through FASET and e-mails to incoming freshman. 160+ attended information meetings, 100 submitted essays, 48 were interviewed, and 20 invited to join the program.

**Attachments:** Available on Request

**Method of disseminating and using information for improvement:**

Student input will be incorporated into the design and schedule of the CORE program. Students loved the experience. They have asked for more opportunity to “plan events” earlier and to do so with limited assistance from older staff. There is interest in more formalized ORGT-specific training, too, and to identify the “post-CORE role for CORE graduates with future CORE classes”.

**Goal 5:**

**Work with students to organize two Flanagan Endowment-sponsored trips during FY13, France being one of the trips.**

**Objectives:**

Provide oversight for two student-managed proposal-selection-preparation processes which include regular meetings with coordinators and participants; specific learning objectives; and produce meaningful self-report assessment data collected via a survey.

**Assessment/Evaluation:**

Self-Report Survey administered both pre-and post-travel experience (For each trip)

**Summary of Results:**

- August 2012: Students planned and then trekked in the Mont Blanc region in France for 12 days. This group met weekly for the 5 months leading up to the trip and took 4 overnight training trips in preparation for the trip.
- May 2013: 12 students went on a canyoneering expedition to Zion National Park. This group met periodically for the 4 months prior to the trip, shared a challenge course experience, took four training trips including one overnight trip (caving in a wet environment), and trained on the indoor rock wall.
- December 2012: Representatives from the development office, GT legal, and President’s Scholars program participated in the presentation of proposals for future

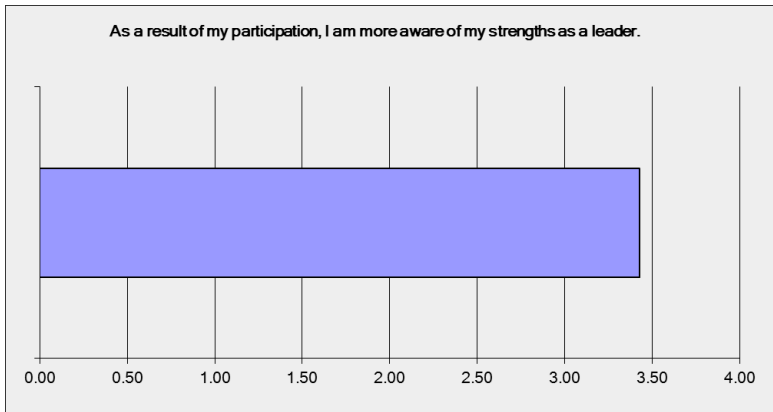
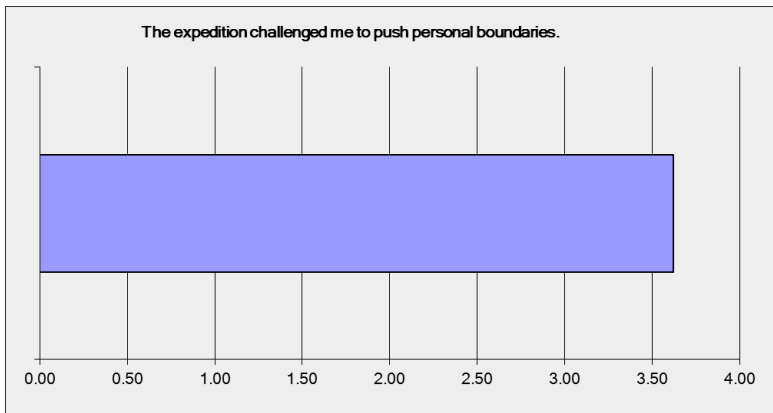
endowment-funded trips. At this meeting, the following presentations were accepted: Canyoneering, Utah, May 2013; Sea Kayaking, Scotland, August 2013; Whitewater Kayaking in Chile December 2013.

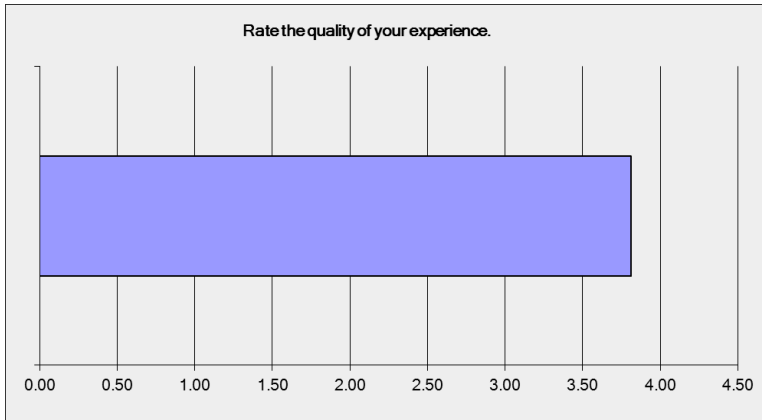
All of these groups began training and planning in Winter/Spring 2013.

**Method of disseminating and using information for improvement:**

Survey results and one-on-one interviews with participants post-expedition cast light on the need to better prepare “expedition leaders”. Their role as “Trip Leader” on shorter trips does not fully prepare students to manage (a) group dynamics on a longer trip, or (b) some of the managerial issues with which students are confronted. There have been issues on most of the non-professional staff led trips with some relationship conflicts between some “endowment” participants and the leaders. These are great growth opportunities.

**Responses on Post-survey Regarding ORGT Expedition Participation**





**Goal 6:**

**Enhance the student experience through Outdoor Recreation.**

**Objectives:**

Provide diverse program offerings; 2) Provide a structured recreation program; 3) Ensure a customer-service oriented staff

**Assessment/Evaluation:**

A student survey was conducted at the end of the semester to learn if and how Outdoor Recreation program added value to the Georgia Tech experience.

**Summary of Results:**

During FY 2013, CRC Outdoor Recreation facilitated approx. 126,000 contact hours with the following services (not including challenge courses). Our counting method tallies the number of spaces filled in programs rather than accounts for specific individuals. There is some duplication. A person who participates in two different trips during the year is counted as two people. The number of participants in some programs is likely over-reported.

As reported, some of the following services will actually occur in July of 2013. There is no double counting of services provided in during the summer of 2012.

**Annual Services Provided by ORGT – FY 2013**

- Students engaged: 7,401
- Service Days: 20,067
- Facilitated Contact Hours: 126,269

**Unpaid ORGT Staff & Student Employees:** 200 volunteers & 30 student staff/year.

- Many unpaid staff work hundreds of hours annually;
- Formal unpaid staff engagement opportunities (training, leadership, etc.): >15,000 hours.
- Unpaid staff save ORGT \$200K each year – amount required if we had to pay trip leaders.
- In 2010, ORGT had 55 volunteers. Currently, there are 164 unpaid staff. (Due to coops, study abroad, & graduation, “number engaged” exceeds current number of volunteers.)
- CORE Freshman Leadership experience: 20 freshman; 20 meetings; 2 treks; 5 day trips.

- **300% increase in volunteers since Oct. 2010.**
- **Annual Services Provided by ORGT – FY 2013 (Cont'd)**

**Instructional Adventure Trips:** 120 day & overnight trips; 1400 participants in last 12 months.

- Led by approved volunteers.
- Includes unpaid staff training & open enrollment adventures for students.
- Most trips include 3-hour prep class plus a 12-hour adventure. Average capacity: 12.
- **400% increase since FY2010.**

**Extended Expeditions:** Fourteen 11-day trips planned; 186 students. Five 3-day trips (120).

- Freshman only “Tech Treks”: Alaska (x2), Minnesota/Boundary Waters
- Stamps /Presidential Scholars: Alaska (x2), Scotland, Canada, North Georgia
- Flanagan Endowment-supported: Scotland, Chile, Utah
- International Trips with Study Abroad participants: “Unbeaten Path” in China
- CORE Freshman Leadership Experiences: North Carolina, Tennessee.
- Freshman only “Tech Treks SE”: Five 3-day sessions
- **500% increase since FY 2010.**

**Training for Volunteers:** 330 students participated in training and certification programs.

- First Aid & CPR – 140 certifications
- Wilderness First Aid – 101 certifications
- Swift Water Rescue – 24 certifications; Caving Rescue – 24 participants
- ORGT Fundamentals (Risk Management & Leadership) –75 participants.
- Instructor Fundamentals (for paddlers) -- 24 participants
- Fundamentals of Challenge Course Facilitation—40 trained.
- **325% increase since FY 2010.**

**Rentals:** 900 unique individuals have rented gear in last 12 months.

- **72% increase in rentals since FY2010.**

**Climbing Wall:** 1,400 unique climbers checked in almost 8,000 times in the last 12 months.

- **100% increase since FY2010.**

**Challenge Course:** 2,835 participants in FY 2012.

- **92% increase since FY2010.**

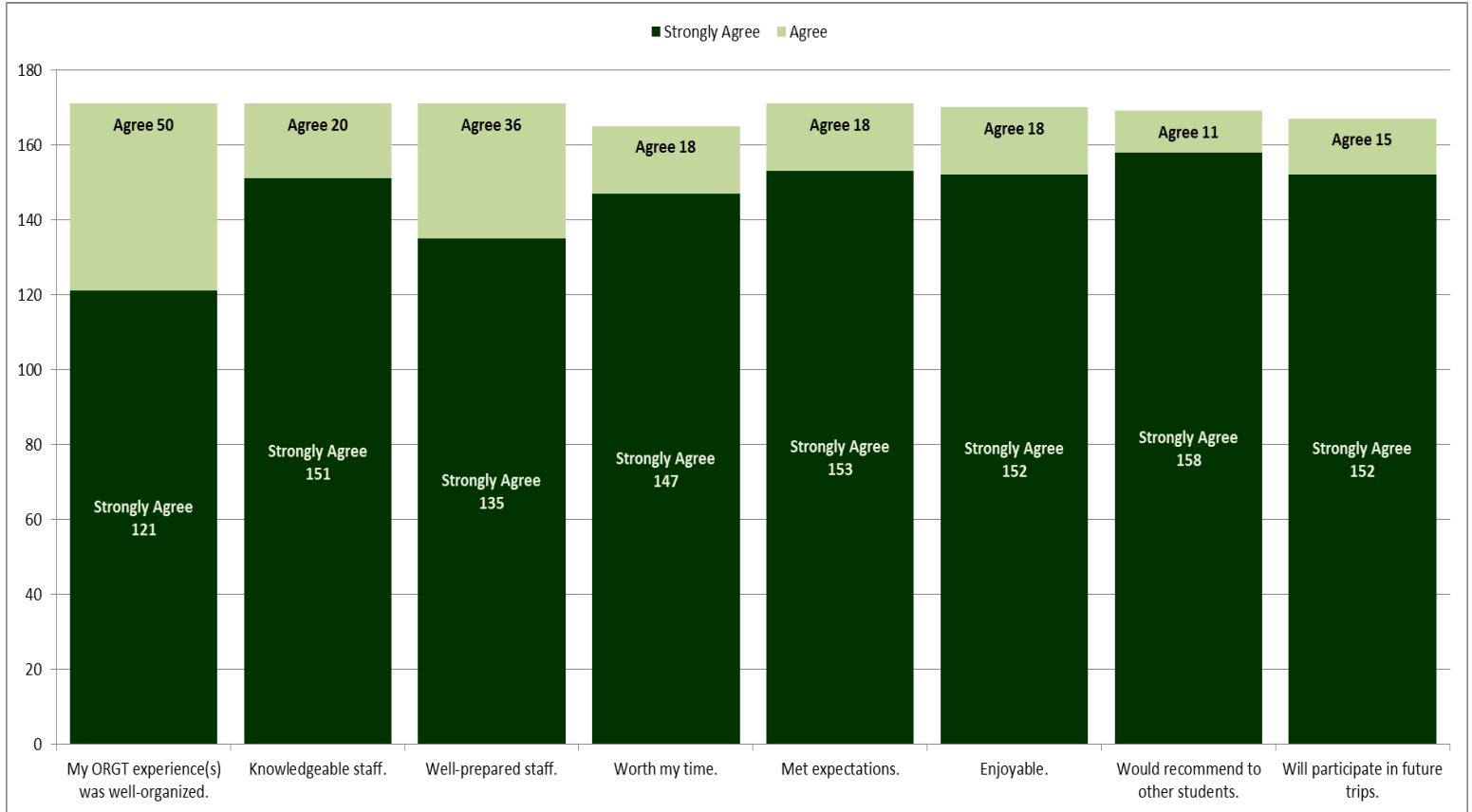
**Method of disseminating and using information for improvement:**

Survey results are very promising. They profile ORGT’s work as a) quality and b) beneficial. This information will be shared with students both as marketing, as a culture/identity enforcing piece, and as part of recruiting for programs like CORE.

**Actions Taken:**

Typically, this information has been packaged in the “ORGT Fundamentals” training PowerPoint and disseminated in newsletter format. It affirms that we are on track and that community building is an important component of ORGT.

**Evaluations received on Outdoor Rec HLP Survey**



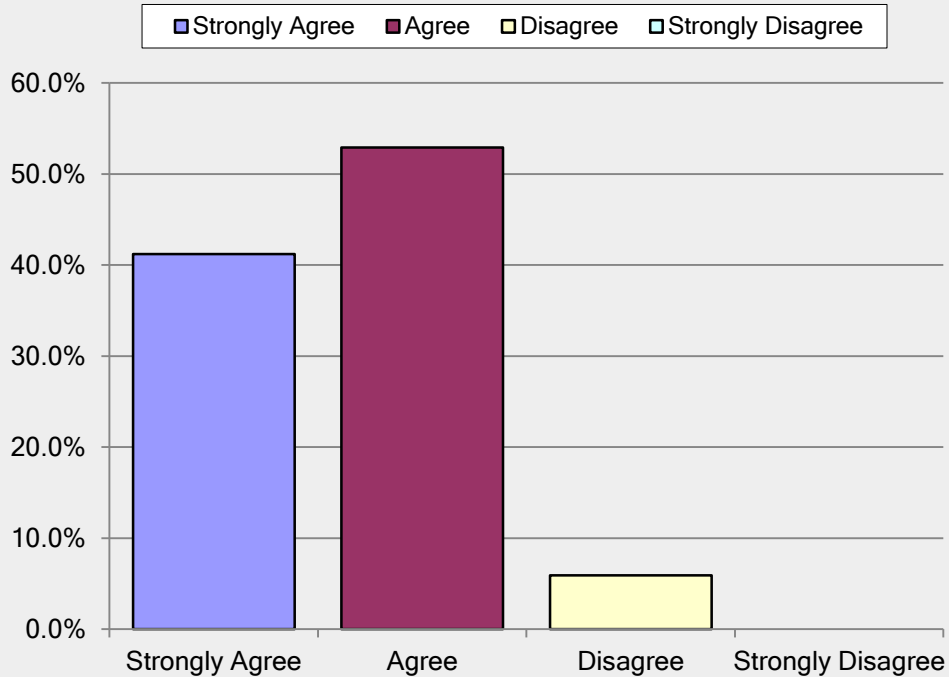
# Select Survey Responses 2012

## Unbeaten Path – China

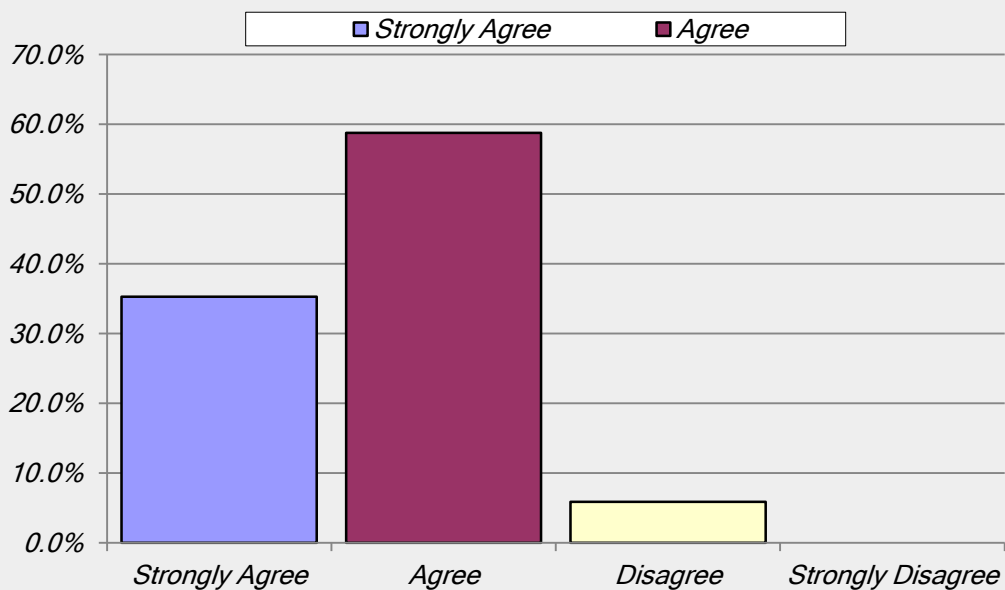
19/32 Respondents

Page 1

**As a result of this experience, I am less likely to judge cultural differences and more likely to seek an understanding of them.**



***As a result of this experience, I am better prepared to recognize meaningful cultural differences & commonalities.***



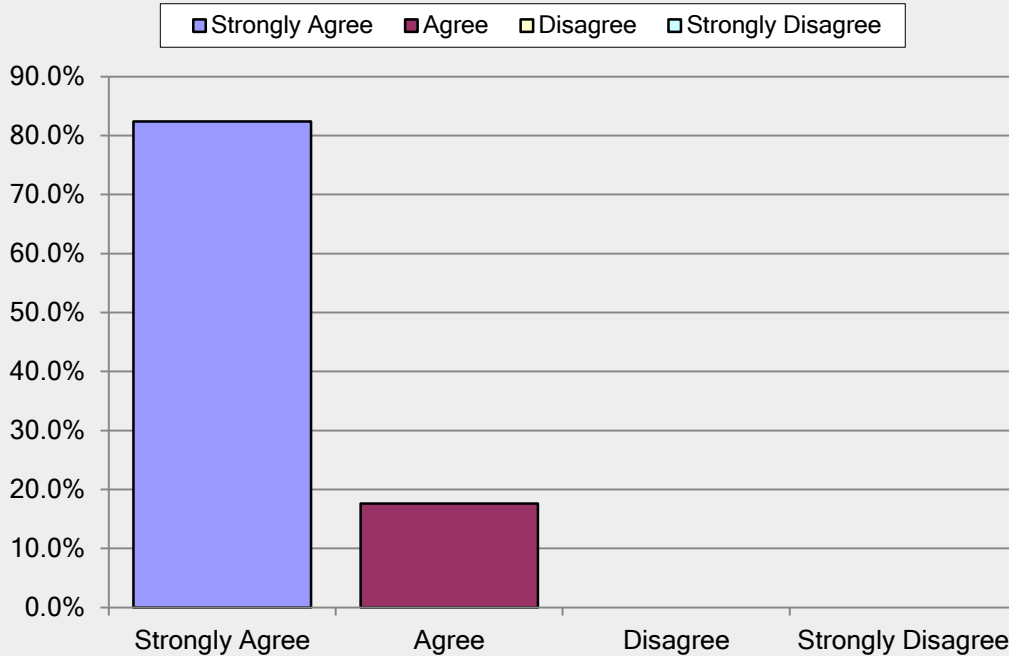
## Select Survey Responses 2012

### Unbeaten Path – China

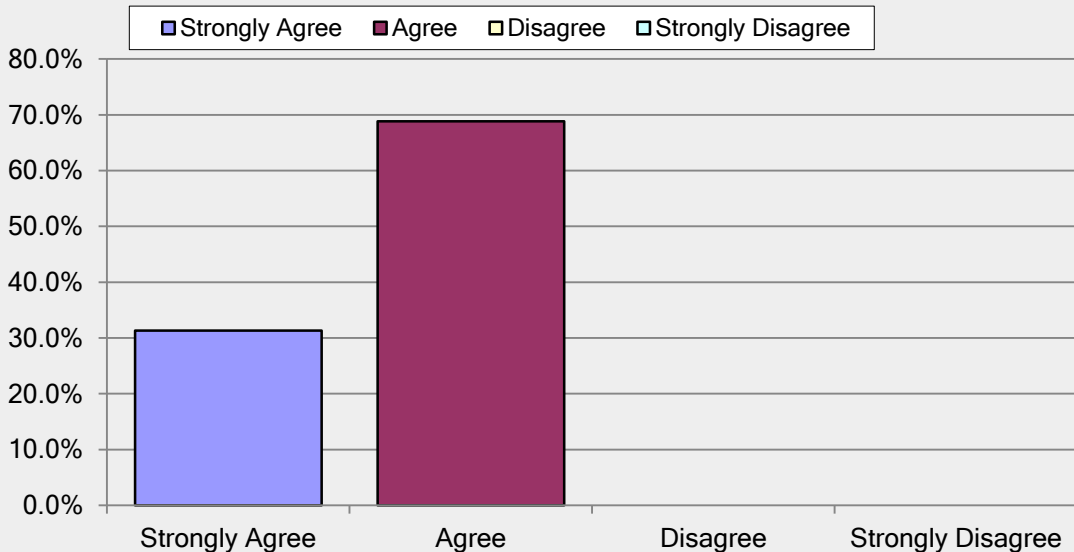
19/32 Respondents

Page 2

**I would recommend this experience  
(or a similar one) to other students.**



**As a result of this experience, I have at least one concrete idea  
about what I need to do to become more inter-culturally  
competent.**





**Goal 7:**

Conduct two staff training conferences similar to the program offered in January of 2012 and continue to engage challenge course staff in the enhanced training model including 30+ hours training for new employees.

**Objectives:**

All new challenge course staff participate in an 8-hour activity training; an 8-hour technical skills workshop; an 8-hour facilitation skills training; and a minimum 6-hour “shadow” experience in partnership with a fully trained facilitator. In addition, quarterly in-services are arranged for current staff 3x per year.

**Assessment/Evaluation:**

Survey, supervision/employee conversations, staff observations.

**Summary of Results:**

Completed a 40-hour training regimen for 30 new facilitators. Professional staff consistently conducted pre- and post-course debriefings with facilitators. Quarterly in-services proved expensive and difficult to coordinate for a majority of facilitators however, two were offered.

- 30 staff were engaged in a full 40-hour training regimen prior to being released to facilitate programs independently.
- Trainings were conducted in January and February.
- In-services were conducted in April in anticipation of the re-opening of the challenge course after an extended period of being closed for construction.
- 4 additional staff that have significant experience were oriented via a more traditional “field orientation” process.

Regular training with staff during the course shut-down were not economically feasible. Staff are paid a higher wage for facilitating challenge courses than for training workshops.

**Attachments: Available on Request**

- Facilitator Training Workshop Overview
- Names of currently active employees in the LCC facilitator pool (n=33).

**Method of disseminating and using information for improvement:**

Student staff often have the best suggestions for improving training processes.

**Actions Taken:**

Students will be engaged in leading and providing feedback as part of future trainings.

**Goal 8:**

Devise and implement a strategy for operation of the Wilderness Outpost which leads to a 10% increase in revenues and includes stringent guidelines for inventories and protection of equipment. Areas to be revised as needed may include training procedures & documentation, staffing, items offered for sale, marketing, and equipment for rent.

**Objective:**

1) Work with current attendants, ORGT volunteers, FT staff and customers, will conduct a needs assessment and/or a solutions/options session meeting(s), 2) Produce & implement a marketing plan that raises the profile of the Wilderness Outpost, 3) Measure outcome of revenues via our current POS software system.

**Assessment/Evaluation:**

10% increase in revenues over FY2012; description of improvements in policies and procedures.

**Summary of Results:**

Gear rental revenues up 13%\*.

- Expanded awareness of the Wilderness Outpost's gear rental program is a natural result of increasing attendance in instructional programs, etc. Because of our increased participants, rentals increased as well.
- Staff produced an attractive and informative gear catalogue.
- Ads promoting rentals appear on the e-screens in the CRC.
- Prices were raised slightly to put ORGT's rentals in line with other college programs, though still the lowest among such programs.
- In 2012 some trip fees related to endowment deposits were included in the rental line. These were included in the program lines. Thus the \$21,000+ in rental revenue does represent a genuine increase.

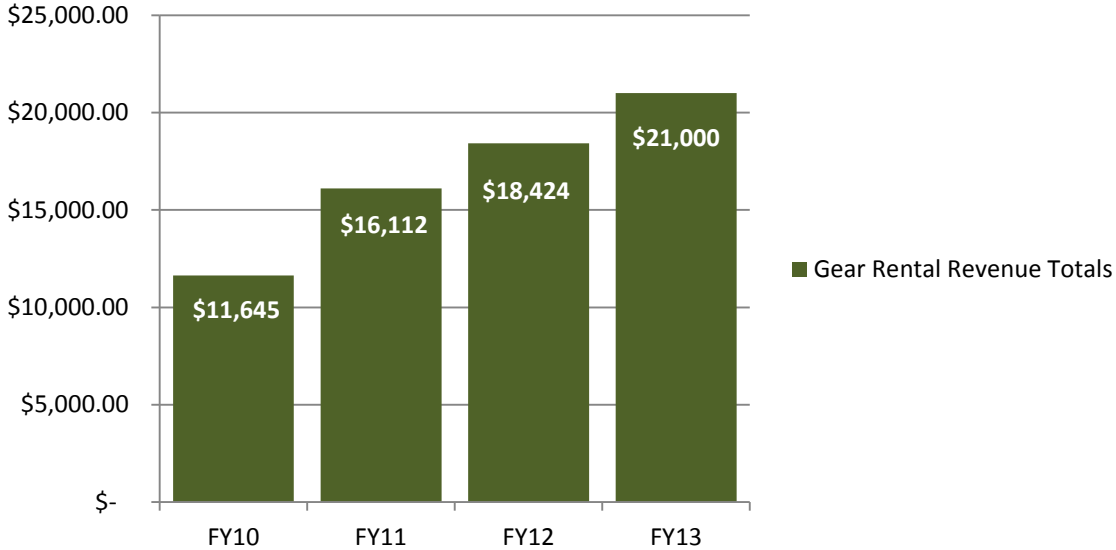
**Method of disseminating and using information for improvement:**

Revenue for FY13 is used to determine next steps for rental marketing/strategies. Feedback from Wilderness Outpost staff provided information regarding packaging of gears and options for rentals.

**Actions Taken:**

Outpost staff believe that there is room to considerably expand Outpost revenues by attracting people to ORGT and providing an atmosphere where they feel comfortable "hanging out". The suggestion is that we consider providing opportunities to purchase snacks, etc. and provide "consumables" for sale. The observation has been offered that the "next stop" after renting gear from ORGT is to go to Wal-Mart for batteries, food, flashlights, etc.

# Gear Rental Revenue Totals



**Goal 9:**

For summer 2012, provide at least 24 participants in the two-week Tech Treks program (in Alaska or an alternative location) with an experience that they report has enhanced their preparedness for success as GT students.

**Objectives:**

1) Increase participation in all aspects of Tech Treks by having earlier access to accepted students. 2) For summer 2012, provide at least 24 participants in the two-week Tech Treks program (in Alaska or an alternative location) and 4 sessions of 18 students in Tech treks Southeast; 3) All of whom report that their experience enhanced their preparedness for success as GT students. 4) Devise a pre-post survey to assess impacts.

**Assessment/Evaluation:**

Pre/Post survey data demonstrating improved preparedness and marketing materials that connect all Tech Trek offerings.

**Summary of Results:**

21 participants attended the 2-week Tech Treks Alaska program during the summer of 2012. As of 6/3/2013, 25 participants were signed up for the 2-week Tech Treks option for summer 2013 program.

Responses to the 2012 participant survey indicate experiences provided to 12 students were perceived as well-organized and meaningful:

- 100% were “highly satisfied” with their experience.
- 100% reported feeling either “more connected” or “much more connected” to FT post-trip.
- 87% reported feeling “More prepared” or “Much more prepared” for the challenge of college.
- 93% would recommend the experience to future Georgia Tech freshman.

Participants report perceiving value in their experience. Many go on to join ORGT. Last year several joined the CORE program and were active members throughout the year.

44 members of the President Scholars and Stamps Scholars programs will participate in expeditions in August 2013. While services are not delivered as part of this fiscal year, much of the preparation work takes place during this year.

**Method of disseminating and using information for improvement:**

Data is used for future marketing efforts and for improvement in planning and implementation of the program.

**Actions Taken:**

- Met with GT Director of Admissions regarding advance marketing opportunities;

- Work with campus departments like the Leadership Education Department
- Partner with FASET to gain earlier access to accepted students such as early
- Produce a comprehensive Tech Treks website & orientation videos
- Experiences are intentionally designed as an "freshman orientation" experience (Structured journals provided to participants, reflection and targeted exercises are incorporated into the structure of the trips.

**Goal 10:**

Achieve 100% ethics training compliance within 2-weeks of the first day of employment with Outdoor Recreation.

**Objectives:**

By systematizing the collection of employment data and standing by the policy that "no one" is scheduled beyond two weeks of their start date until their ethics training certificate has been turned in (or completed during the first two weeks of the winter semester for return staff), ensure 100% compliance.

**Assessment/Evaluation:**

Certificates & no one on the "outstanding" list circulated in winter semester.

**Summary of Results:**

In the end, Outdoor Recreation was able to provide documentation of employees having taken the ethics training for the vast majority of employees. Two to three individuals were unable to comply by the close of the deadline. Needless to say, there were systemic challenges with the way the process was set up that could not have been anticipated and which made it difficult for staff to complete the task.

**Actions Taken:**

There is probably no need to explain the problems with the system. They were experienced across campus and throughout the CRC. Non-student staff who tended not to have GT e-mail addresses and consequently had difficulty accessing the online documentation process even when they contacted OHR well in advance, and some students logged in to the system multiple times but the system failed to keep record of their compliance. The effort expended was good, but the system was flawed and made 100% compliance exceedingly difficult. The department should continue to document issues with the system and report to OHR accordingly.

**Goal 11:**

Improve Tech Treks (develop a curriculum) and position Tech Treks as a prominent Freshman Orientation Experience supported by systems and marketing materials that connect expeditions, Southeast Trips, and day programs on the challenge course.

**Objectives:**

1) Meet with GT Director of Admissions regarding advance marketing opportunities, 2) Work with departments such as LEAD to craft an orientation model, 3) Gain entry into admissions

collateral, 4) Produce a comprehensive Tech Treks brochures , 5) Design a curriculum supported experience intentionally designed as a “freshman orientation” experience.

**Evaluation/Assessment:**

Pre/Post survey data demonstrating improved preparedness and marketing materials that connect all Tech Trek offerings.

**Summary of Results:**

A pre-post survey data demonstrating improved connectedness between marketing materials and programs was the incorrect means for assessing this goal. Instead, the website section on Tech Treks does a nice job packaging all 4 offerings: RATS on Ropes, Tech Treks Alaska, Tech Treks Southeast, and Tech Treks Minnesota.

**Attachments:** Available on Request

- Posters
- Printed Materials
- CRC Website

**Method of disseminating and using information for improvement:**

The Outdoor Recreation staff, Assistant Director of Communications and Marketing, and other Admissions staff should use feedback from participants regarding messaging and collateral for these programs.

**Actions Taken:**

The key to expansion of the Tech Treks model is to describe it in consistent, coherent language and to capture the message efficiently in a package that can be distributed by the admissions team. Several of the “recruiting alumni” in other cities have expressed surprise when they have learned of Tech Trek opportunities. They have expressed interest in having the materials to distribute at meetings in their cities.

**Goal 12:**

Increase the number of challenge course services to at least 4000 individuals in FY2013.

**Objectives:**

1) Work closely with the CRC Asst. Director of Communications and Marketing to produce quality targeted marketing pieces, keep the website up to date and filled with engaging content; 2) Through regular face-to-face marketing meetings and discussions with potential group coordinators, recruit 4000 participants; 3) Institute & document efficient systems through which a student assistant can assist with all aspects of booking and communicating with a group.

**Assessment/Evaluation:**

Participation numbers for the Leadership Challenge Complex during FY13. Record of user groups and course attendance.

**Summary of Results:**

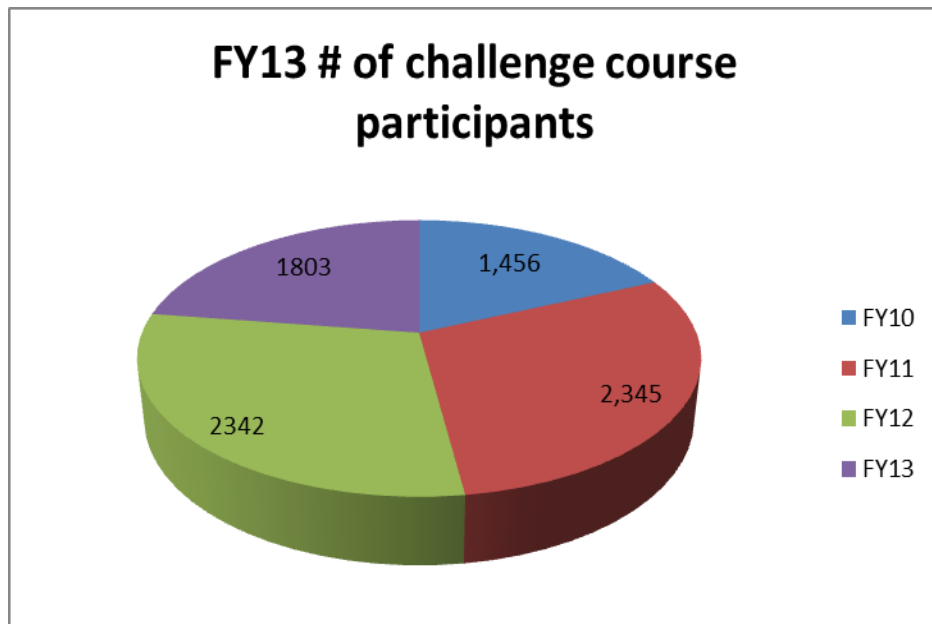
This goal was not met during FY13. The Leadership Challenge Complex served approximately 2400 of 4000 projected.

Despite being shut down for repairs and construction on the course for almost five (5) months and having services greatly curtailed by group size limitations beginning in April of 2012, the challenge course still served 1800 participants – the lowest number served since opening in 2009. During the shut-down, marketing was a challenge. Only now, interest in the course is picking up and we are booking significant numbers of campus and other groups as a result.

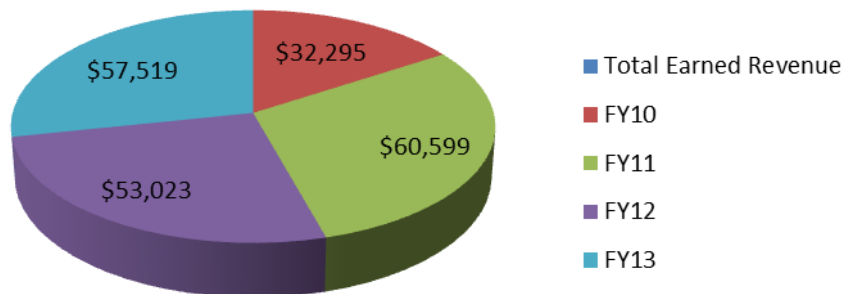
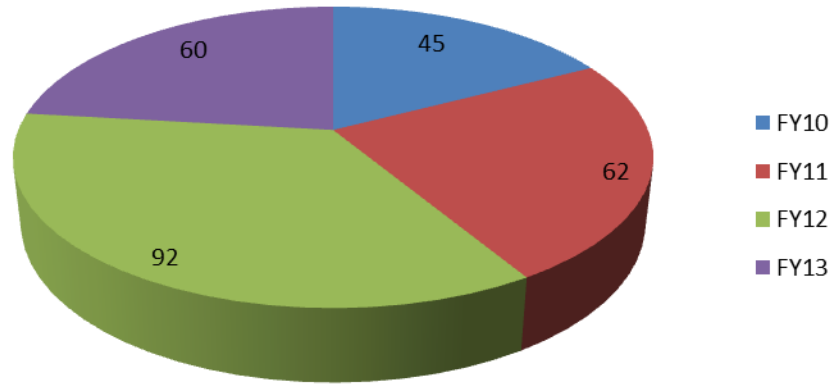
Revenues were lower, too, though we have seen a definite uptick in interested groups of a higher profile on campus and a higher level of professional stature in the business community

**Method of disseminating and using information for improvement:**

Participant/user group numbers and revenues from FY13 will be used to forecast goals for FY14.



### FY13 # of Challenge Course Groups



#### **Actions Taken:**

The Leadership Challenge Complex is well-received by GT students and more and more by GT faculty. There is a market for the programs. To be responsive, we must first be open! Group sizes tend to be smaller (25) rather than mid- or large-sized (35-60). This needs to be incorporated into program design and forecasting.



At the same time that we saw qualitative and quantitative evidence of improving quality in the product we are delivering, we saw a decrease in the size of groups and a decrease in the revenues generated. Significant effort needs to go into developing a marketing plan that includes FT Outdoor Recreation Staff leaving campus to meet with organizations to educate them about the opportunities.

It is time to look at increasing the cost of programs to students. Currently, student groups are charged an average of \$18 per person. This is very reasonable, but barely meets our direct staffing costs. A 10% increase in fees to students is gradually being implemented.

## **Marketing**

### **Goal 1: Operational**

#### **Goal**

Develop a weekly and monthly social media calendar and plan that will include interactive posts, photos, and giveaways.

#### **Outcome**

This goal was successfully met. The calendar was created in both an excel format and in a Zimbra calendar that could be shared with my student staff to follow. Weekly discussions were held with student staff and staff were assigned days to participate in posting to social media sites. Also posted on the calendar were assignments to research upcoming trends and programs in social media.

#### **Evaluation Strategy**

This goal was evaluated on the basis of completion. The goal was completed and additional objectives were added in order to take the goal to the next level. This goal was also evaluated through observations during weekly discussions with staff where staff demonstrated their knowledge and understanding of social media and asked questions about where we were moving in the future. This calendar format has helped increase communication between my staff and myself and gives them a better understanding of the overall and big picture of our social media marketing plan.

#### **Method of disseminating and using information for improvement**

In the upcoming year, the marketing department will continue to keep the goal of not only increasing followers and fans but participation in all three social media platforms and using this social media calendar to plan our posts and campaigns will help us to remain engaging and interesting to our audience. We will also continuously research new platforms and channels in order stay up-to-date and current with trends.

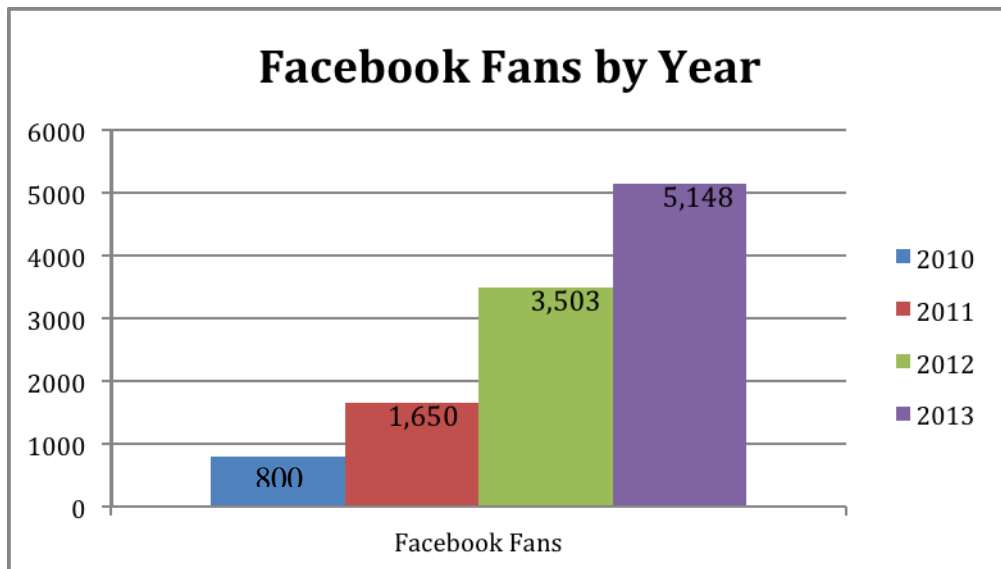
### **Summary of Results**

This goal was successfully met. The calendar was created in both an excel format and in a Zimbra calendar that could be shared with my student staff to follow. Weekly discussions were held with student staff and staff were assigned days to participate in posting to social media sites. Also posted on the calendar were assignments to research upcoming trends and programs in social media.

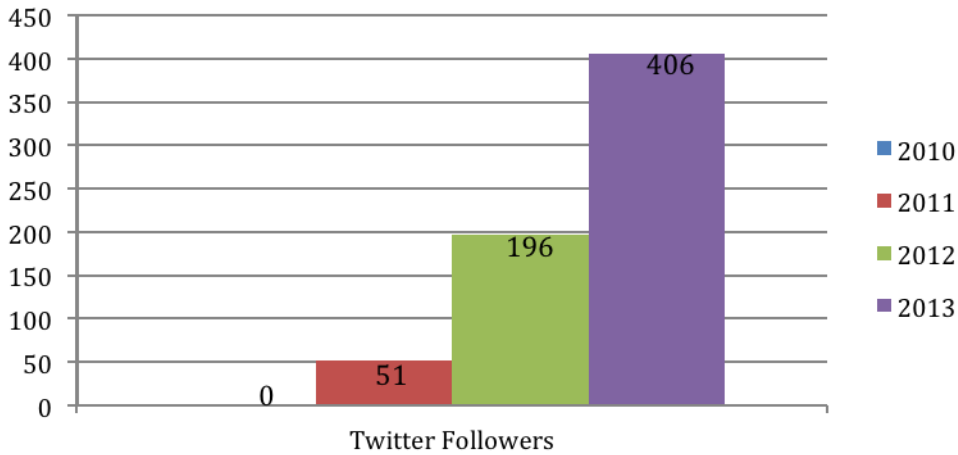
In conjunction with this goal, it is our goal to continually increase our social media followers through all of our channels. As seen in both charts below, both our Facebook and Twitter followers has increased in this year. Our Facebook page, CRC at Georgia Tech, has had an increase of fans by 47%. A Twitter account, CRCatGT was created toward the end of the 2011 fiscal year and the number of followers this year is up to 406 which is an increase of 107%. More importantly our post feedback (our interaction with our followers and fans) has increased and that is more important to the quality of our interaction and impressions to our audience.

### **Action Taken**

This calendar was so successful that I am planning on implementing the same process with Go T.E.C.H. to help the intern of that organization learn about social media marketing and be able to participate in the implementation of our campaign and posts.

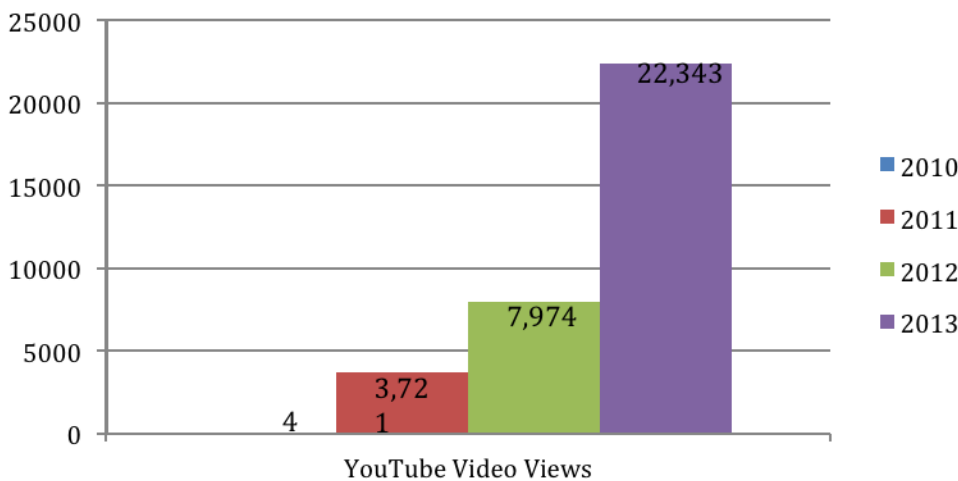


## Twitter Followers by Year



Increase in Twitter Followers by 107%!

## YouTube Video Views by Year



Increase in YouTube Overall Video Views by 180%!

### Goal 2: Operational

#### Goal

Increase the participation of current CRC members in the following areas by 10%: Member Services and Healthy Lifestyle Programs.

#### Outcome

The objectives of this goal were to work with each department to create an annual marketing plan that was specific and deliberate and by doing so increase Memberships by 2%, participation in Healthy Lifestyle Programs by 8%.

### **Evaluation Strategy**

These programs and their participation were evaluated by reviewing pre and post participation numbers at the beginning and end of the year.

### **Method of disseminating and using information for improvement**

For this goal we were not able to reach the increase goal for each of the areas. The goal to increase participation and usage will be the same for the following year so I will use this data as a starting point for discussion with each department and find out where and how we fell short specifically in our marketing of these programs to assist in the growth of participation. Using this information, the departments and I will come up with a plan, different from the previous year, in order to reach the goal in the following year.

### **Summary of Results**

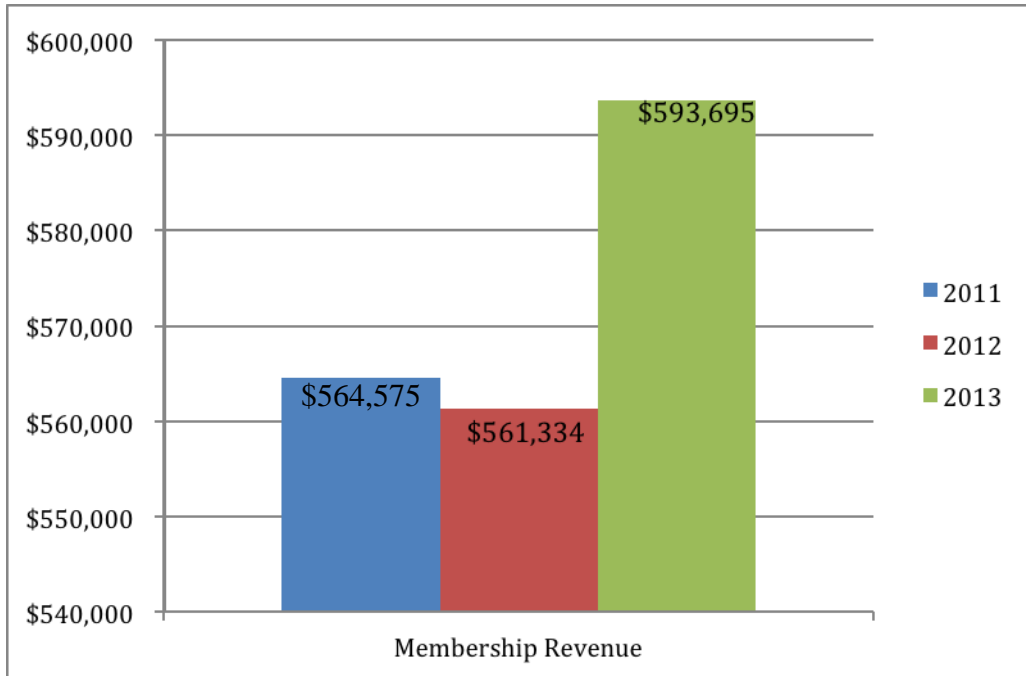
This goal was partially met. Although membership numbers have decreased, membership services revenue increased this year. This is in part due to affiliate group and summer program participation. In the area of Healthy Lifestyle Programs, both G.I.T. FIT and Intramurals/Sport Clubs saw a slight decrease in participation. For G.I.T. Fit, this was mostly due to the loss of the Learn to Swim program in their department which had a high number of participants. Both Intramurals and Sport Clubs remained the same or saw a slight decrease in participation numbers. Overall Outdoor Recreation met their goal through participation Instructional Programs and Climbing Wall Participants but when added to the deficit for the other programs, the department overall did not reach the 8% increase goal. This data will be used in discussion of what needs to change for the upcoming year to see an increase.

### **Action Taken**

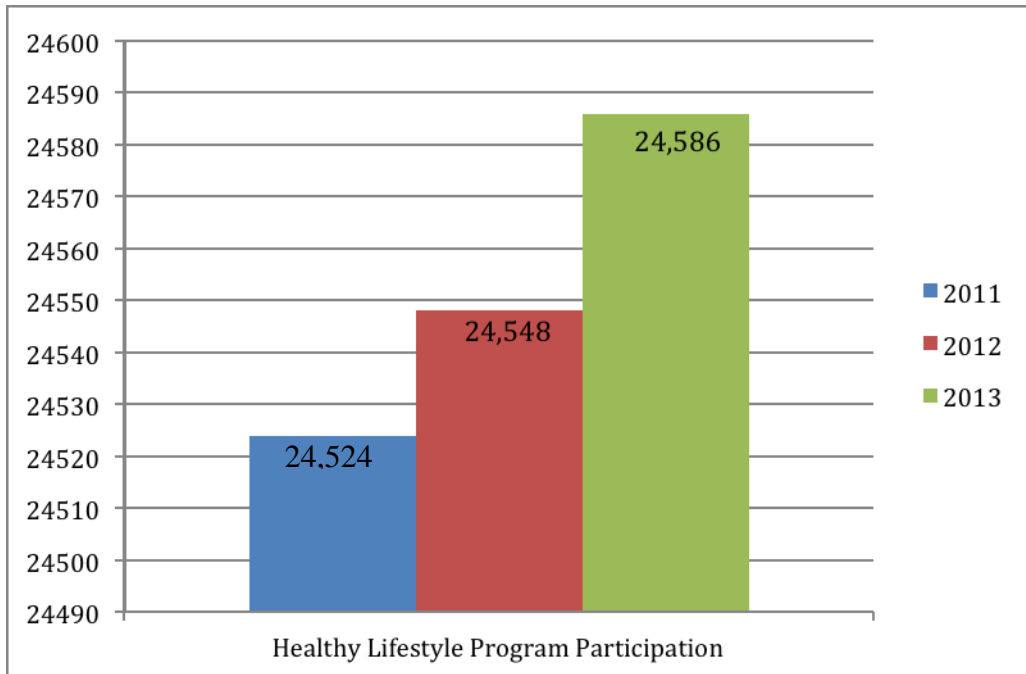
In the following year I will partner with Member Services to creatively market to the audiences that either decreased or remained the same in order to see an increase in memberships in the following year. This may be through incentives for our current members (“sign up a friend” promotions), coupons to new members, and marketing materials sent in conjunction with other program and service promotion.

I will also do the same with the other departments that didn’t see an increase in participation and will reevaluate our strategy for marketing to those audiences. For many of our programs the focus will shift to program awareness instead of participation as the goal because with awareness will come an increase in participation.

The below results are based on the previous three fiscal years. However, because numbers have not been captured for the month of May or June for Membership Services, a comparison is made only from July 1 to April 30 of all three years. Based on the previous years, Member Services revenue did increase by 5.4%.



Increase in Membership Revenue by 5.4%!



**Goal 3: Operational**

**Goal**

Make the full and complete transition to the new logo in the following areas: interior signage, exterior signage, publications, documents, collateral and apparel.

### **Outcome**

The objectives of this goal were to:

- 1) Create a detailed removal plan with deadlines;
- 2) Communicate the plan and assign duties to managers;
- 3) Implement the removal and installation plan by group.

The objectives of this goal were met. There are pieces of this goal that were not met (the full and complete transition) particularly in apparel, but orders for apparel have been made and the remaining areas of logo transition are in process. A final request was made of the managers to ensure that all logos were removed on documents and exterior signage in their areas which was completed.

### **Evaluation Strategy**

This goal was evaluated by observation of logo removal.

### **Method of disseminating and using information for improvement**

Although all of the objectives of this goal were met, it is my plan to monitor the remaining areas awaiting apparel and do everything that I can to make sure that the full and complete transition is made before the end of the summer semester.

### **Summary of Results**

Parts of this goal were successfully met. We are still waiting for the complete transition in the apparel department.

### **Actions Taken**

Steps have been taken to ensure that the remaining areas needing new apparel or logos replaced are in process and the transition is expected to be complete before the end of the summer semester. Will continue to observe documents, apparel and signage to make sure that old logos do not return. Will also work with departments to make sure that the correct logo and artwork is ordered for future apparel orders.

### **Goal 4: Operational**

#### **Goal**

By the mandated deadline, all employees under my review will have completed the required BOR Ethics Training Module.

#### **Outcome**

This goal was successfully met and all of my student employees had taken the training before the first list of names was disseminated to the division.

#### **Evaluation Strategy**

This goal was evaluated by the timeline given and if I had any staff from my department on the problem list.

### **Method of disseminating and using information for improvement**

It is my plan to continue the success of this goal in the coming year.

### **Summary of Results**

This goal was successfully met.

### **Actions Taken**

It is my plan to continue to be fully successful with this goal in the coming year. I will do that by making sure my students get terminated on time, that I fully communicate the expectation and information when information about the training is available, and that I stay up-to-date on new processes to complete this training as they become available.

### **Goal 1: Student Learning Goal**

#### **Learning Goal**

To enhance student employee understanding of intercultural differences as it relates to communication and interaction with the diverse customer base at the Campus Recreation Center.

#### **Outcome**

By engaging in exercises focused on improving and enhancing communication and understanding of a diverse, customer base, student employees will provide better customer service and marketing pieces that are all encompassing of the diverse audience we serve.

#### **Evaluation Strategy**

Student employees will be evaluated at the end of the 2012-2013 school year assessing their skill and understanding of cultural differences as it relates to their position in the marketing department through observation of the work they complete and verbal discussion.

### **Method of disseminating and using information for improvement**

This is a topic that will have to be discussed and reinforced. It is especially important that my students understand the need for multicultural competence in our marketing materials. Although this goal was successfully met in this year, I will continue to reinforce these principles in practice as we continue into next year.

### **Summary of Results**

This goal was successfully met. During the year, as I assigned projects to my student assistants, we discussed the visuals of the piece and the importance of making sure our marketing materials were diverse and fully inclusive of the audience we serve. The discussions continued throughout the year and my students were evaluated through these discussions and the review of their final products. At the end of the year, my students understood the concepts and were able to produce pieces that were multiculturally inclusive.

### **Action Taken**

Although this goal was successfully met in this year, I will continue to reinforce these principles

in practice as we continue into next year. I will also try and partner with other departments as they conduct their discussions so that my students can see the effect of multicultural competence outside of the marketing department.

## **Goal 2: Student Learning Goal**

### **Learning Goal**

Train student staff members on Social Media Marketing and teach them to enhance our current use of Social Media to increase Memberships and Member Participation

### **Outcome**

After training, the student staff will demonstrate the ability to:

- \*identify the target audience for social media
- \* know how to appropriately communicate through social media outlets
- \* identify why it works and distinguish why marketing is moving in the direction of social media

### **Evaluation Strategy**

Students were evaluated through brainstorming sessions in which the students were asked to come up with new and creative uses for our social media outlets and evaluated students through observation during this session.

### **Method of disseminating and using information for improvement**

After the brainstorming sessions I assigned each student an area of improvement that I asked them to research and report back to me and their fellow coworkers. These areas included: best practices by peer institutions and businesses, applications that could be used to improve efficiency, processes that could be used to improve efficiency and communication, and research on what were the new platforms and channels available.

### **Summary of Results**

This goal was successfully met. After the brainstorming sessions, students were able to have insightful and creative discussions about our use of social media and were able to creatively discuss improvements to our process and posts.

### **Action Taken**

Now that my students understand the importance of social media in our conversation with our audience, I will use them in the coming year to plan our posts, come up with topics of discussion and contests, and facilitate the posting to all of our social media channels.

## **Goal 3: Student Learning Goal**

### **Learning Goal**

Assign student staff to work as a team to create a quarterly student staff e-newsletter that is informative, engaging, and interactive.



## **Outcome**

After two production cycles, the student staff will demonstrate the ability to:

- \* identify topics appropriate for the target audience
- \* compose effective and accurate articles
- \* design an appropriate layout
- \* coordinate production to complete the project on schedule and in the proper format

## **Evaluation Strategy**

Students were to be evaluated on the review of their work and proper layout and through the ability to meet the deadlines of production. The success of the project would also be evaluated on the open-rate of the e-newsletter emails.

## **Method of disseminating and using information for improvement**

This goal was not successfully met this year and will be a goal for the following year.

## **Summary of Results**

This goal was not successfully met this year and will be a goal for the following year. My staff was able to produce one newsletter at the beginning of the fiscal year, but an abundance of projects and limited amount of staff caused me to put this project down on the priority list which meant that it didn't get published the rest of the year.

## **Action Taken**

It is my plan to make this project a priority in the coming year and to assign it to my students as a goal that they will have to complete. I will also partner with different departments in order to secure content. One example of this would be a partnership with the Risk Management committee who will use the newsletter as a way to disseminate training videos, tips, and updates to the student staff.

## **Marketing Research Report 2013**

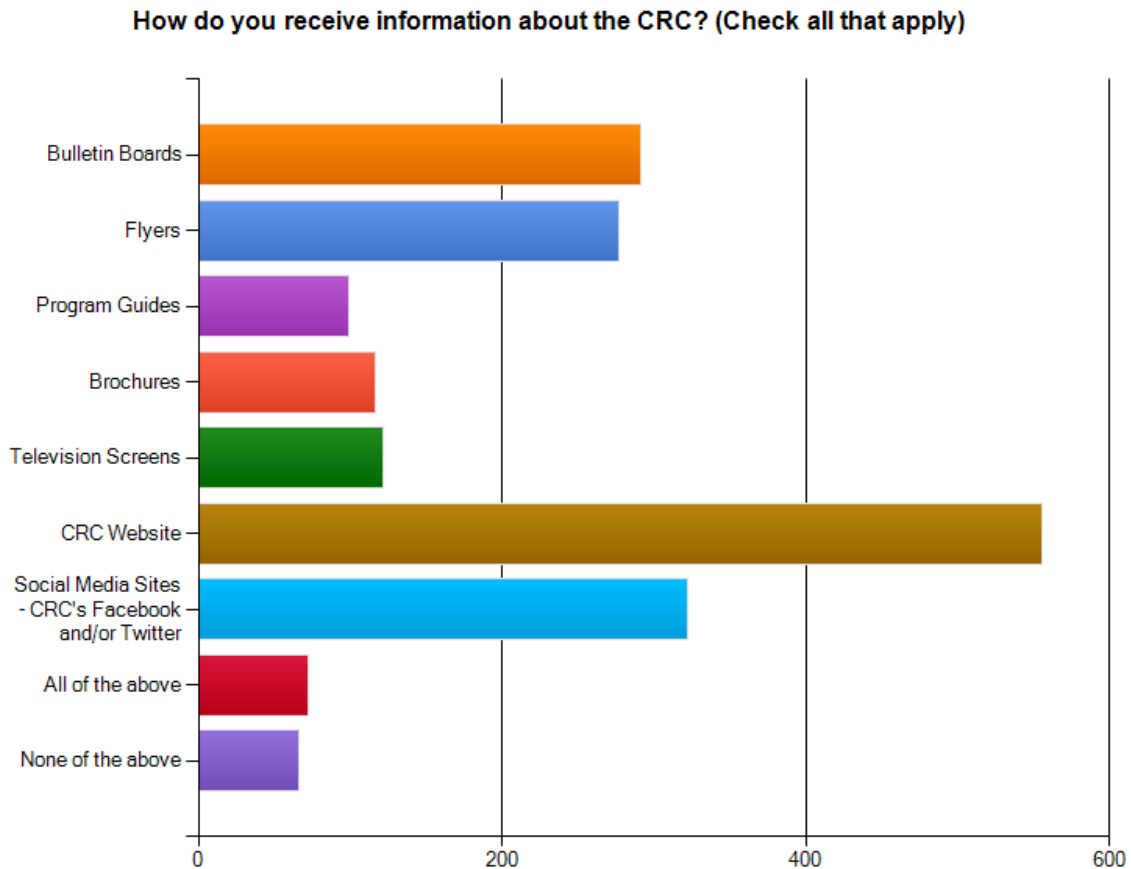
### **Purpose and Methodology**

The communications department also facilitated a marketing survey to the patrons/audience of the CRC this year. The objective of this research was to determine if the Georgia Tech Campus Recreation Center is effectively communicating with its patrons and how to better its marketing strategy as a result. We developed a 13-question survey asking various questions about the patrons' preferred methods of communication, the nature of the CRC's methods of communications, and some basic demographic questions.

This research was conducted over a 6-week period in the Spring of 2013. The survey was administered by three Marketing Assistants via iPads at a table in the lobby of the CRC. We obtained 1001 responses, comprised of undergraduate students, graduate students, alumni, and faculty/staff of Georgia Tech.

The evaluation strategy for the results was to review the data and make data driven decisions for the CRC marketing plan for the following year. This report will take you through the responses for each question and the action plan based off of this data.

**Question 1: How do you receive information about the CRC?**



**Summary of Results**

This question asked the respondents to choose all means of how they receive information about the CRC. The results show that 55.5% of respondents prefer to receive information about the CRC via the CRC Website. Another 32.2% of respondents receive information from the CRC's Facebook and/or Twitter. Bulletin boards and flyers are also popular ways that CRC patrons receive information about the CRC, representing 29.1% and 27.7% of respondents, respectively. 6.6% of respondents reported that they do not receive information from the CRC from any of the above sources. There were 114 open ended responses to this question, most of which stated that they receive information about the CRC from their friends (word of mouth) and from the CRC emails.

These results show that CRC patrons are receiving information mainly from the CRC website, social media sites, bulletin boards, flyers, CRC emails, and their friends.

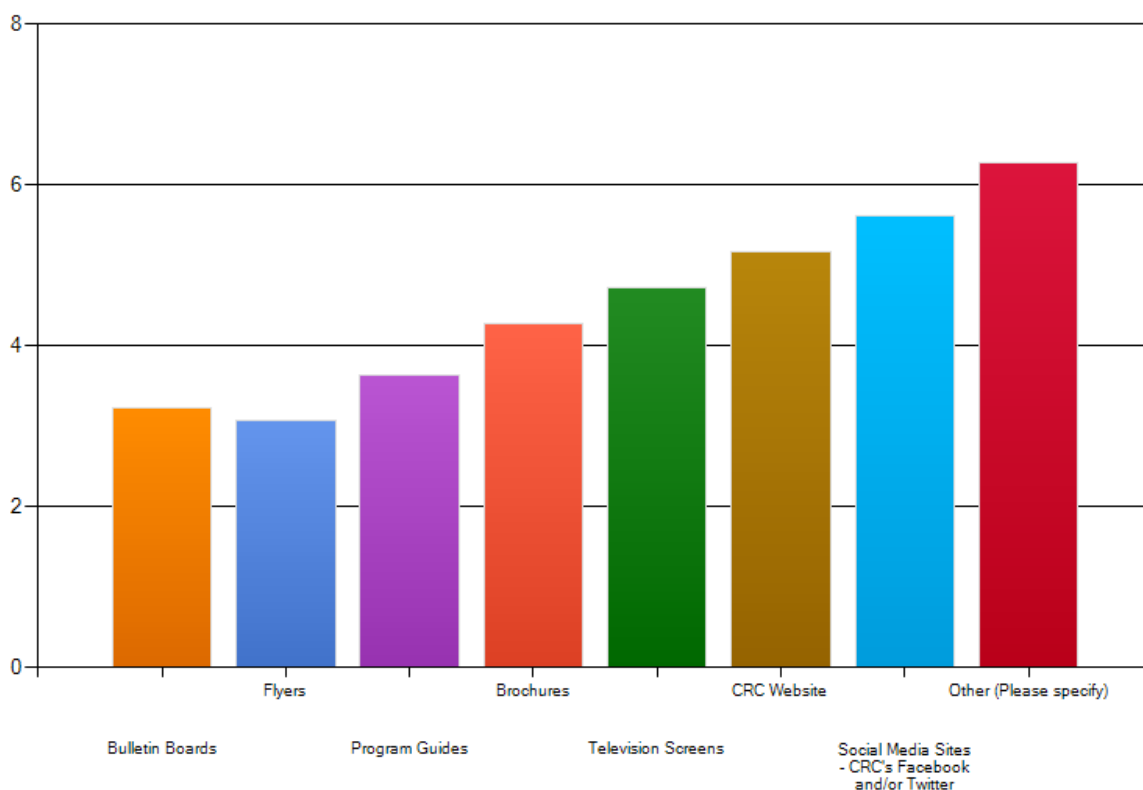
### **Action Taken**

One of the goals of the institute is to open a new and updated website. The CRC will participate in this upgrade and will focus on making sure the website is an up-to-date and full of information as possible each day. Because this is where the majority of our patrons look for information, I will now have a student assistant check the site three times a week for needed updates and outdated information.

This data doesn't support the removal of any of our communication channels, therefore we will continue our effort for clear, detailed, and up-to-date information over all of our channels but put special emphasis on updating the website as often as possible.

### **Question 2: Which of the following methods of communication do you prefer?**

Which of the following methods of communication do you prefer? (Please rank the following 1-8; 1=least preferred and 8=most preferred)



### **Summary of Results**

This question required respondents to rank the above choices on a scale from 1-8; 1 being least preferred and 8 being most preferred. The chart above shows the average values chosen by the respondents for each method of communication. 54.8% of respondents ranked "Other (Please specify)" as their most preferred method of communication. The results from the previous question show that over half of the respondents prefer to receive information via their friends and the CRC email list.

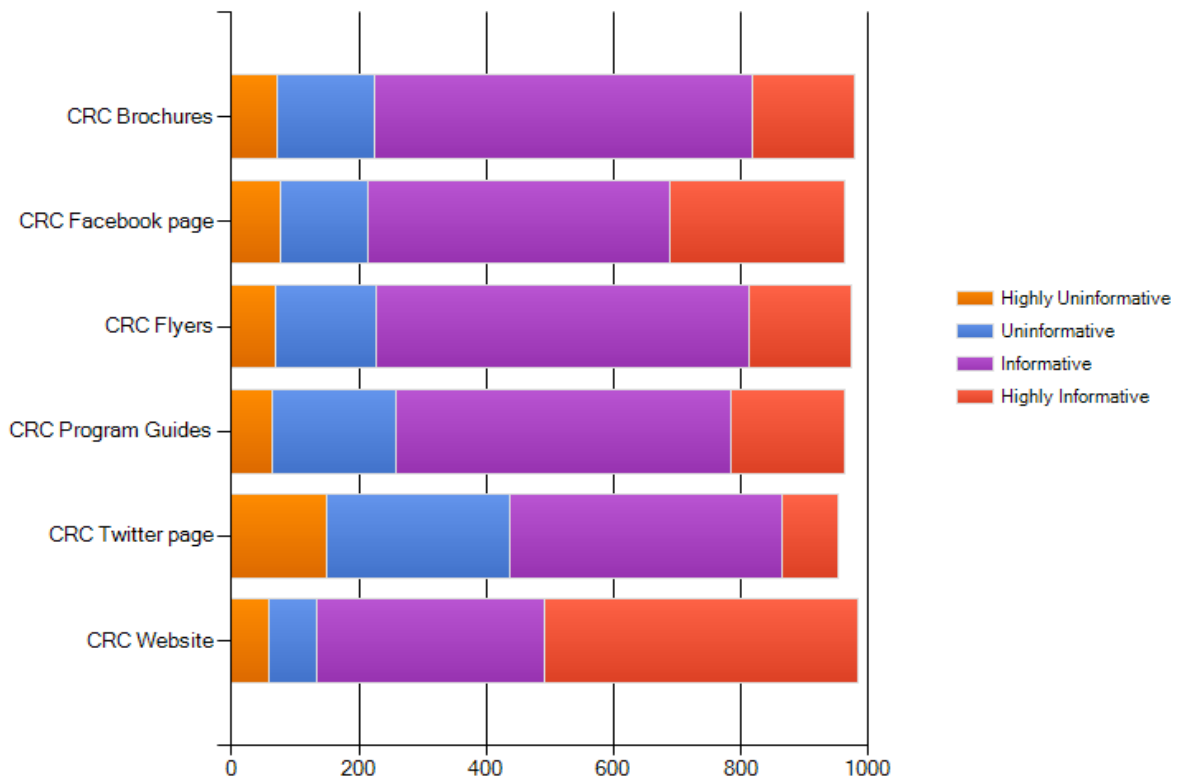
The second most preferred method of communication is the CRC’s social media sites (Facebook and/or Twitter), ranked number 7 by 37.1% of respondents. The CRC website was ranked the third most preferred method of communication by 27.5% of the respondents.

**Action Taken**

This data is important but difficult to clearly understand. The majority of respondents prefer to receive information from the CRC listserve emails and from their friends. This means that we should focus on a more regular schedule for the listserve but also continue to focus on our other channels of communication. This graph also tells us that we need to focus on the website and social media which are secondary preferences of respondents. We will continue to focus placing information on all of our communication channels but will make sure to focus on those specific channels with detailed information.

**Question 3: Please indicate to what extent you perceive the following tools to be *informative* using the scale below.**

**Please indicate to what extent you perceive these tools to be informative using the scale below:**



**Summary of Results**

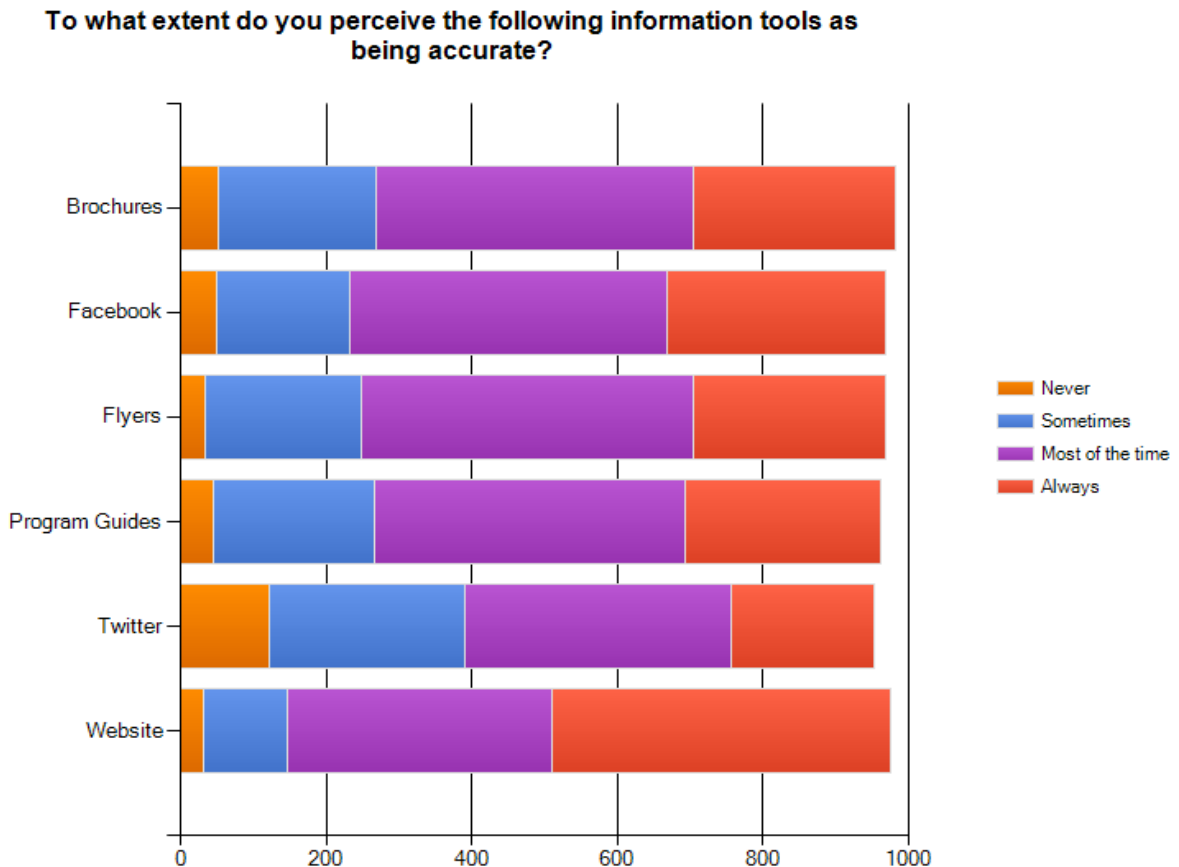
This question asked respondents to rate the CRC’s various methods of communication on a scale from Highly Uninformative to Highly Informative.

Regarding the CRC Website, 49.9% of respondents believe it to be highly informative, and 36.5% believe it to be informative. Well over half of the respondents believe the CRC program guides, flyers, brochures, and Facebook page are either highly informative or informative. The CRC’s Twitter page has split rankings – 44.8% of respondents believe it is informative, while 30.1% believe it is uninformative. These results (and results from late questions) show that the CRC needs to place on emphasis on providing more information on their Twitter page.

**Action Taken**

It is always very important that we do our best to make sure that the information communicated to our audience is timely, informative and factual. Although we have done a good job with this throughout all of our channels, the perception of our audience is that the information received is not as accurate as it needs to be. With that in mind, I will add an extra draft cycle to each of our publications and extra procedures in place to make sure each of the pieces of information we communicate have been proofread by someone else in the department.

**Question 4: To what extent do you perceive the following information tools as being accurate?**



### **Summary of Results**

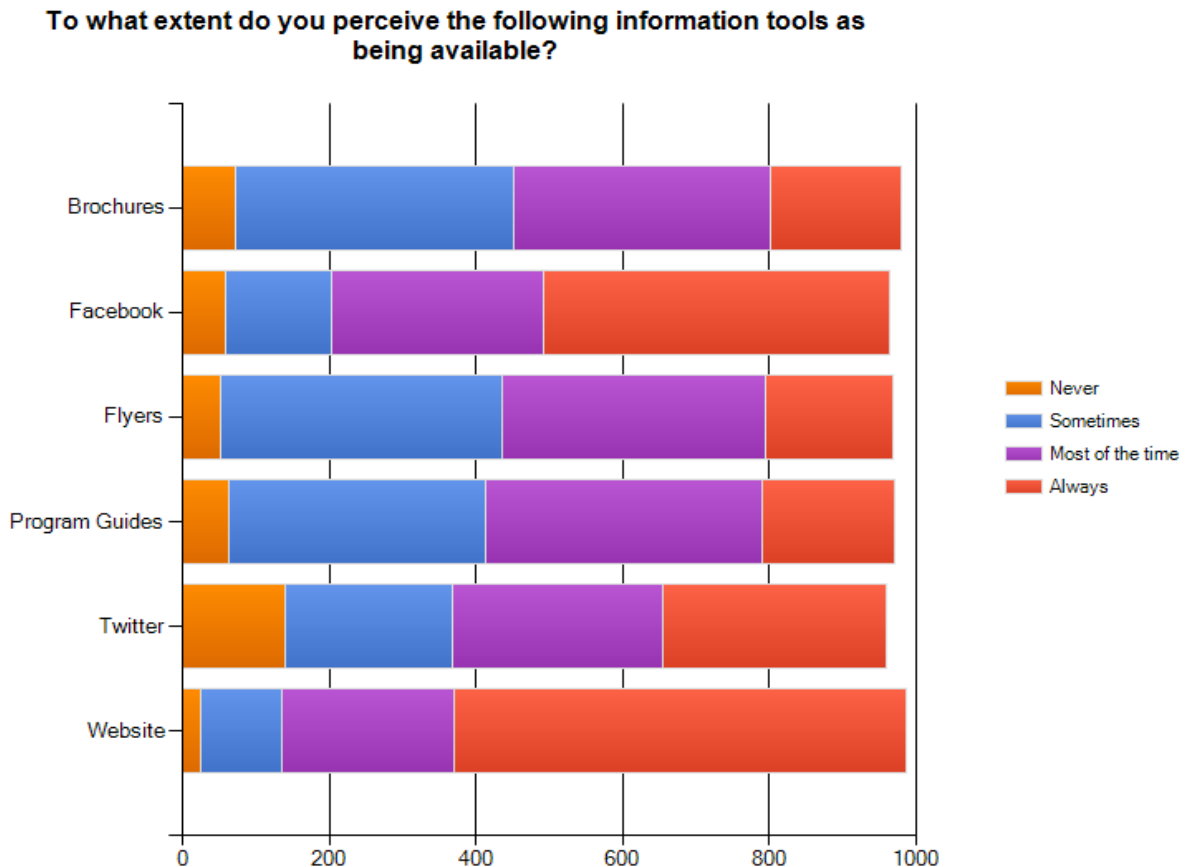
This question asked respondents to rate the CRC’s various methods of communication on a scale from Never to Always regarding how often they perceive them as being accurate. The graph above depicts their responses.

47.6% of respondents believe that the CRC Website is always accurate. Well over half of respondents believe that the CRC program guides, flyers, brochures, and social media (Facebook and Twitter) are accurate either always or most of the time.

### **Action Taken**

It is always very important that we do our best to make sure that the information communicated to our audience is timely, informative and factual. Although we have done a good job with this throughout all of our channels, the perception of our audience is that the information received is not as accurate as it needs to be. With that in mind, I will add an extra draft cycle to each of our publications and extra procedures in place to make sure each of the pieces of information we communicate have been proofread by someone else in the department.

### **Question 5: To what extent do you perceive the following information tools as being available?**



### **Summary of Results**

This question asked respondents to rate the CRC’s various methods of communication on a scale from Never to Always regarding how often they perceive them as being available. The graph above depicts their responses.

62.4% of respondents believe that the CRC Website is always available. The CRC’s Facebook page also received a high number of responses showing that it is always available – 48.9% believe this to be true. On the other hand, more than 30% of respondents rated the CRC’s program guides, flyers, and brochures as being available both sometimes and most of the time. These results show that these non-electronic forms of communication should be produced and updated on the brochure rack on a more regular basis.

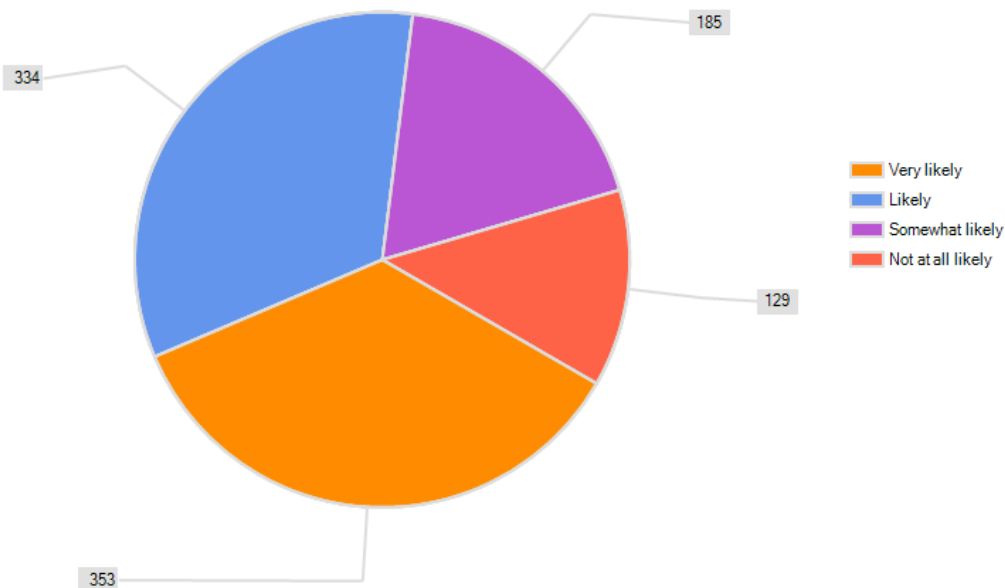
The CRC’s Twitter page received varied responses – 23.8% of respondents believe it to be available sometimes, 29.9% most of the time, and 31.8% always.

### **Action Taken**

We will continue to do our best to make sure information is available to our audience whenever it is available to us.

### **Question 6: How likely are you to get information from visiting the CRC’s social media websites?**

How likely are you to get information from visiting the CRC's social media websites?



### **Summary of Results**

This question gauged how likely respondents were to use the CRC’s social media websites as a means to receive information about the CRC.

Over half of the respondents said that they were either very likely or likely to get information from visiting the CRC's social websites. 35.3% said very likely, while 33.4% said that they were likely to visit. Another 18.5% of the respondents said that they were somewhat likely to visit the CRC's social media websites to obtain information, and the remainder of the respondents (12.9%) said that they were not at all likely to visit.

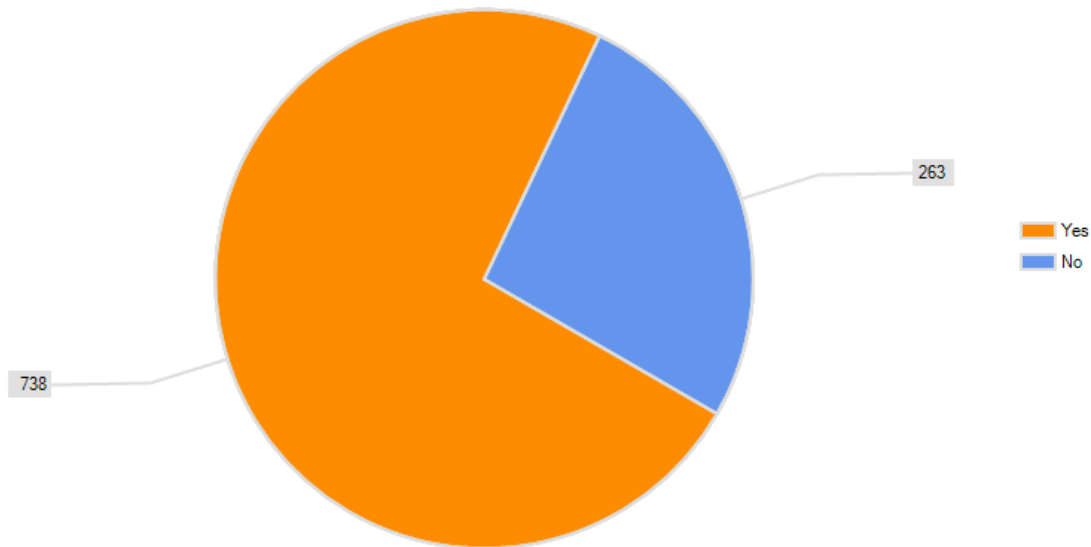
These results show that with effective advertising and implementation, the CRC's social media websites can be a great tool to communicate information to its patrons.

### **Action Taken**

As seen through our data and national data on social media usage, this is an important channel for communication with our student audience. We will continue to use this as a primary platform for communication with our audience and continue to do our best to be informative, factual and accurate while being interesting to get their attention.

### **Question 7: Do you know that the CRC has a Facebook page?**

**Do you know that the CRC has a Facebook page?**



### **Summary of Results**

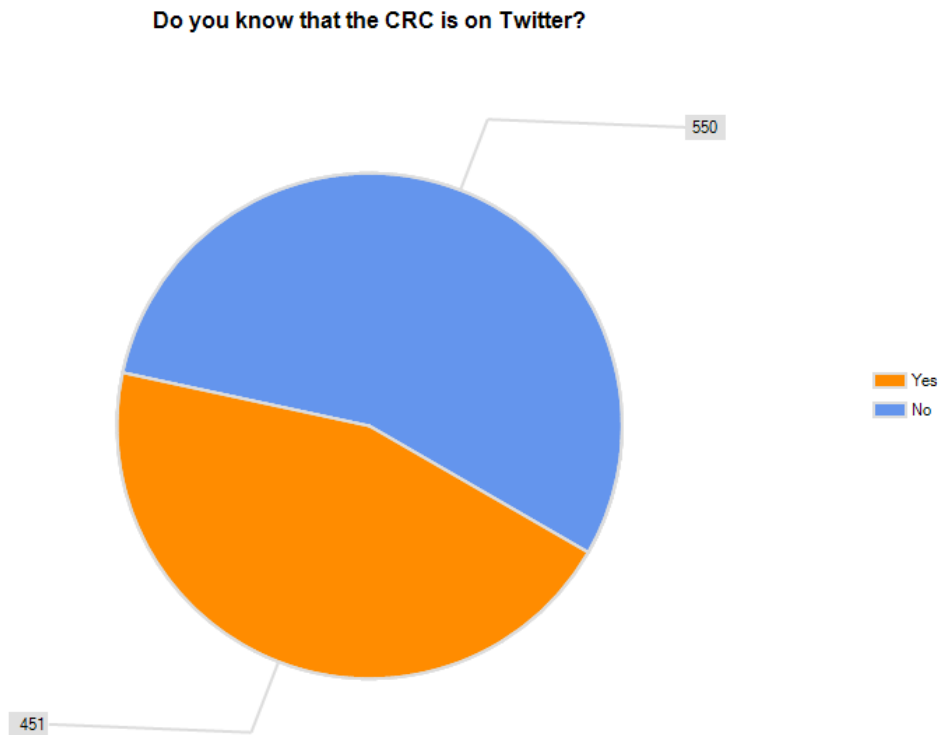
This question asked respondents if they were aware that the CRC has a Facebook page. The results show that the majority of the respondents are aware (73.7%), but there is still a large portion of respondents that aren't aware that the CRC has a Facebook page (26.3%). The CRC's Facebook page can be an effective tool to relay information to its patrons, but these results show that patrons must be made aware that it exists first.



**Action Taken**

Given this data, we will do more to market our Facebook page at all of our programs and events and distribute information about the existence of our page through our other marketing campaigns.

**Question 8: Do you know that the CRC is on Twitter?**



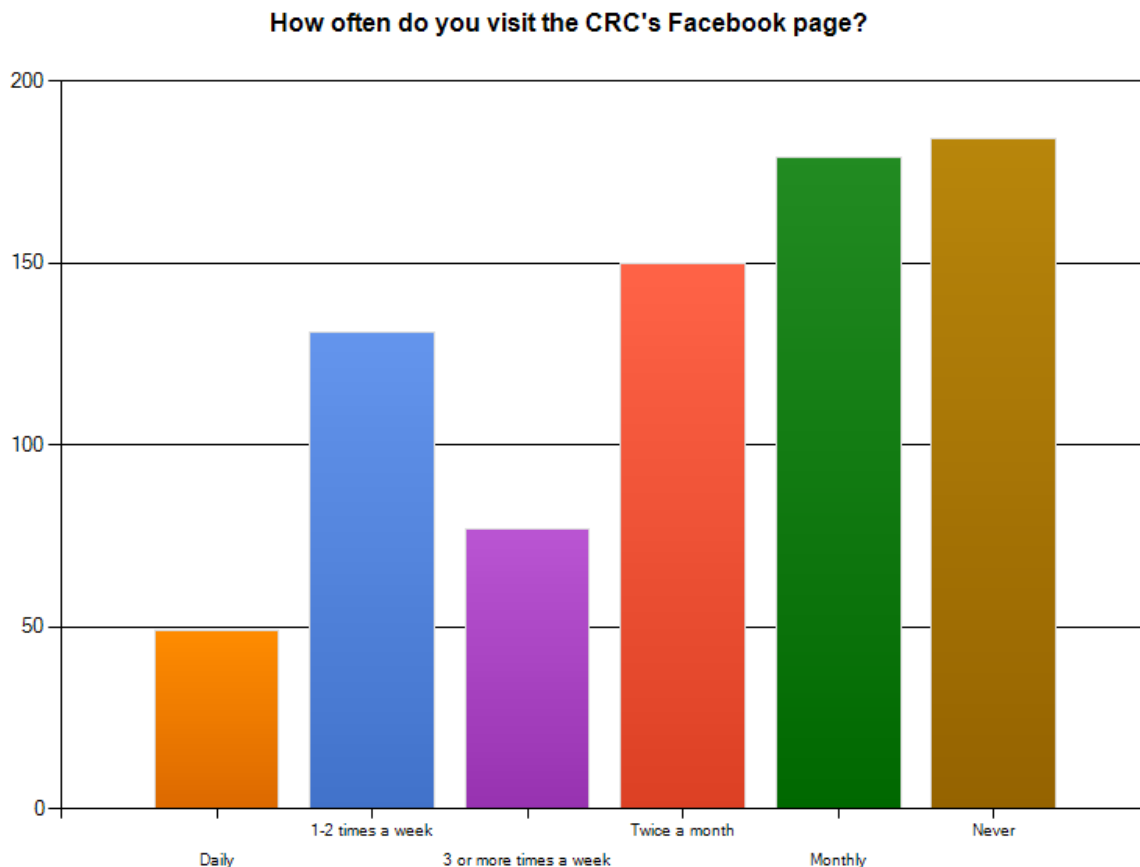
**Summary of Results**

This question asked respondents if they were aware that the CRC has a Twitter page. The results show that only 45.1% of respondents are aware that the CRC is on Twitter. The majority (54.9%) of respondents are not in fact aware that the CRC is on Twitter.

**Action Plan**

While it is true that Twitter is not as popular of a social media tool as Facebook, it is still imperative that the CRC make its presence on Twitter more known to its patrons. In the past we had not put forth as much of a focus and effort on our Twitter audience. Instead, we will now equalize the focus on all of our social media platforms and make sure to include and promote this as a communication channel with our audience.

**Question 9: How often do you visit the CRC’s Facebook page?**



**Summary of Results**

Questions 9-11 received less than 1001 responses because respondents were told to only answer these questions if they answered “Yes” to Questions 7-8. This particular question received 770 responses.

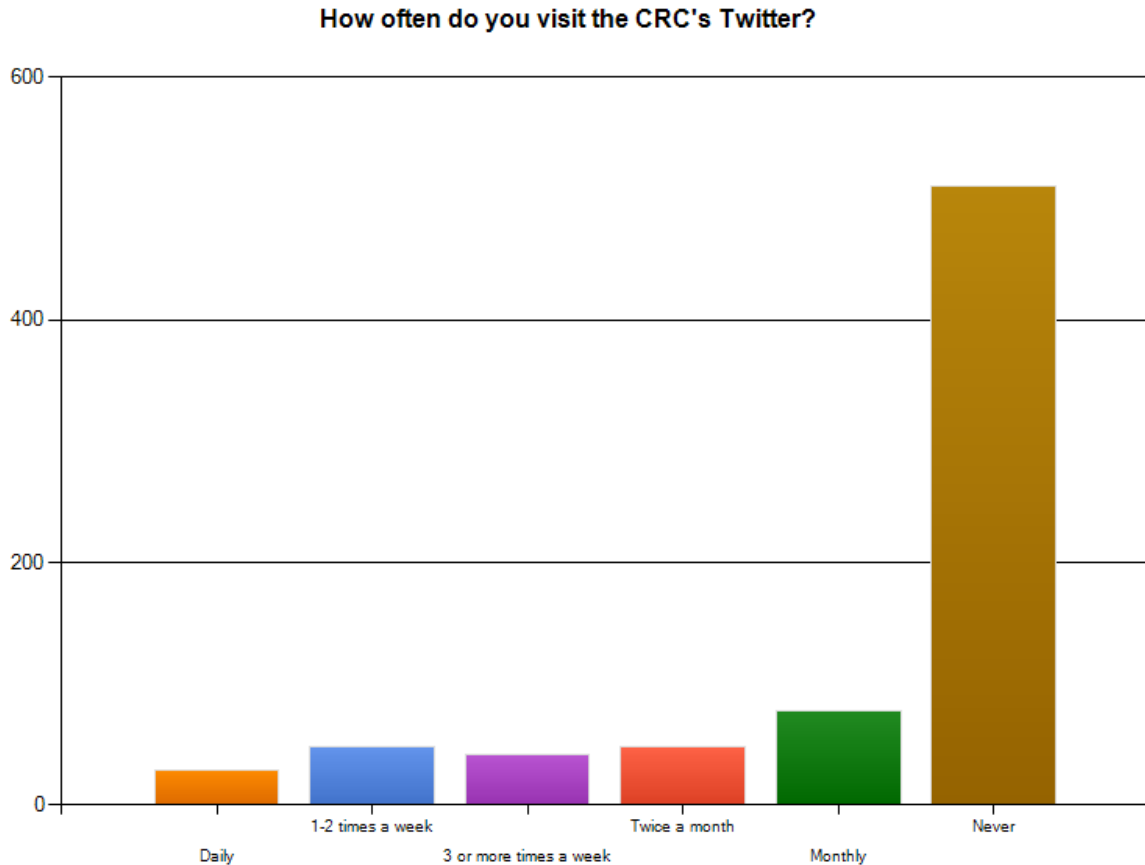
This question asked respondents how often they visit the CRC’s Facebook page by choosing from the list of choices above. The graph depicts how many people chose each option. 23.9% of the respondents said that they never visit the Facebook page, while 23.2% of the respondents said that they visit the CRC Facebook page monthly. The third most common answer was Twice a month, which 19.5% of respondents chose. 17% of respondents reported that they visit the Facebook page 1-2 times a week.

**Action Taken**

It is important to look at the results while considering the way that Facebook works. The CRC at Georgia Tech’s Facebook page acts as a “Place” on Facebook, and its posts will show up on its followers’ news feeds. While the survey’s results are accurate, many of these respondents may receive information from the CRC Facebook page without in fact every visiting it directly.

With this information, we will do what we can to make our posts more “shareable” and interesting in order to increase our page and post views on Facebook.

**Question 10: How often do you visit the CRC’s Twitter?**



**Summary of Results**

This question asked respondents how often they visit the CRC’s Twitter page by choosing from the list of choices above. The graph depicts how many people chose each option. This particular question received 753 responses.

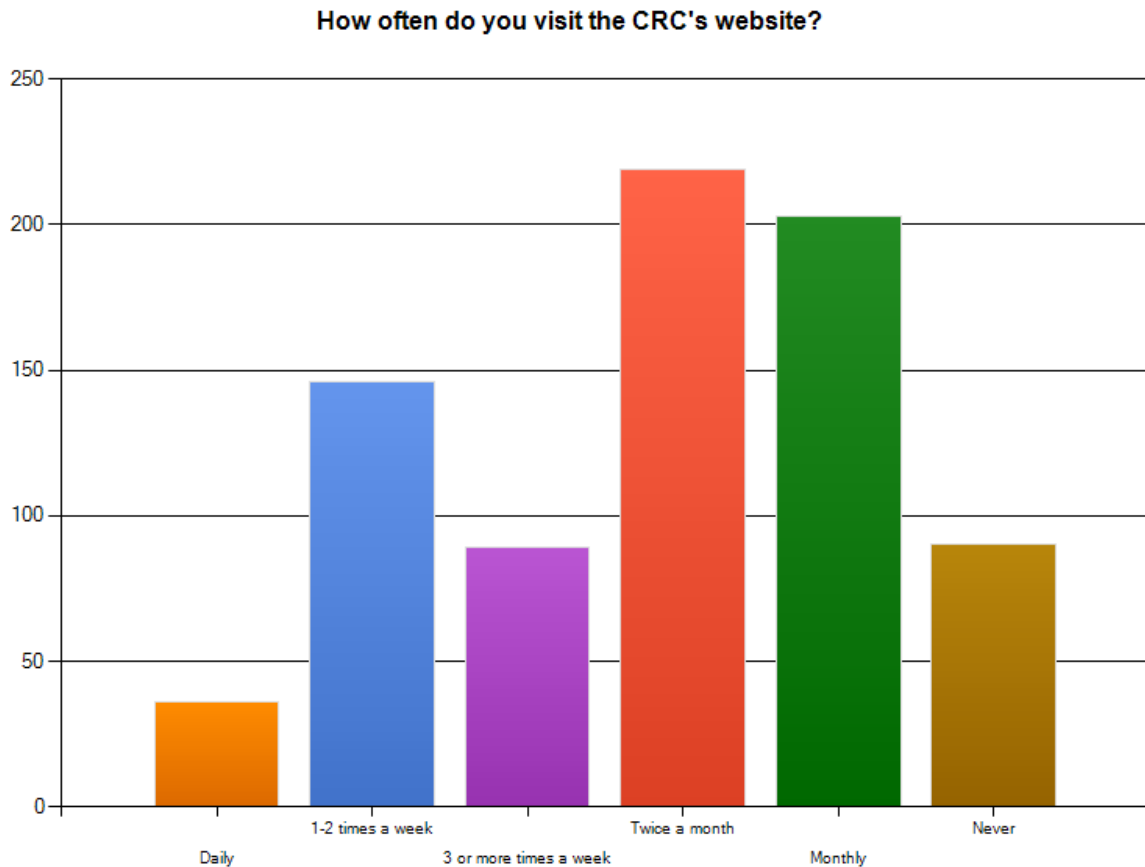
67.7% of respondents responded that they never visit the CRC’s Twitter page. The next most common answer was chosen by 10.2% of respondents, where they report visiting the CRC’s Twitter page on a monthly basis.

**Action Taken**

While these results do show that the CRC needs to make a bigger presence on Twitter, it is important to look at the results while considering the way that Twitter works. Twitter posts made by the CRC are shown on its followers’ news feeds. While the survey’s results are accurate, many of these respondents may receive information from the CRC Twitter page without in fact every visiting the page directly.

In conjunction with focusing on increasing our Twitter followers and presence, we will work on making our posts more “shareable” in order to increase our audience.

**Question 11: How often do you visit the CRC’s website?**



**Summary of Results**

This question asked respondents how often they visit the CRC’s website by choosing from the list of choices above. The graph depicts how many people chose each option. This particular question received 783 responses.

28% of respondents reported that they visit the CRC’s website twice a month, and 25.9% of respondents reported that they visit the website monthly. The next most common answer was chosen by 18.6% of respondents, where they report visiting the CRC’s website 1-2 times a week.

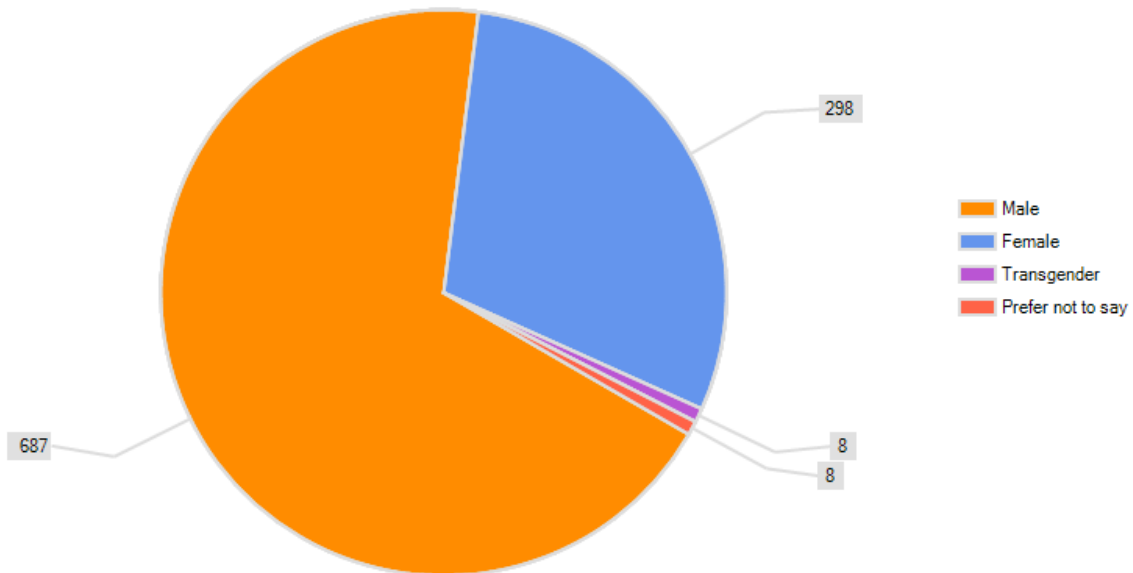
These results show that the CRC’s website currently exists as an effective medium to convey information and communicate with its patrons.

**Action Taken**

The action plan for this data is similar to questions 1-2. We will continue to focus on using the website as a primary source for information and with that will be consistent in updating it.

**Question 12: What is your gender?**

**What is your gender?**

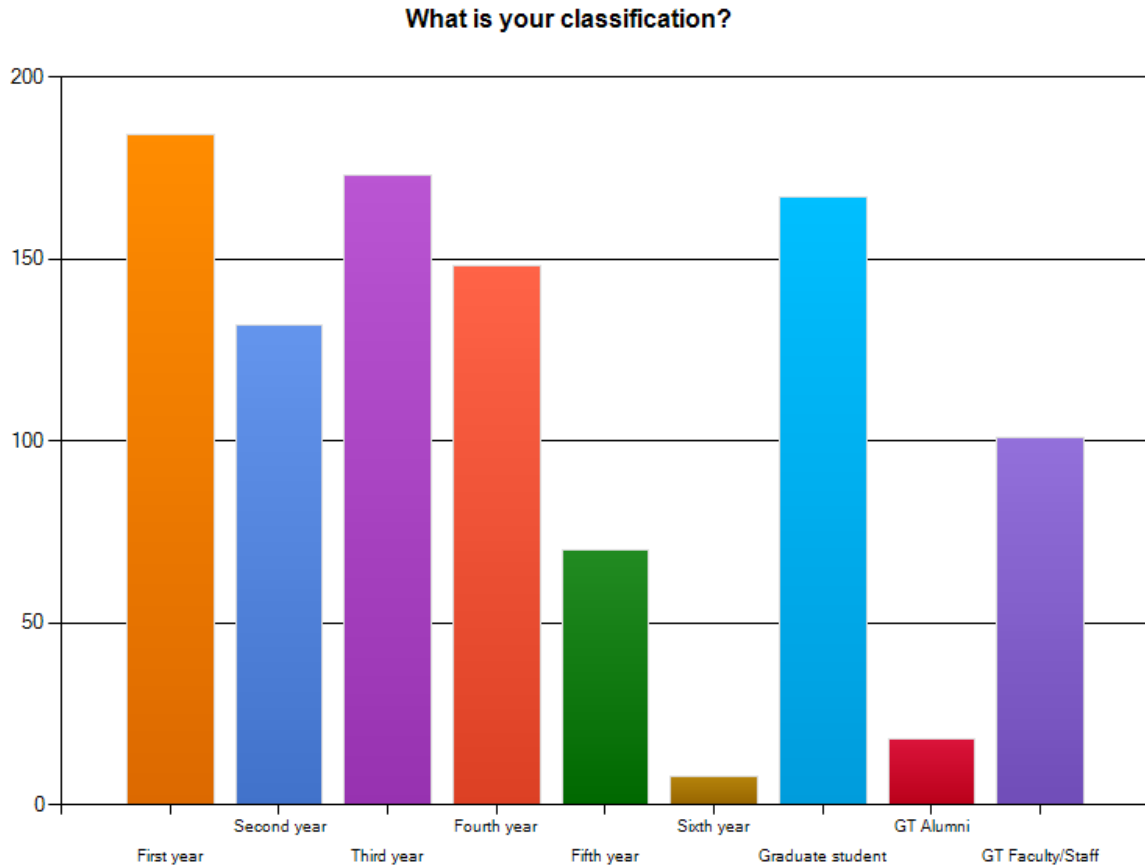


**Summary of Results**

This question was asked of respondents in order to determine some basic demographic information about the respondents taking the survey in order to aid in the data analysis process.

68.6% of the respondents were male, and 29.8% of respondents were female. There were also a few respondents that reported to be transgender and a few more that chose not to say. This survey was taken by more men than women, but taking into consideration the ratio of men to women at Georgia Tech, the ratio of men to women respondents lines up well with that of the student body.

**Question 13: What is your classification?**



**Summary of Results**

This question was asked of respondents in order to determine some basic demographic information about the respondents taking the survey in order to aid in the data analysis process.

71.5% of the respondents were undergraduate students at Georgia Tech, and 16.7% were graduate students. 10.1% of the respondents were GT Faculty/Staff, while the remaining few were GT Alumni.

This graph shows that the survey was mostly taken by students at Georgia Tech, but this lines up with the fact that the majority of patrons at the CRC are students.

**Member Services**

**Operational Goals**

**Goal #1**

Achieve an average percentage of 85% on FY13 secret shopper results (Member Services only) by June 2013.

**Outcome**

Member Services received an average score in FY13 of 80.8%.

**Evaluation Strategy**

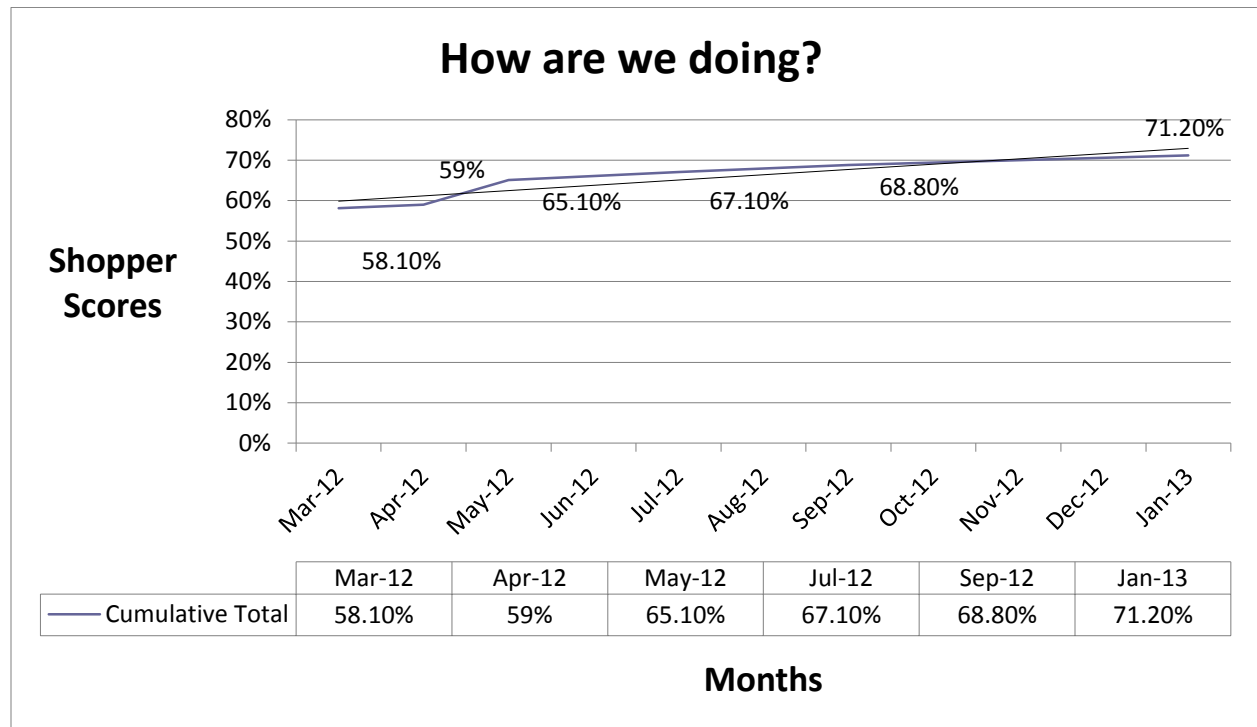
Each month, Member Services was evaluated on pre-selected scenarios/criteria. At the start of the program, the Member Services department received scores in the 70% range and then as months progressed, Member Services consistently received scores higher than 85%. The scoring criteria was based on quantitative and qualitative questions.

**Method of disseminating and using information for improvement**

Secret Shopper data was recorded by the employed shopper in the survey program, Survey Monkey. Each month, the Assistant Director of Member Services pulled the data and provided it to the Associate Director of Aquatics/Member Services, Dave Williams for review. He then met with all department heads to review department data and then collaborated with the individuals on creating action steps to improve scores.

**Summary of Results**

The below data includes data collected during FY13 for all departments involved with the secret shopper program. The departments included ORGT, Member Services, Aquatics, Facilities, and Fitness. For the months that shops occurred, the first month result was 58.1% and within 6 months, the cumulative scores increased to 71.2%.



### **Actions Taken**

The secret shopper program will continue in FY14. Shops did not occur in the months of April, May, and June. Time was spent on collecting new assessment criteria from all departments involved and time was spent modifying the program so that additional shops can take place in FY14.

### **Goal #2**

Implement a dashboard system for the Campus Recreation Center.

### **Outcome**

The primary function of the dashboard will be to display total population of users in the facility at any given time. The dashboard software will integrate with the BuzzCard turnstile system. Last, users will be able to access this information through the CRC website to assess the usage rate in the facility.

### **Evaluation Strategy**

The project will be fully operational and will be able to be accessed by visitors to the website.

### **Method of disseminating and using information for improvement**

N/A

### **Summary of Results**

Throughout FY2013, there were multiple barriers to completing the dashboard. This project requires the participation of multiple groups to make a system like this functional. The average cost to outsource the development of a dashboard is \$20K-\$30K which is prohibitive due to budget constraints. Currently, the assistance of the Buzzcard office on the GT campus has been requested. Though the Buzzcard office can assist with the process, this project request has been put on a waitlist due to the department's list of priority projects. The project will continue to move forward in FY14 with a goal of completing the project by June 30, 2014.

### **Action Taken**

For the upcoming year, there will be a monthly check-in with the Director of the BuzzCard center to ensure that this project gets initiated.

### **Goal #3**

Assess reasons for non-use of the CRC by GT affiliates by obtaining quantitative and qualitative data through surveys and focus groups.

### **Outcome**

Once data is received, it will be evaluated and disseminated to key Campus Recreation Staff. The next step will be to develop plans to address top reasons for non-use.

### **Evaluation Strategy**

Will evaluate survey/focus group data.



### **Method of disseminating and using information for improvement**

See Outcome.

### **Summary of Results**

Surveys and focus groups were not conducted in FY13. However, steps are being taken to address decreasing membership enrollments. The focus of FY14 will be to modify membership options and to bundle various CRC services in with memberships in order to make offerings more attractive to potential users. In addition, efforts will be made once again to survey a sample of individuals on campus who do not utilize the facility and to understand why the facility/services are not being used by certain groups on campus.

Update: The Assistant Director of Member Services met with key individuals to discuss the potential their department's services with memberships. A proposal will be created and submitted to Dave Williams for approval by July 31, 2013.

### **\*Action Taken**

See summary of results.

### **Goal #4**

Achieve 100% ethics compliance among Member Services student staff employees in Spring 2013.

### **Outcome**

The goal was met the first week the certification option went live.

### **Evaluation Strategy**

The following was the process taken to meet the above goal:

- 1) Upon receiving the Spring 2013 deadline, the Member Services coordinator contacted all student employees within Member Services to notify them of the requirement and deadline. She set an artificial deadline 4 weeks prior the BOR deadline to ensure 100% compliance.
- 2) The Assistant Director of Member Services collaborated with the Member Services Coordinator to ensure that inactive employees were purged from the employee system.

### **Method of disseminating and using information for improvement**

N/A

### **Summary of Results**

The goal was met three weeks prior to the Board of Regents deadline.

**Action Taken**

The same procedure will be in place to ensure that the same goal is met in Spring 2014.

**Goal 1: Student Learning**

**Learning Goal**

To develop student employees’ transferrable skill set crucial for academic and career success.

**Outcome**

By participating in various transferable skills training activities, student employees will improve their skill set in areas such as problem solving, communication, and teamwork.

**Evaluation Strategy**

Student employees will be assessed during in-service meetings. The assessment will measure the student employee’s recognition of the skill and the relationship it has with his or her position. The assessment will be in the form of a survey/questionnaire format.

**Method of disseminating and using information for improvement**

Feedback from surveys will be used to modify future training in department meetings.

**Summary of Results**

A survey was disseminated to student employees to measure the effectiveness of transferable skills topics/activities throughout the year. Results from two surveys are found below. The second survey provides data on the student employee manager program. N=7

***1. Transferable Skills Survey***

Adequate time and effort is devoted to activities focused on improving/enhancing my level of communication, teamwork, problem solving, and customer service skills as it relates to my position in Member Services.

Strongly Agree	4
Agree	3
Neutral	0
Disagree	0
Strongly Disagree	0

100% agreed or strongly agreed

My level and quality of communication has improved this past year as a result of activities/meetings within the Member Services department.

Strongly Agree	4
----------------	---

Agree	3
Neutral	0
Disagree	0
Strongly Disagree	0

100% agreed or strongly agreed

My problem-solving ability has improved this past year as a result of activities/meetings within the Member Services department.

Strongly Agree	4
Agree	3
Neutral	0
Disagree	0
Strongly Disagree	0

100% agreed or strongly agreed

My ability to work with others (teamwork) has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	2
Agree	4
Neutral	1
Disagree	0
Strongly Disagree	0

85% agreed or strongly agreed

My ability to provide effective customer service has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	5
Agree	2
Neutral	0
Disagree	0
Strongly Disagree	0

100% agreed or strongly agreed

Please check the below that you felt were effective in improving the level of customer service that you provide:

Role-Plays.	1/7
Customer Service Self-Evaluations.	2/7
Monthly Review of Customer Service Guidelines.	2/7
Awareness that a current secret shopper program is in effect.	2/7
Other	

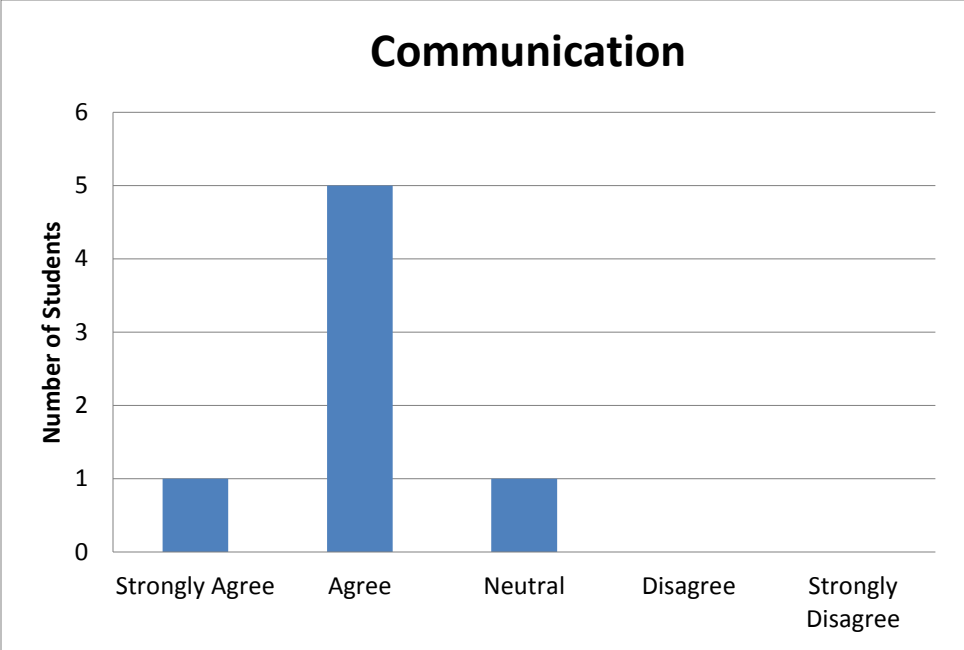
\*People may select more than one checkbox, so percentages may add up to more than 100%.

My ability to interact with customers of varying cultural backgrounds has improved as a result of cultural training provided to me within Member Services.

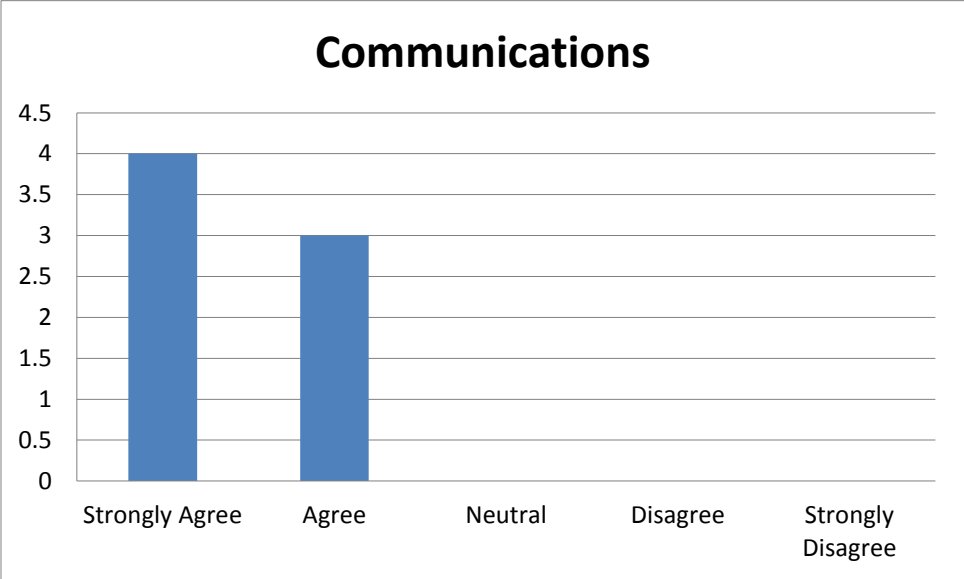
Strongly Agree	4
Agree	1
Neutral	2
Disagree	
Strongly Disagree	
N/A	
71% agreed or strongly agreed	

The Member Services department also had guest speaker, Matt March, ORGT coordinator present on the topic (November 2012), communication with the employees. The below are the results of this exercise.

**1. The communications exercise presented by the guest speaker enhanced my understanding of effective communications.**



**2. To what extent do you feel aware of how well you communicate after participating in the communications exercise?**



**3. Currently, the Member Services department employs multiple methods when communicating information to its employees. Please rank the following items from the most effective to the least effective.**

**Outcome below:**

1. E-mail (daily, weekly, etc...)
2. Bi-weekly meetings
3. Real-time updates while working shift

### **Actions Taken**

Results from the survey were generally good. However, one comment received from a student who has worked in the department for a year provided feedback that more, extensive training should be conducted with new hires. The Assistant Director of Member Services and the Member Services Coordinator will modify the current training program to ensure that that new hires can successfully work first month shifts with a low error rate.

### **Goal 2: Student Learning**

#### **Learning Goal**

To enhance student employee understanding of intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center (CRC).

#### **Outcome**

By engaging in exercises focused on improving and enhancing communication and understanding of a diverse, customer base, student employees will provide better customer service.

#### **Evaluation Strategy**

Student employees will be evaluated at the end of the 2012-2013 school year assessing their skill and understanding of cultural differences as it relates to their position in Member Services.

#### **Method of disseminating and using information for improvement**

Results will be used to determine if current system of OIE guest speakers are meeting the objective.

#### **Summary of Results**

N/A. In previous years, OIE was invited to come and present to the Member Services staff on differences in cultural communication. However, this year, we were not able to secure a speaker. As a result, an abridged version of the topic was delivered to the student employees during one of the monthly in-services. The topic covered steps to take when there is a language barrier between a customer and an employee. However, a survey was not disseminated to the group.

Though we were not able to secure OIE, we had Associate Dean/Director of Diversity, Stephanie Ray, present on *“Understanding Gender Communication in the Workplace”* during November 2012. The topic reviewed differences in gender communication and the steps an employee can take in the workplace to ensure that styles of communication be used to be successful in the workplace.

### **Actions Taken**

With the increased focus on introducing multicultural topics to staff, Member Services will not only continue its partnership with OIE but will also introduce additional multicultural topics during employee, in-service meetings. The goal for FY14 will be to present multicultural topics in at least 3 in-service meetings.

### **Goal 3: Student Learning**

#### **Learning Goal**

To develop an employee cross-train program among CRC departments.

#### **Outcome**

The cross-training program will be "live."

#### **Evaluation Strategy**

N/A

#### **Method of disseminating and using information for improvement**

Once the program is operational, the program's committee will assess the benefits after one semester and the student employees in the program will be surveyed for feedback.

#### **Summary of Results**

N/A

### **Actions Taken**

Though the program has not gone live, a committee has been formed to discuss the development and logistics of the program. The committee consists of Elisha Smith, GIT FIT coordinator; Stephen Delaney, facilities coordinator; and Stephanie Gericke, Assistant Director of Member Services. A program proposal will be submitted to Michael Edwards and Dave Williams by June 30, 2013. If the proposal is approved, the committee will present to the staff and will work to launch the program for the Fall semester.

## **Operations**

### **Staff Training**

#### **Learning Goal**

Provide OJT and safety training that increases productivity and aids in the prevention of damage to equipment and staff members.

#### **Objectives/Opportunity**

1. Create step by step instructions for each regularly scheduled maintenance item.
2. Develop and implement an in service training module that continues to emphasize attitude, attendance, ambition, and appreciation. Deliver the training modules on a pre-planned basis during in-service meetings.

3. Include safety topics along with the in-service training that are focused on the types of situations encountered within the department.

### **Outcome**

With the creation of step by step instructions tasks will be completed in a safer and more efficient manner. Through participation in the training modules on a pre-planned basis during the in-service training throughout the year, students will improve the skills needed to be successful and safe employees at the CRC.

### **Evaluation/Assessment**

1. Student staff members will be evaluated regularly throughout the semester by professional staff.

### **Action Taken**

1. Created a step by step procedure for regularly scheduled maintenance actions.
2. Operations held monthly training meetings that highlighted one of the seven A's.
3. Applicable and focused safety topics were covered in the monthly training meetings.

### **Summary of Results**

Staff members are able to complete regularly scheduled maintenance actions by accessing the step by step instructions. The meetings and training in the initial stage set a bench mark for expectations as well as transitional training for the employee in preparation for jobs and responsibilities in the other areas.

### **Transferable Skills**

### **Learning Goal**

Continue to develop student employees' transferable skill set crucial for academic and career success.

### **Objectives/Opportunity**

1. Improve in service training.
2. Improve supervision of student employees.
3. Improve instant feedback to student employees.
4. Improve the enforcement of policies and procedures as they pertain to student employees, with continuous feedback.
5. Utilize technology to increase productivity and resource management.
6. Conduct employee performance evaluations annually.

### **Outcome**

1. Through employment at the CRC, Operation student employees will develop the transferable skills that are needed to succeed in career development.



## **Evaluation/Assessment**

Student employee performance evaluation

### **Action Taken**

1. Provide insight and forecasting to staff so that they can manage daily/weekly assignments.
2. All routine maintenance functions have been scheduled and are tracked via iPad.
3. All jobs are logged by employee who performs the job, date completed and the amount of time required to complete it.
4. Upon completion supervisor will inspect the scope of work and require additional action or sign off when job is completed.
5. Routine and unscheduled maintenance actions are accounted for via the Operations iPad.
6. Ability to compile and store data

### **Summary of Results**

Operations students are evaluated annually based on job performance. The evaluations focus and emphasis attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation as well as four additional key aspects of the Operation's employee: communication, data/record keeping, job performance and safety. Each employee is rated on their course of actions over the course of the year and given recommendations on how to improve their ratings when necessary. These evaluations can be seen on the shared drive under Operations. Staff members have become more self-sufficient by utilizing the iPad to follow checklist and complete task.

## **Risk Management**

### **Learning Goal**

Provide student employees in Operations an overall view of risk management and familiarize them with their supporting role in the emergency action plan.

### **Objectives/Opportunities**

1. Develop a plan to deliver the risk management approach used in the CRC.
2. Develop and implement a delivery method to review and practice skills needed to perform CPR, First Aid and AED.
3. Review the various drills involved in the EAP and the actions required for each.
4. Participate in routine drills to ensure accuracy and proper skill/techniques are administered.
5. Debrief routine drills to provide continuous feedback.

**Outcome**

Through participation in the in-service training, practice and routine drills students will develop the necessary skills to successfully implement the EAP. Through a planned delivery of training and skills students will achieve a high level of competence in the skills to perform CPR, First Aid and AED if needed in the CRC.

**Evaluation/Assessment**

Professional team evaluation of the skills demonstrated during routine drills and practice secession during the in-service meetings.

**Action Taken**

1. Review of all Risk Management videos by Special Ops.
2. Topics covered by the Risk Management committee are covered in the monthly training meetings.
3. EAP, Code Adam, CPR, First Aid, and AED are among topics covered in the monthly training meetings.
4. Special Operations are now taking First Aid, CPR, and AED classes along with Defensive driving.

**Summary of Results**

The Operations department monthly training meetings are designed to cover many topics that help our employees learn valuable lessons that can go beyond their time here at the CRC. The list of topics can be seen on the shared file under Operations.

**Intercultural Understanding****Learning Goal**

To enhance student employee understanding of intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center.

**Objectives/Opportunities**

Include at least one multi-cultural topic into an in service training once each semester.

**Outcome**

Through participation in an in-service training with a multicultural topic, students will have a better understanding of diverse customer base at Georgia Tech.

**Evaluation/Assessment**

Discussion pre and post with the training session with employee.

**Action Taken**

Multi-cultural awareness is covered during February and November monthly Training meetings. Topics include open discussions on race and different cultural base and sensitivity. Students

viewed and the Multicultural video released by the Division of Student Affairs to help instruct them on this topic.

### **Summary of Results**

Our staff has become confident in approaching and dealing with issues for all patrons in the CRC.

### **Operational**

#### **Goal**

Each month, we will strive to maintain 95% readiness of fitness equipment at the Campus Recreation Center and in all resident halls.

#### **Objective/Opportunities**

We have maintained over 98% readiness for this fiscal year. We have updated our supplies so that we stock more of the parts that fail on a regular basis with the newer equipment.

#### **Evaluation/Assessment**

Increased PM goals, IPAD technology, and continued educational training have been effective in reaching readiness protocol.

#### **Action Taken**

Daily adherence to reviewing work orders, repair requests, and following PM plans.

### **Summary of Results**

There are 298 pieces of fitness equipment in the CRC. In an average week there is only one unit down and waiting for parts to be shipped. 95% of issues are resolved within 24 hours by having stocked inventory or making manual adjustments. Also, having created a communication log in the fitness area, has expedited the repair process along with our new IPAD technology, which gives immediate access to history logs and repair data while away from the shop, which further expedites the repair process and readily available inventory.

## **Career Services**

The mission of Career Services is to encourage students to realize their career goals. This is achieved in a variety of ways including: 1) assisting students in developing self-knowledge; 2) providing students with educational and occupational information; 3) selecting personally suitable academic programs and experiential opportunities for students; 4) assisting students in developing effective job search skills, and ultimately; 5) working with students toward the attainment of their employment and/or graduate school goals.

## **Goal 1: Customer Service**

### **Goal**

Improve provision of timely and effective services to students.

### **Outcome**

Customer service will be improved and/or maintained at a high level in the Career Services office.

### **Evaluation Strategy**

An on-line survey was emailed to students visiting the Career Services office to ascertain their satisfaction with services received.

### **Method of disseminating and using information for improvement**

Information will be distributed through annual assessment reports and reviews. Information will also be disseminated and discussed during career services staff meetings as appropriate.

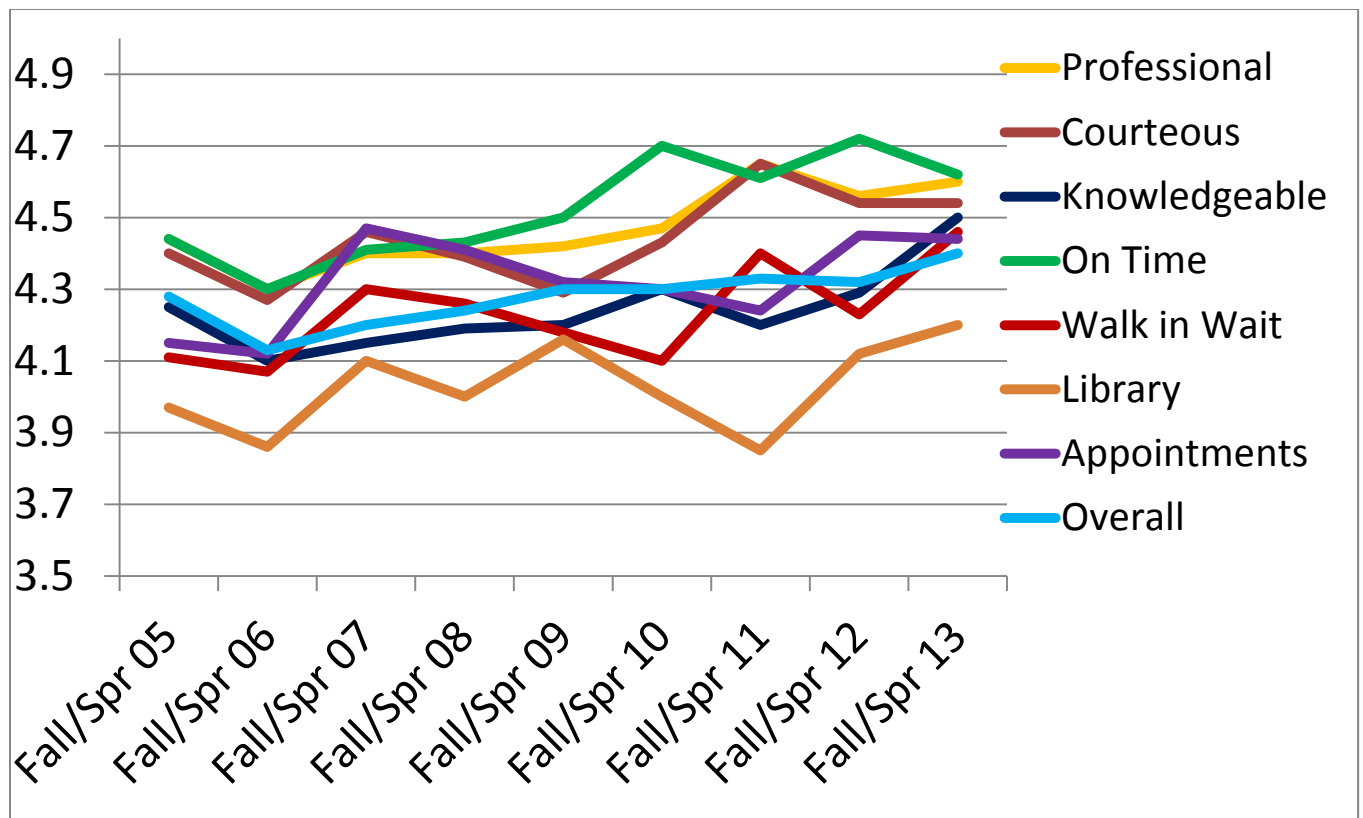
### **Summary of Results**

An on-line survey was sent to students in April 2013. Recipient students visited the office during the year for a variety of services. The primary purpose of the survey was to determine the quality of student experiences in several areas including staff timeliness, professionalism, knowledge, etc. We look for significant changes, particularly areas of concern, from year to year in order to maintain a high level of service.

Students were asked to rate their experiences from Poor to Excellent (five point Likert Scale) in eight categories. On the nearby chart a summary of scores are viewable as well as a comparison of scores going back eight years. Scores ranged from 4.2 to 4.6. One noticeable increase is of the walk-in hours satisfaction which shows an increase from 4.2 to 4.6 this year. Overall results also show a slight increase.

### **Actions Taken**

We implemented evening walk-in hours from 5:00PM – 7:00PM to address the needs of students that were working during the day or whose class schedule did not allow them to visit our office during our regular walk-in hours. The increase in the satisfaction rating might be directly correlated to this change.



**GOAL 2: Career Decision Making**

**Objective**

Educate students about the career decision-making process. Students will be able to demonstrate their knowledge and understanding of the career decision-making process.

**Outcome**

Students will demonstrate their knowledge and understanding of the career decision-making process that will enable them to make informed/educated decisions about their choice of major and/or career path.

**Evaluation Strategy**

Pre and post Career Counseling surveys were administered to students who completed assessment tests.

**Method of disseminating and using information for improvement**

Information will be distributed through annual reviews with Associate Director, Career Planning and Education and appropriate staff in the Career Services office.

**Summary of Results**

Survey results were assessed at the end of fall semester 2012 and in May 2013. The attached table indicates that students gained an increased knowledge in all four areas assessed. Average

survey response was at or significantly greater than the goal of an average 4.0 on Likert scale. Presentations were made during FASET Student Breakout Sessions to educate incoming students on the process of career decision-making as well as career counseling services available. Current practice will continue.

### **Actions taken**

Importance of administering Pre and Post Career Counseling surveys has been re-emphasized and will be administered to each student that receives career counseling. Post Career Counseling surveys will be reviewed at the end of each semester. Counselors will continue to receive continuing education to remain up-to-date on counseling skills, as well as, to maintain current certification and licensure.

### **Goal 3: Career Education Seminars**

#### **Objective**

Educate students about the job search process through a series of Career Education seminars.

#### **Outcome**

Students will demonstrate knowledge and skills needed to write a professional resume, participate in a job interview, and conduct a successful job search

#### **Evaluation Strategy**

Paper and pencil survey conducted immediately after seminar.

#### **Method of disseminating and using information for improvement**

Information will be distributed through annual reviews with Associate Director, Career Planning and Education and appropriate staff in the Career Services office.

#### **Summary of Results**

Survey results were assessed in May 2013. The attached tables indicate that students gained an increase in knowledge and skills in resume writing, interviewing and conducting a successful job search as a result of attending these seminars. Average survey response for all seminars were at or significantly above the goal of an average 4.0 on Likert scale with the exception of Post Career Planning for International Students question 3.

#### **Actions Taken**

Review Career Planning for International Students presentation and material used. Adjust to address content related to question 3 which received average score below 4.0 on Likert scale.

#### **Goal 4: Resume Blitz and Mock Interview Events**

##### **Objective**

Assist students in their job search process by preparing them on employer expectations related to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Programs.

##### **Outcome**

Students will demonstrate their knowledge of employer expectations relating to resume preparation and interviewing skills. They will also gain an understanding of the job market trends and employers' hiring practices and recruiting venues.

##### **Evaluation Strategy**

A student interview feedback survey measuring the students' ability to present themselves professionally in a job interview was conducted for the **2013 Mock Interview Week** event.

Evaluation surveys providing feedback on the **Resume Blitz** was collected for the 2012 event, as well.

##### **Method of disseminating and using information for improvement**

Results will be provided in the Career Services Annual Report and disseminated to appropriate Career Services staff.

##### **Summary of Results**

Employer and Student Evaluation surveys were collected for the **Resume Blitz Event**. Both surveys developed use a rating factor from **Excellent to Poor**.

Representatives from 60 companies provided resume critiques for approximately 1,630 students during the Fall 2012 Resume Blitz event. Both students and employers were surveyed on site about their experience during the 3-day event.

Feedback from the employers who participated was very positive. 98% rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 97% rated their on-campus experience (i.e. event check in, student participation and preparation and overall impressions) as either excellent or good. Employers also provided many positive comments. As in previous years the College of Business (310), College of Engineering (1040) and College of Computing (145) had the highest levels of student participation. The student body that participated in the event was made up of 68.94% Bachelor, 23.65% Master students and 7.25% Ph.D. students. When asked if the event met their expectations, 97% of the students responded yes. The overwhelming majority of students (97%) also indicated that they found the location to be convenient, received feedback relevant to their major and rated the feedback they received from the professional as either excellent or good.

Students indicated that the primary way they found out about the event was through email 42%, Career Services website 17% and advertising in their department 22%. There were also consistently positive narrative comments from students.

For the **Mock Interview Event** Career Services hosted 71 companies and accommodated 762 student interviews. Two surveys were administered to receive feedback on the event; one for students, based on a scale of 1-10, with 10 being the highest and one for employers, using a rating factor of **Excellent to Poor**.

Out of the 234 **student** responses, 77% ranked the feedback learned as between a 9 and a 10. Likewise, when ranking the interview experience, 80% students ranked it a 9 and above. 100% of the students who completed the survey would recommend the event to their friends. Some of the students' suggestions for improving were to increase the number of technical questions asked and increase the time allotted for feedback, as well as provide the event more often.

Of the employers who participated 100% rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 95% rated their on-campus experience (i.e. event check in, student participation and preparation and overall impressions) as either excellent or good.

### **Actions taken**

The following action items were taken to enhance the Resume Blitz event:

- Schools with lower student participation in the past were assigned to the Student Center which helped increase student participation of those particular majors.
- Academic departments were asked to send list of recommended employers they would like to invite for the event.
- Academic advisors were engaged more to advertise the event to their students.
- Targeted emails were sent out one day prior to the event to specific majors helping to increase number of participants.
- Student assistants were hired to assist company representatives assigned to various schools with the flow of the event. This provided more personalized and responsive assistance in answering questions and addressing immediate recruiter needs.

For the Mock Interview Event, the following suggestions were implemented based on student and employer feedback:

- Skype interview options were offered on the 3<sup>rd</sup> day of the event for companies that could not be on campus but were interested in helping out.
- Employers provided interview feedback to students by completing the on-line student interview feedback form. Results were emailed to students individually.
- A Case Interview Workshop, presented by Capital One, was added to the event to provide interview skills to students interviewing for consulting positions.



- Mock Interview Information was incorporated and provided to students in the General Interview Skills Workshop Presentations.
- Representative from Dillard's were invited to provide attire and fashion consulting to students.

Evaluation Forms Attached

## **Goal 5: Employer Relations**

### **Operational Goal**

Assess and enhance services provided to employers during on-campus recruiting activities.

### **Outcome**

Employers will report enhanced levels of satisfaction with Career Services.

### **Evaluation Strategy**

A survey is administered to recruiters in an effort to measure their degree of satisfaction with Career Services during recruiting activities. The second Annual Employer Summit event was also organized in April to provide valuable information to ease the on-campus recruiting process for start-up and small size companies. The Internship/Co-op Fair was also held in January of 2013 providing employers the opportunity to interact with candidates interested in Internship and Co-op positions.

### **Method of disseminating and using information for improvement**

Information will be disseminated through the provision of summaries in an Annual report and to appropriate Career Services staff.

### **Summary of Results:**

#### **Recruiter Survey (Fall 2012)**

Career Services surveyed all recruiters who conducted on-campus interviews during the Fall 2012 semester by Survey Monkey. There were 220 respondents. Thirty-eight (45) of those respondents coordinated the on-campus recruiting logistics for their companies and they were specifically asked to provide feedback on using our online tools (i.e. CareerBuzz and the Career Services website) as well as their interaction with the Career Services staff prior to their on-campus visit.

Based on a scale of 1 (Poor) to 5 (Excellent), 49% of those who responded rated our CareerBuzz access as a 4 or 5. The Career Services staff's responsiveness was rated by 72.8 % respondents as being between excellent and good, 80.2% rated between excellent and good on the level of professionalism and the ability to resolve issues was rated by 74.5% as excellent and good.

Feedback from recruiters regarding their actual on-campus visit (including the employer check in process, on-site assistance, staff professionalism, cleanliness of the recruiting area, and the employer lounge) was very positive 82.1% rated each area surveyed as a 4 or 5.

Overall, 85.7% rated their total on-campus recruiting experience as a 4 or 5.

### **Recruiter Survey (Spring 2013)**

Career Services surveyed all recruiters regarding their on-campus recruiting experience during the 2013 Spring semester through Survey Monkey. There were 99 respondents. Sixteen (24) respondents actually coordinated the on-campus recruiting logistics for their company and they were asked to provide feedback regarding our online tools (specifically CareerBuzz and the Career Services website) and their interaction with the Career Services staff in advance of their on-campus visit.

2% of the respondents found access to CareerBuzz between Good and Excellent. 48.2% rated the Career Services Website Content as good.

78% rated their interaction with the Career Services staff as a 4 or 5.

When asked to provide feedback on their visit to campus 91.7% rated our employer check in process and the assistance provided on site as a 4 or 5 and 91.7% rated their satisfaction with the cleanliness of our recruiting area either excellent or good. Slightly over 87.5% rated our interview rooms as a 4 or 5. Overall, 91.7% rated their total on-campus recruiting experience as a 4 or 5.

### **Actions taken**

The following actions were implemented for Fall 2012/Spring 2013:

- The interview rooms and recruiter lounge have been upgraded.
- Recruiting area was fully staffed by Student Assistants,
- The recruiter survey response rate the survey increased as it was sent out on a weekly basis through email
- New Customer Satisfaction Survey has been implemented that allows recruiters to provide feedback and evaluate ER team members individually
- All computers in interview rooms have been upgraded
- Wireless access option has been provided to all recruiters

**The following actions will be implemented for Fall 2013/Spring 2014:**

- Employer Check-in System will be upgraded
- Student Feedback Survey Form will be revised
- Enhance Collaboration with Athletic Association and increase number of rooms available for on-campus interviews
- Provide half day interview option for companies during the Career Fair to maximize space and accommodate larger number of companies

The second **Employer Summit** was held in April 2013. It was a campus wide event organized to enhance the recruiters' experience on-campus and provide vital recruiting information to start-up and small size companies. Over 50 companies signed up and close to 70 participants have attended the event. Participants were asked to fill out a feedback survey at the end of the event.

The event featured a student panel, as well as a presentation on three main offices on campus (Career Services, DOPP, Alumni Career Services and Corporate Relations). Networking opportunities with student organizations and academic departments were also part of the program in a reverse career Fair set-up. At the end of the event 34 companies were able to set-up a booth to network with students as part of a bonus mini-career fair. 293 students attended the mini-career fair.

The planning aspects of the summit were all rated above 4 on a rating scale from 1-5 (1 Poor – 5 Excellent). 42.11% of the respondents stated that the event met their expectations and 47.37% said it exceeded their expectations.

42.11% of the respondents stated that this event was their first exposure to Georgia Tech and 26.2% stated that they are involved in campus activities a few times per year.

When asked if the company will increase its involvement in on-campus recruiting activities as a result of the event 63.13% said very likely and 36.84% somewhat likely. 68.42% also stated that they will modify their recruiting approach to better meet students' needs and recruiting trends at Georgia Tech as a result of the information and resources provided at the event.

**The Internship/Co-op Fair** has attracted 110 companies this year with a participation of 3,295 students over the 2 days of the fair. Out of the 45 company representatives that provided feedback, 86.7% stated that the fair met their needs. 42.2% were satisfied with the students' preparedness and 46.7% rated it as well prepared. Students' communication skills were rated Above Average and Excellent by 65.1%.

One of the main feedback and recommendations from employer participants was to secure a bigger venue for next year's fair.

#### **Goal 6: Multicultural.**

##### **Operational Goal 2012**

Provide programs and services to underrepresented students with particular emphasis on organizations focused on underrepresented minorities and women.

**Outcome:** Increase the number of underrepresented students utilizing Career Services resources.

**Evaluation Strategy:** Track participation via BuzzCard scan. Generate measurement reports.

## **Method of disseminating and using information for improvement**

Report to director, Career Services Staff, annual report

### **Summary of Results:**

See below "Actions Taken" section.

### **Actions Taken**

1. Career services programming was developed and delivered to underrepresented students and organizations
2. Partnerships were established with campus partners and employers
3. Social media platforms geared toward diversity were actively maintained and saw double the amount of participation and traffic from the previous year

## **STUDENTS**

### **Student Ambassador Program**

Career Services implemented a new student ambassador program in Fall 2009. GT Career Services ambassadors are full-time undergraduate and graduate students who serve to bridge the gap between Career Services and the Georgia Tech community by promoting Career Services programs and providing valuable input leading to the implementation of new and exciting programs.

Last summer, a Career Ambassador Coordinator was hired to assist with the recruiting, training and coaching of incoming Career Ambassadors. The ambassador program was revised to target a smaller number of students (two to four) and given a new name – Career Peer Advisors, or "CPA's." Two new CPA's were hired for the Fall, and the Coordinator position was converted to a regular Career Peer position, for a total of three CPA's. CPAs were trained on Career Services programs, walk-in procedures and the basics of resume critiquing. CPAs helped to promote Career Services programs and services through social networking and print marketing. They also began providing pre-service walk-in assistance to students and assisted with major Career Services events throughout the year. Underrepresented students accounted for 100% of this year's student ambassador program.

## **EMPLOYERS**

### **Employer Diversity Panel**

Career Services held its first Employer Diversity Panel in February of this year. The panel saw a diverse group of panelists representing five global corporations and one architectural firm. This event was attended by a diverse group of students representing African American, Hispanic, female, graduate and undergraduate students among others. Panelists spoke about the importance of diversity in their organization, the qualities they look for in a successful candidate, and the ways in which their organizations support diversity in the workplace.

## **CAREER SERVICES PARTNERS**

### *Outreach, Partnerships, and Programming*

Career Services partners with many organizations to develop and present career-related programming specifically in the areas of job search techniques, resume writing beyond the basics, interviewing skills, networking, and virtual services. Campus organizations that we maintain partnerships with include:

- The Office of Minority Educational Services
- African American Student Union
- Office of Hispanic Initiatives
- Society for Hispanic Professional Engineers
- Women in Engineering
- National Society of Black Engineers
- Dual Degree Program
- Georgia Tech Black Graduate Student Association
- Latino Organization of Graduate Students

In addition, we partnered with several employment partners including Proctor and Gamble for their 4<sup>th</sup> Annual Virtual Diversity Career Fair and Microsoft for their on-campus networking event with the Society of Black Engineers. We attended the “Google Connects Diversity” event where we visited the local Google office to learn about their diversity initiatives and assisted in their efforts to recruit diverse students for their summer internship program

New partnerships this year included the Georgia Tech Academic Advisors Network (GTAAN). We participated in a diversity roundtable with GTAAN and addressed how to guide students with career-based diversity issues.

## **ALL STAKEHOLDERS**

### *Social Media*

All stakeholders are served through our social media outlets including both employers and students. Career Services has a GT Diversity Facebook page and Career Services blog that are geared toward students. Our Career Services Fan page and Twitter pages are additional outlets where employers can reach out to students.

We have seen significant increases in participation on our social media pages. Students are very actively engaged and continue to “friend,” “follow,” and “like” us. The Georgia Tech Diversity Facebook page currently has over 515 friends; more than double the amount from last year, and we have received over 500 “likes” on the Georgia Tech Career Services Fan page. Our Georgia Tech Diversity Twitter page has grown by over 60% since last year to nearly 250 followers. We also implemented a Career Services blog. This blog is managed by Career Peer Advisors who also recruited student contributors who blogged about internship and job search

experiences. Our social media participants represent a good sampling of the diversity represented at Georgia Tech.

## **Goal 7: Career Services Open House**

### **Learning Goal**

Introduce Career Services Staff to students as well as provide valuable job search information for the upcoming year.

### **Evaluation Strategy**

A participant feedback survey will be conducted to assess the value of the event for the students.

### **Method of disseminating and using information of improvement**

Information will be distributed through annual assessment reports and reviews. Information will also be disseminated and discussed during career services staff meetings as appropriate.

### **Actions Taken**

The event was held in August of 2012 and had 504 student participants. The event also incorporated 2 workshops that provided an overview of recruiting resources on-campus and provided a guide to the information handed out during Open House.

73% of the survey respondents stated that the information handed out at the event was valuable to them. When asked if they would tell/recommend other students to attend the event the respondents stated that they would definitely tell their peers about it and encourage them to attend.

## **Goal 8: Graduate Symposium**

### **Graduate Student Symposium**

The Graduate Career Symposium was created in 2010 to increase the interaction with Masters and Graduate Students and provide an opportunity for them to do some career exploration. The Fourth Annual Graduate Career Symposium was held March 14, 2013. The event is organized by Career Services, Robbie Brawner Ouzts in collaboration with Graduate Student Government Association, Aaron Washington, Vice-President for Student Welfare and the Center for the Enhancement of Teaching and Learning, Mary Katherine Watson, PhD, CETL. The Symposium provides programs of interest to address specific needs of graduate students and provide alternative career information focused on industry, consulting academic options and provides an opportunity to network with professionals.

The Graduate Career Symposium is self-supporting and the 2013 Symposium had four corporate sponsors Michelin, Intel, International Paper and Proctor & Gamble in addition to the stakeholders participating in the support of the event Graduate SGA and CETL. A networking session was added to the 2013 event as a result of reviewing the 2012 evaluations. The event is self-supporting and had four sponsors: The workshops presented at the Graduate Career Symposium and all other Graduate Workshops presented by Career Service Graduate Career Specialist Robbie Brawner Ouzts count toward the **Graduate Communication Certificate** sponsored by the Graduate Student Government Association and Georgia Tech Library in Collaboration with Communication Center, CETL, Communications and Marketing.

### **Outcome**

The event was very successful. The College of Engineering represents the largest group of students attending the Graduate Career Symposium.

### **Evaluation Strategy**

All workshop and panel participants received a survey. The surveys were collected after each workshop/ panel and reviewed to determine the value of the students' experience.

### **Method of disseminating and using information for improvement**

The evaluations were reviewed by Career Services Graduate Student Government Association leaders, and CETL.

### **Summary of Results**

Overall the session evaluations were very positive. Attendees overwhelmingly indicated they understood and could articulate the concepts presented and would recommend the panels and workshops to others graduate students.

### **Actions Taken**

Reviewed detailed student feedback, scores and comments, to determine areas for improvement moving forward. All workshops and panels received 4.3-4.6 ratings. SGA, CETL and Career Services reviewed the program and decided the general format would remain the same however; larger venues would be sought for the Industry Panel and the networking session would be eliminated for the 2014 event.

## **Goal 9: Career Course GT4801 2012**

### **Career Course GT4801 2011**

Educate students through the provision of a career development class designed to help students learn lifelong skills and prepare for their individual careers through self-assessment, hands-on activities, workshops and lectures related to the career planning and preparation process.

## **Outcomes**

- Students will learn how to self-assess and express their occupational qualifications including educational background, work experience, strengths and weaknesses, accomplishments, skills, interests, values and personal qualities.
- Students will learn how to develop effective job search correspondence. ☐
- Students will learn successful job search strategies.
- Students will gain an understanding of the importance of networking and conducting informational interviews.
- Students will learn and practice effective interview techniques. ☐
- Students will gain knowledge of how to evaluate and negotiate job offers.☐
- Students will gain an understanding of business etiquette and appropriate professional conduct.☐
- Students will learn basic financial concepts that will prepare them for life after college.☐
- Students will learn the basics of transitioning from college to career.

## **Evaluation Strategy**

Students will be surveyed at the end of the semester.

## **Method of disseminating and using information for improvement**

Information will be distributed through annual reviews with Associate Director, Career Planning and Education and appropriate staff in the Career Services office.

## **Summary of Results**

The learning objectives survey results for the **fall 2012** GT4801 Career Planning course indicated that students overwhelmingly strongly agreed or agreed that the course learning objectives were met and that they would recommend the class to friends and classmates.

Students were asked to provide suggestions that would improve the class. Suggestions were similar to previous semesters with the addition of increasing the course to 2 credit hours to increase the number of lectures per week and cover the topics more in depth. Making the course worth a letter grade so students would take it more seriously was again suggested.

The learning objectives survey was not administered for the **spring 2013** GT4801 Career Planning course. See **Actions Taken** below.

## **Actions Taken**

After six semesters, the course has not received approval. Therefore, it was decided to discontinue teaching it as a special topics course.

## **Goal 10: Retention**

No data is available at this time, from Career Services, that directly ties to retention rates.



Discussion will follow with the Division Director of Research and Assessment to find data collection methods that could show correlation between the services provided and student retention.

## **Counseling Center**

The Counseling Center provides individual and group counseling, workshops on such topics as stress management and study skills, career counseling and psychological testing. The Center is staffed by licensed psychologists, counselors, and marriage and family therapists, as well as counselors-in-training.

### **Goal #1**

#### **Operational Goal**

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

#### **Outcome**

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

#### **Evaluation Strategy**

The Counseling Center plans to shift counseling outcomes assessment from using the CCAPS-62 to the OQ-45.2, a revised version of the OQ-45 with updated norms. The OQ-45.2 is a 45-item self-report instrument that may be administered to clients during the course of therapy to assess client progress.

#### **Method of disseminating and using information for improvement**

Overall results will be reported to staff by June 30<sup>th</sup> via annual report.

#### **Summary of Results**

Overall results indicate that the average CCAPS scores for students seeking services at the Georgia Tech Counseling Center were overall lower than the average CCAPS scores among students in counseling centers nationwide. The exception was the Academic Distress Scale indicating that Tech students tended to endorse a slightly higher average score (1.92) on this scale as compared to students seeking counseling at other counseling centers (1.85).

#### **Actions taken**

On-going data collection using the CCAPS will be initiated in Fall 2013 to collect session outcomes for each client. A revised short form of the CCAPS (CCAPS-34) will be used to collect data.

## **Goal #2**

### **Operational Goal**

To provide satisfactory counseling experiences to clients who utilize services at the Counseling Center.

### **Outcome**

Clients will report experiencing an overall average rating of 4.0 (satisfied) based on current client satisfaction survey.

### **Evaluation Strategy**

The Counseling Center will continue to engage in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied).

### **Method of disseminating and using information for improvement**

Overall results will be reported to staff. Each staff will also be given a summary of their own individual ratings by June 30<sup>th</sup>.

### **Summary of Results**

Results pending at this time

### **Actions taken**

Client Satisfaction Survey will be regularly administered twice each year (fall and spring semesters)

## **Goal #3**

### **Operational Goal**

To contribute to the academic progress/process of students.

### **Outcome**

Students who seek services at the counseling center will report that counseling was helpful to them in their academic progress/process.

### **Evaluation Strategy**

The Counseling Center will continue to engage in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied).

**Method of disseminating and using information for improvement:**

Overall results will be reported to staff. Each staff will also be given a summary of their own individual ratings by June 30<sup>th</sup>.

**Summary of Results**

Results pending at the time of this report: July 17, 2013

**Actions taken**

Client Satisfaction Survey will be reviewed by management team and senior staff for its continued utility in this area.

**Goal #4**

**Operational Goal**

To enhance and continue to provide diverse and effective outreach programming to students and the campus community.

**Outcome**

Participants who attend outreach programs will report that the goals of the workshop were met satisfactorily.

**Evaluation Strategy**

During the course of the year, outreach evaluation forms will be distributed by staff after each outreach program. The evaluation is based on a 5-point Likert scale (1=Poor, 5=Excellent).

**Method of disseminating and using information for improvement**

Overall results will be reported to staff by June 30<sup>th</sup>.

**Summary of Results**

Results of the survey indicate that, overall, students (N=324) were satisfied with their experience of the outreach programs offered by the Counseling Center. The following are the results of the average ratings from the survey:

	<b>Avg. Rating (1-5 scale)</b>
<b>Workshop Evaluation</b>	
• Breadth of Coverage	4.34
• Personal/Practical Relevance	4.45
• Effectiveness of Presentation	4.23
<b>Presenter</b>	
• Knowledge	4.65
• Preparation	4.64
• Engagement of Audience	4.24
<b>Goal Accomplishment</b>	4.26
<b>Arrangements</b>	

• Convenience	4.30
• Notification of Event	4.24
• Location/Room Environment	4.34
• Format/Multimedia Use	4.13

**Actions taken**

Outreach Coordinator will evaluate the overall effectiveness of outreach programs based on results and recommend strategies for change as needed.

**Goal #5**

**Operational Goal**

To provide a quality and effective training program for practicum students and predoctoral interns.

**Outcome**

Practicum students and predoctoral interns will report an overall successful training experience at the Counseling Center.

**Evaluation Strategy**

Practicum students and predoctoral interns will be asked to complete an evaluation of their training experience upon completion of their training year.

**Method of disseminating and using information for improvement**

Data will be reviewed by the Training Committee to outline continued efforts and improvements where necessary.

**Summary of Results**

Of the previous interns surveyed, 100% indicated that the internship program prepared them well as entry-level psychologists. 100% of the interns surveyed indicated that they were satisfied/very satisfied with the training they received in the program.

**Actions taken**

Training committee will continually assess the information collected on the evaluation forms and work to improve the effectiveness of the training program.

Training Committee will review survey results in Summer '13.

**Goal #6**

**Operational Goal**

To obtain multicultural competencies in providing service to students.

**Outcome**

Staff will demonstrate satisfactory awareness, knowledge, and skills regarding issues of multiculturalism.

**Evaluation Strategy**

Staff will be asked to complete an assessment instrument (TBD) to indicate their level awareness, knowledge, and skill in issues of multiculturalism.

**Method of disseminating and using information for improvement**

Data will be reviewed by the Director to outline continued efforts and improvements where necessary.

**Summary of Results**

The Counseling Center has continued with its Winter Retreat for its staff dedicated to the area of diversity and multicultural competence. In addition, the Counseling Center has also continued with its lunchtime series of diversity programs to the campus. The Counseling Center has also developed a diversity statement and will continue with its development of its diversity strategic plan. Assessment results are pending.

**Actions taken**

The Counseling Center will continue to engage in a retreat each year to focus on multicultural competence.

**Dean of Students Office**

The Dean and staff in the Office of the Dean of Students have a long, rich history and tradition at Georgia Tech. For over 86 years the Dean of Students Office staff has provided support and advocacy on behalf of students. Assistance is provided in the resolution of problems, provision of information about and referral to campus resources. The Dean of Students Office staff promotes initiatives that address students' needs and interests. In addition, it provides educational and co-curricular activities and experiences that encourage students to have a positive college experience.

**Main Office****Goal 1****Learning Goal**

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

### **Outcome**

As a result of meeting or speaking with a Dean as part of the Office of the Dean of Students “general appointments,” a student will report an increase of knowledge, skills, or abilities along defined competencies.

### **Evaluation Strategy**

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

After a Dean meets with a student for a general appointment they will complete a rubric online which evaluates the appointment from their perspective along the same competencies.

### **Method of disseminating and using information for improvement**

At the conclusion of Fall and Spring semester, results will be analyzed and discussed in Dean’s meetings.

### **Summary of Results**

A total of 538 surveys were sent to students after their having contact with the Office of the Dean of Students, a total of 81 responses were received. The total number of surveys sent in relation to the learning outcome is somewhat skewed, as email addresses were drawn from all students that had contact with the Office, not just those students that met with a staff member in a “general appointment.”

After staff discussions, it was determined the survey distributed would not be based on specific competencies. The survey therefore was designed to gauge knowledge acquisition, comfort in meeting with a staff member, and possibility of return as a result of the appointment/contact. The Deans did not complete an online rubric.

Of the respondents, 84% (68) felt they gained information regarding campus resources to solve the issue which brought them to the Office. The same percentage of respondents left the appointment/contact with the Office with enough information to take action regarding the matter which brought them to the Office. The majority of respondents (29) came to the Office with *Some Information or Little Information* (26).

A total of 80 responses were captured for questions related to the respondent’s feeling reassured, comfortable, and if the respondent would make an appointment (or come to the Office) in the future. A total of 81.25% (65) of respondents noted they did feel reassured after the meeting with the staff member. Ninety percent (90%) responded they felt comfortable discussing the issue which brought them to the Office and 76.25% of respondents noted they would make an appointment in the future. The respondents who noted they did not feel reassured (15) or would not make an appointment in the future (12) clearly had a specific issue

and a resolution was not possible. The commentary from these respondents was harsh and again, indicated a specific issue or “axe to grind.”

### **What did you learn?**

These monthly surveys continue to provide good, solid information about how a meeting or contact with the Office of the Dean of Students assisted students in times of crisis. The contact with Office staff did provide thorough information and high percentages of respondents left the Office with the information they sought when initiating contact.

### **Actions Taken**

This data will be shared with the staff for increased knowledge about how students report contact with the Office. In the future, a version of this survey will continue to be distributed to gauge the Office’s contribution to learning for students.

### **Goal 2**

#### **Learning Goal**

Office of the Dean of Students staff will be able define, comprehend, and demonstrate knowledge and skills related to multicultural competence.

#### **Outcome**

As a result of four trainings throughout the academic year, Office of Dean of Students staff will be able to define, comprehend, and apply knowledge and skills gained about social justice.

#### **Evaluation Strategy**

Four presenters will be identified to discuss these topics in ODOS meetings. These presenters will develop learning outcomes and a flow for the sessions. At the conclusion of each session an assessment will be completed by participants.

#### **Method of disseminating and using information for improvement**

Results of each session will be shared with participants and used to evaluate learning at the conclusion of the academic year.

### **Summary of Results**

A small group of Office of the Dean of Students staff gathered to discuss the curriculum for the four workshops. After a delayed start, two, half-day training sessions were held in January, 2013 and May, 2013 with external presenters. A third, full day session is planned for Summer, 2013. Workshops focused on terminology, self-awareness, and elements of intersectionality. After the second workshop an assessment was distributed to the Office of the Dean of Students list serv, a total of 17 responses were submitted.

The majority of the respondents noted they *Strongly Agreed* or *Agreed* that after both trainings they were able to define social justice, they had an increased knowledge of their own identities, and an increased awareness of their colleagues’ identities. While mixed, the majority of respondents also noted the training with Becky Martinez did assist to build a stronger Dean of

Students community and the training with Mark Torrez assisted to understand others' perspectives.

### **What did you learn?**

Through both the actual workshops and the assessment process, this was clearly an area of interest for the staff. The interactive portions of the sessions were particularly good learning and engagement experiences for those in attendance. The survey also captured how the participants defined both social justice and intersectionality as a result of the training, and all responses submitted were insightful and accurate.

### **Actions Taken**

A third and final, full day training will be planned during the Summer, 2013 to cover remaining topics in a focused manner. The survey asked what the next steps were in the training series and the respondents overwhelmingly noted wanting tangible steps to create change and more engagement with colleagues. This feedback will be provided to the next speaker so to design a comprehensive training experience.

After the training series, it will be important to continue to discuss these issues and highlight these matters in staff meetings and retreats.

### **Goal 3**

#### **Evaluative Goal**

The newly comprised "student of concern" group will assess participation in the group as effective in the assistance of students in crisis.

#### **Outcome**

Staff participating in the "student of concern" group will evaluate the effectiveness of the group in assisting students in crisis.

#### **Evaluation Strategy**

During the Summer, 2012 when the group is first constituted a set of outcomes will be generated. Throughout the academic year, the Chair will perform "check ins" with the participants on how the group is progressing on the outcomes. At the conclusion of the academic year a formal assessment will be requested for completion to evaluate the productivity and effectiveness of the group.

#### **Method of disseminating and using information for improvement**

1. Information will be shared with the committee members.
2. The committee's goals will be re-evaluated for the following academic year.



### **Summary of Results**

The Student of Concern group gathered during the Summer, 2012 to discuss the goals of the group as well as expectations. The group's membership was also finalized to include GTPD, OSI, Psychiatry, Office of the Dean of Students, Housing, and the Counseling Center. Informal check-ins were conducted with members as to the committee's discussions and overall goals. At the conclusion of the year, an open ended assessment was sent to the group, and feedback was gathered.

The change in the format overall was described as both a "success" and an "improvement." Feedback throughout the year was that the move to this type of group clarified protocols and enhanced communication as well as follow up with students of concern. A concern was raised regarding if the group was in place only to discuss students in "active" crisis rather than trying to be proactive for those on the edge of a crisis. As the academic year wore on, it was evident those students in active crises rose to the forefront of discussion.

A total of 30 meetings were held during the academic year, 142 individuals discussed, and 207 discussions overall. The majority of discussions focused on currently enrolled students, however several alumni were discussed as well as Language Institute Students. For a full evaluation of the group and its influence on day-to-day work, see the Office of the Dean of Students "Student of Concern Group Influence on Student Success" report.

### **What did you learn?**

As a result of the informal check-in conversations and the more formal open-ended assessment at the conclusion of the year, the staff learned how well an interdisciplinary group can function. This cross campus group functioned candidly and all parties took part in the discussion with a goal of assisting students in need. While not assessed specifically, the functioning of the group also led to professional development for many involved. It was clear as a result of many discussions that information was gained about various areas of campus, larger campus trends, higher education research and scholarship, and the intricacies of counseling and psychiatry.

### **Actions Taken**

The group will maintain the same meeting schedule for the 2013 – 2014 academic year and the membership will not change. Before beginning to meet in the Fall, the group will clarify the active crisis vs. proactive crisis philosophy so to have clear expectations for the upcoming year. Further, the Office of the Dean of Students, Counseling, and Psychiatry will gather for "case conference" meetings during the Summer, Fall, and Spring (once per semester) to discuss one case in particular to identify missteps and successes.

### **Office of Disability Services**

The Office of Disability Services provides students with information and support regarding students with disabilities. Assistance is also available for meeting the requirements of ADA and

Section 504 of the Rehabilitation Act of 1973. The Office assists students self-identifying as having a disability. Staff members in the Office serve as full-time advocates for students with disabilities. Their role is to ensure that all students have physical and programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community. The purpose of Office of Disability Services is to improve the educational development of students with disabilities and to enhance the understanding and support within the institute through equitable access, accommodations, and the provision of programs and services.

### **Goal 1**

#### **Learning Goal**

Disability Services staff will be able to illustrate knowledge of best practices in the provision of services to students with disabilities.

#### **Outcome**

Increase in staff members' knowledge of innovative practices that may increase the visibility and effectiveness of the Disability Services program.

#### **Evaluation Strategy**

Relying on supervisor observation and response to a written outcome:

1. Disability Services staff will be able to articulate 3-5 specific best practices in the provision of disability services at peer institutions using the results of the custom research study.
2. Disability Services staff will be able to identify disability-related services provided at peer institutions that could be potentially be implemented at Georgia Tech.

#### **Method of disseminating and using information for improvement**

Results will be used to develop a 5 year strategic plan and vision statement for the department. Information will also be shared with key individuals in the administration at Georgia Tech.

#### **Summary of Results**

Due to staffing transitions, this goal was postponed until Summer, 2013 and will be used in preparation for the program review process during the 2013 – 2014 academic year.

#### **What did you learn?**

There was no learning gained from this goal as the assessment did not transpire.

#### **Actions Taken**

Given the department will undergo the program review process, this goal will be assessed during the 2013 – 2014 academic year.

## **Goal 2**

### **Learning Goal**

Disability Services stakeholders will describe being informed and well served when obtaining Testing Center services.

### **Outcome**

Disability Services stakeholders will report that as a result of engaging with disability services staff they are well informed regarding process and procedures and were provided good customer service when engaging with the Testing Center.

### **Evaluation Strategy**

1. During Spring 2013, feedback/focus group sessions will be conducted with faculty members that utilize the testing center.
2. During Fall 2012 an electronic survey of 5 – 8 questions will be sent via email to students utilizing the testing center.

### **Method of disseminating and using information for improvement**

Results will be used to develop a 5 year strategic plan and enhanced vision statement for the area. Information will also be shared with key individuals in the administration at Georgia Tech.

### **Summary of Results**

The survey was developed in the Spring semester, however the staff did not administer the survey due to timing coinciding with the conclusion of the semester. The focus group discussions also did not take place.

### **What did you learn?**

There was no learning gained from this goal as the assessments did not transpire.

### **Actions Taken**

Given the survey was designed and prepared for distribution, this assessment will take place Fall, 2013.

## **Diversity Programs**

Diversity Programs provides an institutionalized approach for meeting the co-curricular needs of students by coordinating and planning educational opportunities that enhance interaction and learning across groups. Through intentional programs like Religious Awareness Week and Disability and Diversity Week, staff in the Office assists the campus in understanding, appreciating and celebrating Georgia Tech's rich cultural diversity. Diversity Programs is responsible for fostering a vision of diversity appreciation which is actualized through intentional educational programming in support of the Institute's Strategic Plan.

## **Goal 1**

### **Learning Goal**

Incoming students will increase their knowledge of Georgia Tech diversity related resources on campus.

### **Outcome**

At the conclusion of the 2012 FASET Diversity Programs/OMED session, students will report an increase of knowledge about Georgia Tech diversity related resources on campus.

### **Evaluation Strategy**

The Office of Diversity Programs and OMED will create and disseminate a short assessment to session participants. General feedback is also expected to be garnered from the FASET wide evaluation.

### **Method of disseminating and using information for improvement**

A review of the assessments from session participants and feedback from the New Student and Sophomore Programs Office will be used to guide decision making and in planning future presentations.

### **Summary of Results**

A total of 188 respondents completed the assessment after attending the Diversity @ GT workshop at FASET Orientation. A majority of respondents noted they *Highly Agreed* or *Agreed* that as a result of attending the session they were more familiar with Georgia Tech diversity (85%), more familiar with diversity resources on campus (94%), and more likely to attend diversity related events after attending the session (81%).

### **What did you learn?**

Respondents expressed they would likely attend more diversity related events after attending the session. This session therefore proved important for outreach purposes.

### **Actions Taken**

Staff from the Office of Diversity Programs and OMED met to review the results. In addition, the results were shared with FASET staff. Given the success of the session, Diversity @ GT will be repeated during FASET 2013. The portion of the session that discussed stereotypes will be revised to better increase student knowledge. Further, it was evident many respondents had a high level of knowledge related to diversity issues, therefore conversations with Housing and Residence Life regarding a diversity issue specific housing experience might be a viable option.

## **Goal 2**

### **Learning Goal**

As a result of Diversity Programs' advising and consulting, students and student groups will identify interactions as supportive and effective.

### **Outcome**

Underrepresented and/or underserved students and student groups will report diversity programs related advising as supportive and effective.

### **Evaluation Strategy**

The Office of the Dean of Students will send an electronic survey to evaluate the advising relationship with Diversity Programs.

### **Method of disseminating and using information for improvement**

Data will be reviewed by Diversity Programs staff, and will be shared with key Offices, departments, and student organizations to ensure advising interactions are supportive and effective.

### **Summary of Results**

A total of 21 students were sent the survey and 15 responded. All noted the Office of Diversity Programs staff was approachable, open to discussion, positive, timely in responding, advising and consulting relationships were supportive and effective, and the staff assisted in resolving conflict faced by the organization. A total of 92% of respondents noted the Office staff assisted to make them more aware of their leadership skills and in sharing resources to assist them as a campus leader.

### **What did you learn?**

Office of Diversity Programs seems to be meeting the needs of students and student groups who seek advice, consultation, and resources from the Office. Particularly, the Student Leader Retreat held Fall, 2012 assisted in the leadership development of students and student groups who seek advice, consultation, and resources from the Office.

### **Actions Taken**

Office of Diversity Programs staff will hold a leadership retreat Fall, 2013 for student leaders who work with Office staff to continue building strong relationships and furthering student leadership skills.

### **Goal 3**

#### **Learning Goal**

Georgia Tech faculty, staff, and students who attend sponsored trainings will report an increase in their knowledge about social justice and how issues of power, privilege, and oppression affect them personally and institutionally.

### **Outcome**

Faculty, staff, and students will report an increase of knowledge about social justice and how issues of power, privilege and oppression affect them personally and institutionally.

### **Evaluation Strategy**

A pre- and post-survey will be created and administered to training participants in an effort to measure knowledge prior to, and after the training.

### **Method of disseminating and using information for improvement**

Data will be reviewed by Diversity Programs staff and shared with the participants.

### **Summary of Results**

On January 25, the Division of Student Affairs and the Department of Housing co-sponsored social justice training for 80 staff members. Both a pre-test and post-test was administered to those registered to attend the training. A total of 50 responses were received for the pre-test and 36 responses were received for the post-test. The results which included both Student Affairs and Housing respondents, were as follows:

<b>Question</b>	<b>Percentage of those who <i>Highly Agreed or Agreed</i> (Pre-survey)</b>	<b>Percentage of those who <i>Highly Agreed or Agreed</i> (Post-survey)</b>
Comfortable talking with colleagues about social justice	80%	84%
Have tools to engage in dialogue around, and across differences with colleagues	67%	87%
Have tools to engage in dialogue around, and across differences with students	80%	87%
Have a solid foundation of dominant/target and subordinated/marginalized identities	71%	90%
Conscious of my own power and privilege	91%	90%
Understand and recognize the dynamics of privilege and oppression that play out in their departments	80%	77%
Have a clear understanding of social justice	75%	90%
Have a clear understanding how social justice relates to their job responsibilities	73%	74%
Are equipped to deal with conflict with and between	44%	65%

others		
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From these results, respondents reported being less knowledgeable of, and comfortable with the following social justice topics: privilege/oppression, identities, intersectionality, religion, disability/ability, and advocating for others.

Respondents reported having fair to moderate success in creating an inclusive campus community and having had greater success in building inclusive communities at previous institutions. Further, it was noted that the following barriers were present at the department level, preventing Georgia Tech from being an inclusive community: lack of focus on social justice, history of institution, personal diversity prevents departments from focusing on social justice, lack of dialogue, lack of power, laws, lack of LBGTQIA Office & other resources, and staff oppression.

**What did you learn?**

Staff attendees were visibly engaged during the training and the survey results show learning did transpire. Respondents to the survey indicated that they had more engaging in dialogue around, and across difference with students than with colleagues and several respondents indicated the need for conversation and dialogue around issues of social justice.

**Actions Taken**

Survey results were shared with the Department of Housing to guide future programming and training. The Office of the Dean of Students is currently organizing additional social justice training for both students and staff.

**Goal 4**

**Learning Goal**

After participating in a quantitative assessment, student leaders affiliated with the Office of Diversity Programs will identify their personal leadership style and characteristics.

**Outcome**

Student leaders affiliated with the Office of Diversity Programs will identify their personal leadership style and characteristics.

**Evaluation Strategy**

Student leaders will complete leadership diagnostics (DISC, MBTI, StrenghthsQuest) and discuss the outcome of those assessments with the Associate Dean/Director of Diversity Programs to further enhance knowledge gained.

**Method of disseminating and using information for improvement**

Results will be shared with student leaders and diversity programs staff to enhance future leadership development.

### **Summary of Results**

The Office of Diversity Programs held a retreat for student leaders Fall, 2012. After the retreat a survey was distributed to 30 students to gauge learning. All respondents (12) noted they understood how their personality affected their behavior, how specific personality types contributed to their organization's effectiveness, and how they were now more aware of their own strengths. All respondents also noted they were better able to understand the needs of their fellow organization members, an increased knowledge regarding their own leadership style, and how to adapt in working with others more effectively.

A majority of respondents reported after the retreat they were better able to maximize their strengths, facilitate their organization as a working team, and articulate their organization's mission. Respondents did not characterize their leadership style largely as having impact, however a high percentage did note their style was engaging.

Additional qualitative data was collected, below was a sampling of respondent comments:

- *I am going to use what I learned to optimize our organization meetings and create a better group dynamic.*
- *How we can all use our collective strengths to further the goals of our organization effectively.*
- *How different personalities are necessary in a successful team and an improved vision; also the 5 dysfunctions of a team.*
- *How our strengths fit as a team and how we can leverage that for the rest of the year.*

### **What did you learn?**

The Office of Diversity Programs staff learned that attendees were willing to spend a significant amount of time for an experience they believed to be helpful in meeting their needs as student leaders.

### **Actions Taken**

The Office of Diversity Programs staff continued to follow-up with organization Presidents throughout the year to monitor organization progress. The Office of Diversity Programs is planning another student leader retreat for Fall, 2013 with additional facilitators to ensure sufficient and effective conversation regarding vision and mission.

## **Office of Greek Affairs**

The Office of Greek Affairs provides support, advising, and advocacy for the members of the Greek community. The fraternity and sorority community at Tech includes 55 different organizations which are divided into four governing boards: the Collegiate Panhellenic Council, the Interfraternity Council, the Multicultural Greek Council, and the National Pan-Hellenic Council. The staff members in Greek affairs advise the leadership of the individual chapters and



the executive boards of the four councils regarding basic operations, leadership development, risk management, hazing, event planning, recruitment, and membership development. The office also serves as a liaison contact between various offices on campus and the organizations. The Office of Greek Affairs collaborates with several offices on campus to ensure each chapter is upholding the policies set forth by the Institute, as well as promoting safe and healthy lifestyles for all members of the Greek community.

### **Goal 1**

#### **Learning Goal**

By utilizing the AFA/EBI Fraternity/Sorority Assessment data collected in 2012, the Office of Greek Affairs will increase knowledge of the experience of upperclassmen students in their respective fraternity/sorority.

#### **Outcome**

Through participation in the AFA/EBI Fraternity/Sorority Assessment, the Office of Greek Affairs will implement programs and services to engage upperclassmen students of fraternities and sororities.

#### **Evaluation Strategy**

The Office of Greek Affairs will utilize data collected in the 2012 Assessment to analyze the experiences of students in their third year of coursework (and above).

#### **Method of disseminating and using information for improvement**

A report will be published and disseminated to the Division of Student Affairs and fraternity/sorority community leaders. Chapter presidents and advisors will receive an organization-specific report providing a description of the data collected from their members who responded to the survey.

The findings of the report will be utilized by the Office of Greek Affairs staff and governing council leaders to determine programs and services that may be created, improved, or implemented to target the needs of this population of students.

#### **Summary of Results**

Using the data collected through the administration of the AFA/EBI Fraternity/Sorority Assessment in 2012, responses of the junior, senior, and fifth year respondents were reviewed.

Of the respondents, 272 are classified as juniors, 247 as seniors, and 53 as fifth year students. A total of 572 responses of upperclassmen during the Spring, 2012 assessment period were captured.

Reports were generated for these 572 upperclass fraternity/sorority members. Respondents rated the issues listed in the chart below on a Likert scale of 1 -7 (7 representing the highest rating).

<i>Factor Means</i>	Junior	Senior	5th Year	Upperclas s Average	Impact / Performanc e High (H) Low (L)
Housing Satisfaction	5.02	5.20	5.05	5.09	
Safety & Security	5.56	5.59	5.84	5.66	
Fraternity/Sorority Programming	5.35	5.35	5.34	5.35	H/L
Sense of Belonging	6.15	6.26	6.14	6.18	H/H
Diverse Interactions	5.69	5.71	5.69	5.70	
Interpersonal Relationship Skills	6.23	6.22	6.27	6.24	H/H
Interpersonal Competence	5.69	5.69	5.65	5.68	
Leadership Skills	5.78	5.81	5.83	5.81	
Personal Development Skills	5.58	5.53	5.45	5.52	H/L
Healthy Behaviors	5.45	5.34	5.01	5.27	
Self-Worth	6.03	6.04	5.91	5.99	H/H
Intrapersonal Competence	5.90	5.88	5.89	5.89	H/H
Principled Dissent	5.38	5.39	5.32	5.36	
Collaboration	5.65	5.50	5.42	5.52	
Effective Chapter Leadership	5.74	5.56	5.71	5.67	
Overall Learning Evaluation	5.73	5.66	5.62	5.67	
Overall Satisfaction with Fraternity/Sorority Experience	6.17	6.34	6.36	6.29	
Overall Program Evaluation	5.92	5.98	5.97	5.96	

By characterizing a “factor mean” as high impact/high performance one could conclude that a program/service/initiative was having the desired outcome with students (i.e. respondents rated the factor mean high on the Likert scale – high impact) and in comparison to peer institutions the program was successful (high performance). As the chart above illustrated, an emphasis should be placed on the programs and activities that corresponded to the factors of “Fraternity/Sorority Programming” and “Personal Development Skills.” Such programs and activities might address topics of communication, decision making, time management, alumni engagement, community service opportunities, and greater variety of activities offered through the Greek experience.

In addition to addressing the lower performance (yet high impact) factors, it was important to maintain and monitor performance in the categories that achieve high performance and have a greater impact on Sense of Belonging, Interpersonal Relationship Skills, Self-Worth, and Intrapersonal Competence.

### **What did you learn?**

From the data, the Greek Affairs staff learned that upperclass students involved in fraternity and sorority life at Georgia Tech could benefit from programming geared toward their personal development.

### **Actions Taken**

From this analysis, the Office of Greek Affairs will work with the four governing Councils, the Order of Omega, and the newly established Greek Programming Council to develop meaningful programs and services for members to engage in during their upperclass years at Georgia Tech. Such events could address alumni networking, workshops for personal skill development, and cultural activities in the Atlanta community.

### **Goal 2**

#### **Learning Goal**

The Office of Greek Affairs staff will assess learning of chapter members who participate in educational programs offered, focusing on topics of health and wellness, diversity, sexual misconduct prevention, and peer-to-peer intervention.

#### **Outcome**

By participating in educational programs offered through the Office of Greek Affairs, chapter members will increase their competence in areas of bystander intervention, healthy decision making, and interpersonal skill development.

#### **Evaluation Strategy**

The Office of Greek Affairs will administer assessments for each program offered throughout the 2012-2013 year. These assessments will address a specific learning outcome for each activity, and assess the participants’ level of learning associated with the topic presented.

### **Method of disseminating and using information for improvement**

The data collected will be organized, and included in the Greek Affairs Annual Report to the Vice President of Student Affairs. In addition, the information will be used to improve the educational programs and services offered to students who are members of fraternities and sororities.

### **Summary of Results**

This goal was not met in the 2012 – 2013 academic year. The process to create assessment tools was not initiated nor administered.

### **What did you learn?**

No learning was gained as the assessment did not transpire.

### **Actions Taken**

A standard program evaluation will be developed, in collaboration with programming partners that include standard and tailored questions to address learning outcomes for all educational programs. The Office of Greek Affairs learned that the benefit of having data regarding student learning is integral. With limited resources, it is imperative to develop this evaluation process for the upcoming year in order to ensure proper resource allocation.

## **Goal 3**

### **Learning Goal**

House corporation board volunteers and other fraternity/sorority stakeholders that are engaged in facility management will view the Office of Greek Affairs as a resource in the management and continued maintenance of fraternity/sorority facilities.

### **Outcome**

Fraternity/sorority house corporation board volunteers and other fraternity/sorority stakeholders will be well informed that the Office of Greek Affairs is a resource for the management and on-going maintenance of fraternity/sorority facilities.

### **Evaluation Strategy**

After implementing specific interventions learned as a result of the 2012 assessment the Office of Greek Affairs will conduct a web-based survey to chapter house managers, house corporation volunteers, and other stakeholders to understand their engagement with, and learning from Office of Greek Affairs staff.

### **Method of disseminating and using information for improvement**

A report will be published and disseminated to all Office of Greek Affairs constituents, specifically highlighting comparing the results to the previous year's results. This will assist in demonstrating improvement and new opportunities.

## **Summary of Results**

The Office of Greek Affairs administered an online survey to chapter house managers (students) and chapter housing corporation presidents (alumni) in Spring, 2013. The purpose of the survey was to gain insight in on the duties of house managers and housing corporation presidents, perceived relationships between the Institute and chapters, future programs and plans, and current issues/challenges within the Greek housing community.

### **Respondent Information:**

#### ***Chapter House Managers:***

- Total Respondents: 8 (Fraternity: 5 , Sorority: 3)

#### ***Chapter House Manager Survey Highlights:***

- House Managers reported their primary duties were as follows: house clean up and maintenance (100%), room assignments (100%), yard clean up and maintenance (75%), and house recycling management (50%).
- Over half of the House Managers ranked facility technology, becoming LEED certified, and facility energy efficiency as the top three areas (respectively) of interest for Greek Neighborhood Association programming.
- House Managers reported past House Managers (87.5%), chapter advisors (87.5%), and chapter Housing Corporation presidents/members (75%) and national headquarters staff (75%) as their top personnel resources. One House Manager reported Greek Affairs as a chapter resource.
- Of the eight respondents, keeping the house clean (five respondents) and housing maintenance and up-keep (five respondents) were reported as the most challenging aspects of the House Manager position.
- Members completing assigned chores/duties (87.5%), parking (50%), facility management at social events (25%), and vandalism (25%) were reported as the most prevalent challenges in facility management.
- 62.5% of house managers noted the Greek Affairs staff as a resource in their position.
- 37.5% of house managers reported the Institute supports the Greek community and Greek facilities.
- 50% of House Managers reported support in their role by the Institute.
- 87.5% of the House Managers reported they are in favor of a re-vamped recycling initiative, and also being willing to help with day-to-day facilitation of this initiative.

*Chapter Housing Corporation Presidents:*

- Total Respondents: 8 (Fraternity: 4, Sorority: 3, Unspecified: 1).

Respondents reported the following:

<b>Average Number of Years in House Corporation Role</b>	<b>Percentage of Respondents</b>
<b>0 – 2 Years</b>	12.5%
<b>3 – 5 Years</b>	25%
<b>6 – 8 Years</b>	12.5%
<b>9 – 11 Years</b>	25%
<b>11 or More Years</b>	25%

*Chapter House Corporation President Survey Highlights:*

- 75% of House Corporation Presidents reported the Greek Affairs staff was a helpful resource in their position.
- 87.5% of House Corporation Presidents noted the Institute supported the Greek community and Greek facilities.
- House maintenance (75%), parking (37.5%), and vandalism (37.5%) were reported as the most prevalent challenges in Greek housing.
- 87.5% of House Corporation Presidents interacted with the collegiate chapter at least once a month.
- E-mail (100%), attendance at housing corporation board meetings (87.5%), and facility visits (87.5%) were reported as the primary ways House Corporation Presidents interacted with collegiate chapters.
- 75% of House Corporation Presidents reported planning facility changes (remodeling/new construction) in the next 1-3 years. Respondents indicated planned projects primarily involving interior renovations.
- 87.5% of House Corporation Presidents reported they would like to have more interaction with the Greek Affairs staff.
- 75% of House Corporation Presidents reported they would like to have more interaction with other House Corporation Presidents.

- House Corporation Presidents reported facility growth and improvements as the most prominent trends within Georgia Tech Greek housing. The respondents indicated that the high expectations of students and families to provide competitive living arrangements caused this trend.

### **What did you learn?**

The Office of Greek Affairs has placed specific attention on the upkeep and maintenance of the Greek Sector in recent years. However, there remains significant opportunity to engage the stakeholders (House Managers and alumni volunteers) through meetings, workshops, and collaborative projects. This engagement can assist in building relationships among the stakeholders, between the stakeholders and the Office of Greek Affairs staff, and to create more buy-in into the well-being of the overall fraternity/sorority properties. It will be important for the Office of Greek Affairs to develop a method to include all parties in strategies to address needs and wants in the Greek Sector.

### **Actions Taken**

The findings of the survey will be shared with the new Greek Affairs Coordinator. This position is responsible for programming, initiatives, and accountability in regard to Greek facility management. This information will be useful to breathe “new life” into the Greek Neighborhood Association and establish stronger relationships with the alumni volunteers who work closely on facility-related issues. Additional recommendations are as follows:

#### *Chapter House Managers:*

- The Greek Neighborhood Association (GNA) can develop programming specifically focused on topics of sustainability, technology, and campus safety. These programs can be delivered at the GNA month/bi-monthly meetings.
- The Office of Greek Affairs can be more intentional in seeking opportunities to aid House Managers and serve as a viable resource in their position.
- The Office of Greek Affairs can seek solutions to help with parking and vandalism concerns in the Greek community.

#### *Chapter House Corporation Presidents*

- The Office of Greek Affairs can provide face-to-face opportunities for House Corporation officials to come together and discuss current issues and updates (possible once a semester).
- The GNA meetings will invite the House Corporation volunteers to attend meetings.
- The Office of Greek Affairs can facilitate the process by which alumni volunteers share resources and bargain for services to enhance the entire Greek Sector.

The Council for the Advancement of Standards (CAS) highlighted the need for Fraternity and Sorority Advising Programs (FSAP) to assist students in maintaining responsible community living. In future surveys, questions should be added to highlight Greek perceptions of their community and neighborhood interaction.

### **Office of Leadership and Civic Engagement**

The Office of Leadership and Civic Engagement offers collaborative and intentional activities, which develop leadership skills in students. It consists of three important programs within the Office of the Dean of Students: Student Media, Community Service, and Student Organizations working along with various units from within the campus and the community. The Student Media advises four print publications, one internet-based publication, and the student radio station. Community Service advises 16 student-coordinated service projects and programs through the Mobilizing Opportunities for Volunteer Experience (MOVE) Student Organization, and provides a clearinghouse of community initiatives for students, faculty, and staff. Student Organizations provide opportunities for involvement in Sports and Recreation Clubs, Honor and Professional Societies, Service, Performance, Production, Political, Educational, Cultural, Religious and Spiritual organizations.

### **Civic Engagement**

#### **Goal 1**

#### **Learning Goal**

As a result of being a student leader affiliated with the Office of Leadership and Civic Engagement, students will demonstrate awareness of social justice, will be able to articulate a definition of social justice as well as be able to describe connections between social justice issues and civic engagement.

#### **Outcome**

As a result of being a student leader affiliated with the Office of Leadership and Civic Engagement, students will demonstrate awareness of social justice, will be able to articulate a definition of social justice as well as be able to describe connections between social justice issues and civic engagement.

#### **Evaluation Strategy**

An electronic survey will be sent to student leaders affiliated with the Office of Leadership and Civic Engagement at the start of the Fall semester as well as at the end of the Spring semester. Additionally, focus groups or a mini-case study will be conducted with specific individuals in order to discuss learning.

#### **Method of disseminating and using information for improvement**

1. Semester Reports
2. Annual Reports



### **Summary of Results**

Due to a low response rate, results are not being reported.

### **What did you learn?**

The low response rate and limited results highlighted the importance of sending the assessment survey earlier in the semester. In addition, in the future, the staff can more clearly articulate the connection between social justice and civic engagement.

### **Actions Taken**

The Leadership and Civic Engagement staff is a part of the Dean of Students Social Justice Committee, which is currently planning a pilot social justice training program specifically for student leaders within the Office of the Dean of Students. Incorporating Leadership and Civic Engagement student assistants and affiliated student leaders as part of the training will begin to foster the desired connections, understanding, and application.

### **Goal 2**

#### **Learning Goal**

MOVE Executive Board members will be able to articulate leadership skills they developed as a result of their experience as an Officer.

#### **Outcome**

Over the course of the academic year and participation in advising meetings, retreats, and activities MOVE Executive Board members will gain, and be able to articulate leadership skills based on the Social Change of Leadership Model.

#### **Evaluation Strategy**

Electronic surveys will be distributed to MOVE Executive Board members. Focus group(s) or individual interviews will be held with Executive Board members to discuss learning. The survey and focus group questions will be based on the Social Change of Leadership Model to gauge learning.

#### **Method of disseminating and using information for improvement**

1. Semester Reports
2. Annual Reports

### **Summary of Results**

Information was collected via an electronic survey that was completed at the end of the Spring, 2013 semester. Focus groups did not take place.

A total of 20 surveys were sent, 12 participants responded to the survey, two were Executive Board members. All respondents (100%) indicated that they *Strongly Agreed* that as a result of their experience as a MOVE Officer they had “an increased understanding of my personal

values, interests, and goals” and “a stronger commitment to addressing the social issues surrounding individual service projects I worked with during the year.” All respondents (100%) noted they *Strongly Agreed* or *Agreed* that as a result of their experience as a MOVE Officer, they were “comfortable navigating conflict or addressing controversy in a civil and productive manner.”

Respondents selected all the leadership values from the Social Change Model as values that they developed during their experience as a leader with MOVE this year. Respondents identified that biweekly meetings, working with all 25 officers, and reflection activities helped them to develop leadership skills or traits. One respondent noted the following:

- *Reflection activities at the end of projects frequently make me conscious of my situation and the situations of those around me. I have learned about congruence, collaboration, and common purpose through working with a group of officers to try to achieve common goals for our organization, whether that means planning a successful project or expanding our reach on campus and in the community. I have developed skills needed for dealing with controversy with civility through situations that arose as VP Projects and also through officer transitions. I had to have multiple difficult conversations with other people in MOVE and also even conversations with some community partners that had some complaints about our organization. I have developed citizenship through volunteer activities that expose me to the experiences of other people in my community and in my country, which helps make me more aware and better able to advocate for social justice.*

### **What did you learn?**

While all leadership values from the Social Change Model were cited, there appeared to be a lack of specificity when it came to articulating how those values were illustrated in daily work or how the values were developed in a leader’s experience as a MOVE Officer. One goal for 2013 – 2014 will be to host more conversations specific to these values during Executive Board meetings.

### **Actions Taken**

Executive Board members revisited MOVE’s group goals and expectations throughout the year, including a mid-year mini-retreat. Examples of shared goals included creating a stronger sense of community among MOVE as an organization, increasing fundraising efforts, and expanding MOVE’s outreach to include graduate students. This was achieved by several Executive Board members who took the lead in creating MOVE teams for Homecoming, hosting new fundraising opportunities, and connecting with Graduate SGA and contacts in the graduate departments.

### **Goal 3**

#### **Learning Goal**

MOVE Committee Chairs will be able to articulate leadership skills they developed as a result of their experience as a Committee Chair.

### **Outcome**

Over the course of the academic year and participation in advising meetings, retreats, and activities MOVE Committee Chairs will gain, and be able to articulate leadership skills along the Social Change Model of Leadership.

### **Evaluation Strategy**

Electronic surveys will be distributed to MOVE Committee Chairs. Focus group(s) or individual interviews will be held with Committee Chairs to discuss learning. The survey and focus group questions will be based on the Social Change of Leadership Model to gauge learning.

### **Method of disseminating and using information for improvement**

1. Semester Reports
2. Annual Reports

### **Summary of Results**

Information was collected via an electronic survey completed at the end of Spring, 2013 semester. Focus groups did not place.

A total of 20 surveys were sent, 12 responded to the survey, nine were Committee Chairs. All respondents (100%) indicated that they *Strongly Agreed* or *Agreed* that as a result of their experience as a MOVE Officer they gained “an increased understanding of my personal values, interests, and goals” and they had “a stronger commitment to addressing the social issues surrounding individual service projects” that they worked with this year. A total of 90% of respondents indicated that they *Strongly Agreed* or *Agreed* that as a result of my experience as a MOVE Officer, they were “comfortable navigating conflict or addressing controversy in a civil and productive manner.”

Respondents selected the following leadership values from the Social Change Model as values that they developed during their experience as a leader with MOVE this year. Below represents the percentage of respondents that chose the corresponding value:

- Collaboration (90%)
- Commitment (90%)
- Common Purpose (80%)
- Consciousness of Self (80%)
- Change (50%)
- Congruence (40%)
- Controversy with Civility (40%)
- Citizenship (20%)

Respondents noted that professionalism, starting a committee/serving as a Committee Chair, event planning, officer meetings, leadership training, and Hunger & Homelessness Awareness Week helped them to develop leadership skills or traits. One respondent noted the following:

- *Collaboration: When I came back from my co-op in this spring semester, I had the idea of planning everything mostly by myself. It was a couple of weeks in when I realized that this would be impossible. There is not only an endless list of things that need to be done before completing a project; but there is a limited number of ideas that I could come up by myself. With the help of my committee members and my co-chair I came up with incredible projects for the Outreach Committee. Even though most of them weren't able to be completed this semester, we are working towards making them possibilities for next year. Without collaboration organizing community service activities for the Georgia Tech community would be impossible.*

### **What did you learn?**

The Committee Chair feedback indicated that attention needs to be given to the values of Change, Congruence, Controversy with Civility, and Citizenship. This may be achieved through greater emphasis on MOVE's mission, a deeper exploration of the service issue areas, and more opportunities for students to reflect on their personal values and how those values connect with their daily actions and community involvement.

The feedback also showed that the respondents were not always able to identify specific skills or traits. By providing more opportunities for the personal reflection and identity development, there will be more opportunities for students to reflect on their specific skill sets and areas of growth.

### **Actions Taken**

The Executive Board members strived to foster greater community among the MOVE Committee Chairs throughout the year. This was achieved by incorporating more team builders into biweekly meetings as well as at a mid-year, mini-retreat. Activities like the Leadership Compass were utilized to help members understand their work styles as individuals and as a group. Additionally, a Committee Training was held for all MOVE committee members.

Continued emphasis will be placed on a mid-year check in meeting or retreat with all MOVE Committee Chairs in order to assess mid-year progress and to promote reflection of leadership skills gained through involvement with MOVE.

### **Goal 4**

#### **Learning Goal**

Through participating in an Office of Leadership and Civic Engagement supported Alternative Break program, participants will be able to show how participation has increased their knowledge of their own community, and others' community needs.

### **Outcome**

Students participating in an Office of Leadership and Civic Engagement supported Alternative Break program will become more knowledgeable about community needs.

### **Evaluation Strategy**

Before the trip, students will complete a short pre-trip survey. During the trip, reflection discussions will be held with the group to process the service project day-by-day. After the trip concludes a post-trip evaluation will be completed by participants.

### **Method of disseminating and using information for improvement**

1. Semester Reports
2. Annual Reports
3. Fundraising efforts
4. Marketing efforts

### **Summary of Results**

The Office of Leadership and Civic Engagement supported four ASB trips in collaboration with the student organization, Alternative Service Breaks:

- *Biloxi, MS* – 18 participants (14 students, 2 student leaders, and 2 staff) worked with Community Collaborations
- *Concord, NC* – 20 participants (18 students, 2 student leaders, and 2 staff) worked with Habitat for Humanity
- *Jacksonville Beach, FL* – 19 participants (15 students, 2 student leaders, and 2 staff) worked with Beaches Habitat for Humanity
- *Tom's River, NJ* – 14 participants (8 students, 2 student leaders, and 4 staff) worked with Community Collaborations on Hurricane Sandy Disaster Relief efforts

Electronic pre-trip and post-trip surveys were distributed to the ASB student participants and student leaders. The student leaders facilitated nightly reflections with all group members in order to process the day's service project, to critically reflect on the groups' experiences, and to synthesize the ASB experiences with individuals' prior experiences.

A total of 43 participants completed the pre-test and a total of 27 participants completed the post-test. Comparing the pre-test and post-test information, there was a seven percent increase in the number of respondents from all trips who noted they *Strongly Agreed* or *Agreed* to the statement, "I can identify issues, community needs, or challenges facing the Georgia Tech or Atlanta community" (86% pre-trip to 93% post-trip). A 19% increase from all trip respondents indicated an increased understanding of the service issue affiliated with their trip. The experience of participating in a trip was also important for a sense of connection. The ASB post-trip surveys revealed that across all trips, more than 80% of respondents viewed their ASB

group as a community to which they belonged and viewed themselves as a change agent after participating in their ASB trip.

Respondents also gained more information regarding the Office of Leadership & Civic Engagement, as there was a 25% increase in the number of respondents from all trips who answered *Strongly Agreed* or *Agreed* to the statement, "I know where the Office of Leadership & Civic Engagement staff and resources can be found on campus."

The following comments were taken from surveys the students submitted after the trip(s):

Reflections from the Biloxi, MS trip that worked with Community Collaborations:

- *I feel like I understand a lot more how a small tight knit community works and how to be a good member of a community and contribute to the unity as a whole group.*
- *My takeaway is just how many avenues there are to serve in every community, and how it impacts those who serve, as well as the ones being served.*
- *It [participating in ASB] has made me more aware of my surroundings and the people and situations that occur around me.*

Reflections from the Concord, NC trip that worked with Habitat for Humanity:

- *Homelessness is a big problem here in our community, and I think that the trip opened my eyes more to this problem.*
- *It is really easy to overlook those in need in the community. By working on this trip, I realized how people all around us could be the ones in need of help. It is always important to contribute to the community and society as a whole.*

Reflections from the Jacksonville Beach, FL trip that worked with Habitat for Humanity:

- *My definition of community has not really changed, but I am able to say that I feel like I have learned how to become a part of many different communities.*
- *No [my understanding of the needs in my own communities has not changed after participating in this ASB trip], but it emphasized the need for deep conversations to create and maintain community.*
- *ASB is a great experience. Not only do you help others and have fun, you bond with different people who challenge you.*

Reflections from the Tom's River, NJ trip that worked with Community Collaborations:

- *It's often easy to see only Georgia Tech as my community for the time being; I now have much more motivation to look beyond Georgia Tech and relate my education to the people outside of this college that is will be helping someday.*
- *Things from NJ can be applied to Atlanta – Habitat builds, relief for the poor, etc.; Atlanta needs a lot of help as well, and I now understand better what it takes to provide this relief to people.*

- *My definition of community has definitely developed since the ASB trip; having people be so grateful for our help really made me feel part of a community that I didn't even live in. This helped me to understand that a community is much bigger than people who you know or live with, but also everyone that you touch or who touches you in their life.*

### **What did you learn?**

Data from the ASB assessment illustrated that ASB continued to be a positive and meaningful experience for students. The opportunity to connect with new friends and learn new skills remained a highlight for respondents. However, there was visible need for more thorough participant orientation (to both the service issue and the community). For student leaders, there was great growth opportunities regarding trip planning, mobilizing large groups, and connecting the service and issue area with students' experiences at Georgia Tech or to other communities in which they belong.

### **Actions Taken**

The Alternative Service Breaks student leadership structure was formalized and implemented during 2012 – 2013. An executive team of four members was created with an emphasis on executive leadership, finances, leadership recruitment and training, and marketing. In addition to the four spring break trips, the ASB organization sponsored a Fall Break trip in October. This resulted in a total of ten new ASB student leaders who are now classified as “Experienced Leaders” (EL). In addition, there were 12 staff advisors who participated across the five trips in 2012 – 2013.

As the ASB leadership structure continues to evolve, several of the “ELs” will now serve as Committee Chairs or committee members. In addition to increasing fundraising efforts, attention will be placed on enhancing advisor recruitment, pre-trip orientation with the partner agency, service issue knowledge, trip location, and leadership development for student leaders. Specific attention will be placed on helping leaders understand how to mobilize large groups, manage pre-trip details, and navigate conflict with civility.

### **Goal 6**

#### **Learning Goal**

Brittain Fellows engaging with the Office of Leadership and Civic Engagement on service-learning courses will be able to articulate the service-learning pedagogy and its benefits for all stakeholders (i.e. students, faculty, and community partners).

#### **Outcome**

Brittain Fellows engaging with the Office of Leadership and Civic Engagement on service-learning courses will be able to articulate the service-learning pedagogy and its benefits for all stakeholders (i.e. students, faculty, and community partners).

### **Evaluation Strategy**

Electronic surveys will be distributed to all Brittain Fellows who directly engaged with the Office of Leadership and Civic Engagement on a service-learning course.

### **Method of disseminating and using information for improvement**

Evaluation results will be shared directly with Brittain Fellows staff and will be used in annual reports and marketing information about service-learning.

### **Summary of Results**

Information was collected via an electronic survey completed at the end of Spring, 2013 semester.

All respondents (100%) indicated that they *Strongly Agreed* that they “know where the Office of Leadership & Civic Engagement is located on campus,” “received effective and appropriate support for the design of my service-learning course from the Office of Leadership & Civic Engagement staff,” and identified “the community partner process resulted in effective and positive projects for my course.”

All respondents (100%) noted that when considering the support they received from the staff to identify and match community partners, it was a “Very Intentional” process regarding design, matching of partners, matching of projects, and follow up.

Specific support received from Leadership & Civic Engagement staff that was beneficial in the service-learning course planning and implementation included:

- Forms and language related to service-learning
- Connections to, and meeting with partners
- Advice regarding student/community partner interaction
- Highlighting transferable skills

### **What did you learn?**

The Office is well respected for the support and guidance provided to faculty related to service-learning. The respondents saw the intentionality behind the processes and appeared to benefit greatly from the support of the Office. The feedback on specific support received that was beneficial and a good reminder of how faculty utilize the Office for navigating conflicts or concerns with stakeholders and that the Office would be well served to create resources that can better prepare faculty for difficult issues that may arise. Additionally, the feedback was a reminder that faculty and students benefit from resources that Leadership and Civic Engagement provided related to how students articulated their service-learning experiences in interviews, on resumes, and as transferable skills.



### **Actions Taken**

Leadership and Civic Engagement staff facilitated a “Service Learning 101” presentation as part of the New Brittain Fellows Orientation in August. This partnership will be pursued in the future as it is a wonderful opportunity to connect with New Brittain Fellows, especially those who are interested in service-learning opportunities, but are not familiar or clear on appropriate steps to take to implement such course design at Georgia Tech. Connecting with returning Brittain Fellows and the Brittain Fellows administrative staff on a more regular basis throughout the year will be a goal for 2013 – 2014 in order to continue and strengthen the partnership between the two Offices.

### **Goal 7**

#### **Learning Goal**

As a result of participating in the Office of Leadership and Civic Engagement sponsored Martin Luther King, Jr. Day of Service, participants will become more knowledgeable about community partners, and campus programs, services, and resources related to civic engagement.

#### **Outcome**

After participating in the Office of Leadership and Civic Engagement MLK Jr. Day of Service, participants will be better able to identify campus partners and campus programs, services, and resources as needed.

#### **Evaluation Strategy**

An electronic survey will be distributed to participants within one week of the event asking if the event increased their knowledge of community partners and service-related community programs, services, and resources.

#### **Method of disseminating and using information for improvement**

Evaluation results will assist current staff and the Institute-wide MLK Planning Committee in gauging how the Day of Service is meeting the Institute goals for the week-long MLK Celebration as well as how the Day of Service is educating volunteers on opportunities for service and engagement.

In addition, the information will be shared in project reports, semester reports, and the annual report.

#### **Summary of Results**

A committee of five students planned and implemented the 3<sup>rd</sup> Annual MLK Day of Service with the guidance and support of the Civic Engagement Coordinator. The event hosted 166 participants at eight different projects. One project, Jumpstart, was held on-campus, the other seven projects were held off-campus and transportation was provided for all participants.

An electronic survey was distributed to all MLK Day of Service participants after the event occurred. Due to an error in the design of the survey, some of the responses were not fully captured. The following were highlighted results:

- 36% of respondents had prior experience with the Office of Leadership and Civic Engagement or GT sponsored service projects before the MLK Day of Service; 64% of respondents had not.
- 31% of respondents participated in other Institute-sponsored MLK Celebration events.
  - o 24% of respondents participated in the Campus-wide Student Celebration
  - o 7% of respondents participated in the Keynote Lecture: Martin Luther King III
  - o 2% of respondents participated in the SGA Diversity Symposium
  - o 2% of respondents participated in the Civil Rights Tour to Birmingham, AL
- 90% of respondents indicated that they *Strongly Agreed* or *Agreed* with the following statements:
  - o The project I participated in during the Day of Service was beneficial to the Atlanta community.
  - o The project I participated in during the Day of Service was a meaningful service experience for me.
- 100% of respondents indicated that they *Strongly Agreed* or *Agreed* with the statement, "I am satisfied with my overall MLK Day of Service experience."

### **What did you learn?**

The 2013 MLK Day of Service student planning committee intentionally focused on how to connect the spirit of "A Day On, Not a Day Off" to the Georgia Tech Day of Service. In addition, the committee worked to connect the GT event within the context of Atlanta, Dr. King's home. To accomplish these goals, the committee recruited a recent alumna, Emma Bones, to serve as the morning keynote speaker. The committee also created a short video that featured several student leaders and campus administrators who all spoke to the legacy of Dr. King and how his legacy connected with Georgia Tech's motto, "Progress and Service."

The MLK assessment survey revealed that these programmatic additions were a success. When asked to describe 1-3 aspects they enjoyed about the MLK Day of Service, several responses included, "sound bites from MLK's speeches," "speaker," "Emma's speech," and "the video." When asked to describe 1-3 suggestions that the committee could make for future MLK Day of Service programs, responses included "registration needed to include more information after signing up" and "more orientation / preparation for project leads." This illustrated the continued need to include more information about the community partners and specific projects as preparation and during the program.

### **Actions Taken**

Survey data and feedback will be shared with the 2013 MLK Day of Service student planning committee and the future 2014 MLK Day of Service student planning committee to inform future events.

There will be a continued focus on advertising the Office resources to participants and to continue to promote community partner orientations as well as to foster meaningful group service reflections. In addition, there will be a stronger effort to connect the MLK Day of Service as part of the Institute-wide MLK Celebration.

## **Student Organizations**

### **Goal 1**

#### **Learning Goal**

Students participating in the Success Series Workshops will identify three skills gained.

#### **Outcome**

Students participating in the Success Series workshops will report increased skills.

#### **Evaluation Strategy**

Surveys will be distributed after workshops.

#### **Method of disseminating and using information for improvement**

Results of the surveys and student suggestions will be used to adjust topics for future presentations.

#### **Summary of Results**

Of the nine Student Success Series Workshops held during 2012 – 2013 only two surveys were distributed for the workshops on finance and funding for student organizations and utilizing networking as a leadership skill.

##### *Finance*

A total of 15 individuals attended the Finance workshop hosted by the SGA Vice President – Finance and the Student Organizations Funding Office staff. Of the 15 attendees all were sent the survey and two submitted responses. The only consensus from the survey was that respondents learned about funding restrictions, other responses were mixed. Overall it seemed the workshop helped in the education of these two respondents and one asked that more examples of entire funding process be shared.

##### *Networking*

The networking session yielded six participants, three of which responded to the survey. Two of the three respondents did not feel comfortable with networking before the presentation, all felt comfortable after the presentation. All three respondents noted that their definition of networking had changed as a result of the presentation but only one noted their definition of leadership changed. No additional feedback was shared.

### **What did you learn?**

The Student Success Series anecdotally spurs learning on the part of those that attend, however electronic surveys were clearly not the best method to capture learning.

### **Actions Taken**

As permanent staff transition to the Office, the Student Success Series is a program to consider for the future. If the program is to remain in place, it will be vital to consider the assessment process. While always having a focus on sustainability, it might be necessary for paper based surveys to be distributed to gather tangible, helpful feedback.

### **Goal 2**

#### **Learning Goal**

Participants at the Presidents' Summit will be able to articulate how the Summit contributed to their abilities as a leader.

#### **Outcome**

As a result of participating in Presidents' Summit, participants will gain knowledge, skills, or abilities that contributed to their ability as a leader.

#### **Evaluation Strategy**

A paper evaluation will be distributed in attendees' registration packets and returned to Student Involvement staff at the conclusion of the Summit.

#### **Method of disseminating and using information for improvement**

Results will be shared with the students responsible for planning the Summit to improve programming for the remainder of the year. Results will be shared with the 2013 Summit Chair in order help guide planning.

#### **Summary of Results**

Approximately 90 student organizations registered for the Presidents' Summit and approximately 70 attended. At the conclusion of Summit a brief evaluation was distributed to the attendees by the President's Council Governing Board student organizer. The student organizer added a question to the survey probing which elements of the day would assist them in their ability as a leader in their student organization. The potential responses were as follows:

Knowledge of Campus Resources  
Knowledge of Campus Polices  
Why involvement is important  
How to organize and promote my events  
Knowledge about my own leadership style  
Knowledge about Georgia Tech  
How to promote my organization successfully  
Other

Of the 22 responses received, 17 noted that “Knowledge of Campus Resources” was most helpful to them as a student leader. Information shared relating to “Campus Policies” was also noted as helpful by fourteen students.

**What did you learn?**

Presidents’ Summit is an event hosted and organized by the President’s Council Governing Board and serves as a “kick off” to the year for new and continuing student leaders. Knowing the topics that assist students the most in their service as a leader will provide structure and guidance for the leaders organizing the program this year.

**Actions Taken**

Survey results were specifically sent students organizing the 2013 event.

**Goal 3**

**Learning Goal**

Members of the Presidents’ Council Governing Board will be able to articulate two leadership skills developed as a result of their participation on the board.

**Outcome**

As a result of participating in the Presidents’ Council Governing Board students will be able to identify two leadership skills gained.

**Evaluation Strategy**

A self-assessment will be distributed electronically at the start of the Fall semester, end of Fall semester, and end of Spring semester to assess skills gained.

**Method of disseminating and using information for improvement**

Information gathered will be shared with the current leaders to assist in their skill development and leadership ability.

**Summary of Results**

Due to staffing transition, this goal was not accomplished.

**What did you learn?**

Due to staffing transition, this goal was not accomplished.

**Actions Taken**

Due to staffing transition, this goal was not accomplished.

**Goal 4**

**Learning Goal**

As a result of engaging in the student organization chartering process, students will become more knowledgeable of campus resources, services, and programs.

### **Outcome**

After engaging in the student organization chartering process students will be better able to identify resources as needed.

### **Evaluation Strategy**

An electronic survey will be distributed to new student organizations after 1 month of being an official chartered student organization asking if the chartering process increased their knowledge of campus resources, services, and programs.

### **Method of disseminating and using information for improvement**

Evaluation results will assist current staff in gauging how the chartering process is meeting a student organization's needs as well as setting a framework for how chartering meetings can be structured.

### **Summary of Results**

At four different points of the academic year a survey was sent to 25 organization contacts that progressed through the student organization chartering process. While only nine student organization representatives responded, the feedback was helpful to understand where gaps were apparent and where communication was clear. Respondents highlighted the constitution template as an *Excellent* or *Good* part of the process. The majority of respondents rated learning about Student Government Association Funding process and space reservations during the process. The biggest complaint about the process was the timeliness. Respondents cited that the time to schedule with the Student Activities Committee was too long and thus held up their moving to active, good standing. There also seemed to be a lack of knowledge gained regarding Leadership & Civic Engagement programs, which was one of the goals of the process.

### **What did you learn?**

This survey, even with its low response rate assisted in confirming the elements of the process that were either *Excellent* or *Good* for students that take part in the chartering process. The template was clearly a very important piece of the process. The survey also shed light that even though there was staff transition, customer service was not compromised as the respondents noted staff were rated as either *Excellent* or *Good*. With the upcoming transition in staff, this survey was helpful to understand what works and action steps to take in the future.

### **Actions Taken**

One action taken beginning in Spring, 2013 was getting the Student Activities Committee on a set schedule. The committee was polled for availability and met twice a month throughout the Spring semester at the same time. This schedule allowed student organization contacts to know when the next meeting was scheduled and prepare accordingly. Additional next steps will be determined by the newly hired permanent staff in Leadership & Civic Engagement.

## **New Student & Sophomore Programs**

The Office of New Student and Sophomore Programs supports new and continuing student success in the Georgia Tech community through a wide range of programs. These initiatives focus on fostering the transition and engagement of students in the Tech community:

- FASET Orientation (Freshman, Transfer, Exchange Students and Guests)
- Wreck Camp (Off-campus extended orientation)
- New Student Convocation
- R.A.T.S. Week and Welcome Home Month
- Sophomore Programs (Sophomore Summit, Sophomore Career Experience, GT 2.0 Sophomore Week)
- Transfer Programs
- Leadership Opportunities (FASET Cabinet/Leader, Wreck Camp Director/Staff, Sophomore Leadership Council)

### **Goal 1**

#### **Learning Goal**

Students involved in Sophomore Career Experience will identify their individual leadership characteristics.

#### **Outcome**

As a result of participating in the Sophomore Career Experience, participants will be able to identify their personal leadership style.

#### **Evaluation Strategy**

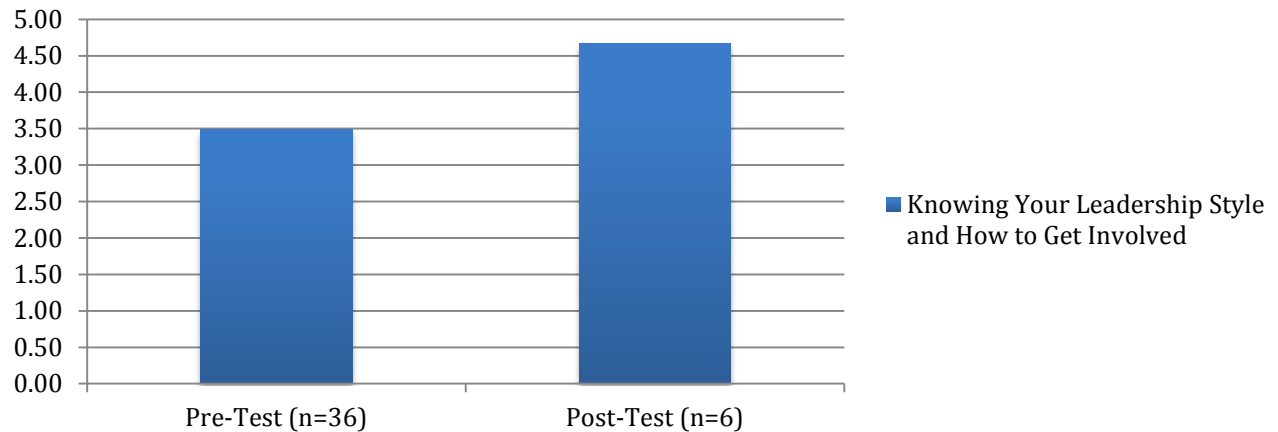
A pre-survey and post-survey/evaluation will be administered to Sophomore Career Experience cohort members.

#### **Method of disseminating and using information for improvement:**

Results will be shared within New Student and Sophomore Programs, Division of Professional Practice, and the Alumni Association (tentatively) to determine the continued success of the program.

#### **Summary of Results**

The Sophomore Career Experience outcomes were assessed by both a pre-test (36), which was completed via the application process, and a post-test (6), which was distributed electronically after the conclusion of the experience. Participants were asked to respond to questions about each of the goals using a Likert scale of 1 to 5 (1=Very Uncomfortable, 2=Uncomfortable, 3=Neutral, 4=Comfortable, or 5=Very Comfortable). The chart below detailed responses to the question of “how comfortable a respondent was regarding knowledge of personal leadership style” and “how to get involved.”



### **What did you learn?**

Because of the low response rate to the post-test (6), it was difficult to draw many conclusions from the assessment data. However, when reviewing the learning outcome of “knowing your leadership style” and “how to get involved,” some of the greatest growth was seen between the pre- and post-test (3.49 to 4.67) in comparison to other learning outcomes assessed. Therefore, even with a low post-test response rate, this outcome still revealed a great area of increase in learning, shedding light on the overall program’s goals.

### **Actions Taken**

Because of the success of the session, as well as the data showing growth in students’ understanding, the NSSP staff plan to continue to include leadership development skill building workshops and/or a specific leadership inventory as part of the program. Not only does this benefit the students in their career development, it also assists students to understand the program’s connection to New Student & Sophomore Programs and greater goals student involvement.

### **Goal 2**

#### **Learning Goal**

Students participating in the Sophomore Career Experience will identify, develop, and put into action strategies and tactics related to career development

#### **Outcomes:**

As a result of participating in the Sophomore Career Experience students will...

- Define and establish their career goals
- Learn more about and acquire the necessary skills to effectively network
- Assess the importance of campus involvement on their career and professional goals
- Develop effective and appropriate career skills, such as resumes and cover letters, interviewing skills, and professional etiquette
- Develop meaningful connections with professional contacts



- Acquire a greater knowledge of his/her career field and job opportunities

**Evaluation Strategy:**

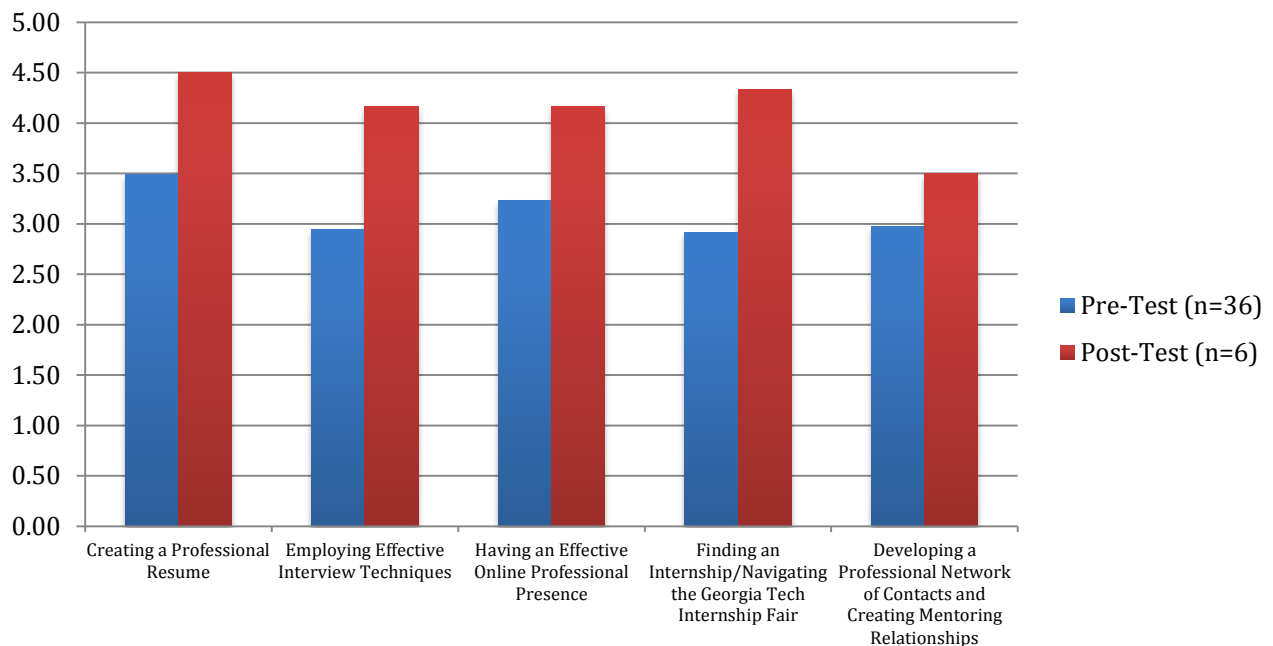
A pre-survey and post-survey/evaluation will be administered to Sophomore Career Experience cohort members.

**Method of disseminating and using information for improvement:**

Results will be shared within New Student and Sophomore Programs, Division of Professional Practice, and the Alumni Association (tentatively) to determine the continued success of the program.

**Summary of Results**

The program outcomes and sessions were assessed by both a pre-test (36), which was completed via the application process, and a post-test (6), which was distributed electronically after the conclusion of the overall experience. Participants were asked to respond to questions about each of the goals using a Likert scale of 1 to 5 (1=Very Uncomfortable, 2=Uncomfortable, 3=Neutral, 4=Comfortable, or 5=Very Comfortable).



**What did you learn?**

Based on the pre-test, respondents were most comfortable with creating a professional resume (3.49) and having an effective online presence (3.23). Respondents to the survey were least comfortable with navigating the Georgia Tech career/internship fair and getting an internship or co-op (2.91). Since learning more about navigating the professional world was a focus of the Sophomore Career Experience, the results were accurate.

For the six respondents to the post-test, all showed growth in the six learning outcomes measured through the survey. Respondents felt most comfortable with creating a professional resume (4.50) and navigating the Georgia Tech career fair/finding and internship/co-op (4.33). After the conclusion of the program, respondents showed the least growth in comfort developing a professional network and creating mentoring relationship (3.50).

### **Actions Taken**

Although there was a low response rate to the post-test for the program, the assessment data did illustrate that for the six respondents there was growth in the learning outcomes for the program. From this, the staff intends to maintain a similar curriculum as the program enters its third year. However, although there was perceived learning from participants, it is imperative that the program structure is analyzed in order to increase the retention of participants. Also, staff can use this data to identify where students need additional learning (i.e. interviewing skills and networking/mentoring).

### **Goal 3**

#### **Learning Goal**

First year students participating in Wreck Camp will identify an increased a sense of community among fellow incoming students, learn Tech traditions, enhance personal development, develop a greater understanding and appreciation of diversity and increase knowledge regarding the Georgia Tech community and Atlanta.

#### **Outcome**

First year students participating in Wreck Camp will identify an increased a sense of community among fellow incoming students, learn Tech traditions, enhance personal development, and increase knowledge regarding the Georgia Tech community and Atlanta.

#### **Evaluation Strategy**

A pre-survey and post-survey/evaluation will be administered to Wreck Camp participants. Wreck Camp Staff (professional & student) will also evaluate student learning through observation techniques during Wreck Camp.

#### **Method of disseminating and using information for improvement**

Information will be used within the New Students and Sophomore Programs Office to evaluate the success of Wreck Camp, as well as inform needed changes to the 2013 program. Relevant information will be shared with campus partners who are participating in the program.

#### **Summary of Results**

During Wreck Camp 2012, participants completed a paper pre-test and post-test to evaluate learning. The pre-test yielded 69 respondents, which represented 83.1% of the participants. Likewise, the post-test yielded 66 responses, which represented 79.5% of the participants. Overall, 44 (53%) participants were from within the state of Georgia, 25 (30.1%) were out-of-state, and 14 (16.9%) were international students.

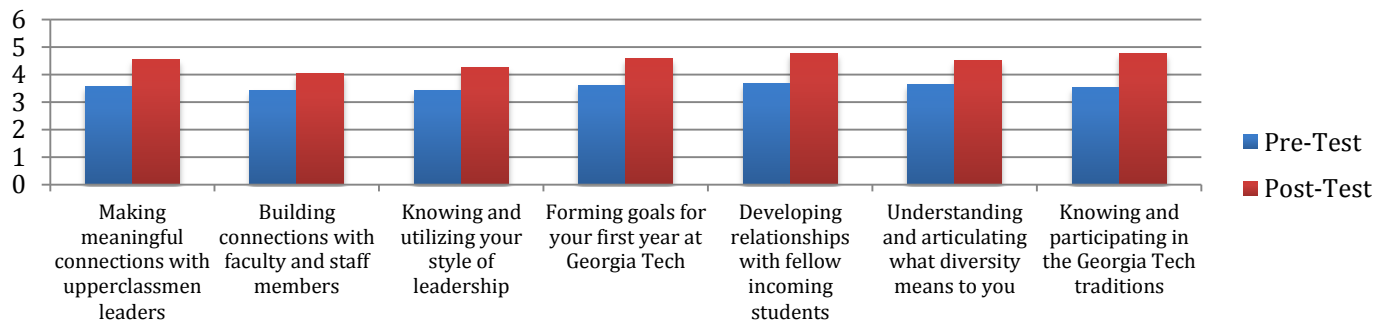
Of the 69 respondents who submitted the pre-test:

- 44 (63.8%) were male and 25 (36.2%) were female
- 58 (84.1%) were first time college students and 11 (15.9%) were transfer students
- 40 (64.5%) identified as Caucasian, 15 (24.2%) as Asian, three (4.8%) as Hispanic, and four (6.5%) as Black/African American

Of the 66 respondents who submitted the post-test:

- 39 (59.1%) were male and 27 (40.9%) were female
- 56 (87.5%) were first time college students and eight (12.5%) were transfer students
- 39 (62.9%) identified as Caucasian, 14 (22.6%) as Asian, three (4.8%) as Hispanic, one (1.6%) as Latino/a, four (6.5%) as Black/African American, and one (1.6%) as Pacific Islander

The pre-test garnered information about respondents’ greatest concerns coming to college. Respondents noted being most concerned with developing relationships with other students (66.2%) and getting involved on campus (61.8%). Lower levels of concern were shown for having enough information on campus services (22.1%) and “interacting with people who are different from you” (26.5%). Based on the comparison between pre- and post-test results, there was demonstrated growth for all learning outcomes of the program.



**What did you learn?**

Overall, respondents experienced growth in all areas related to the program learning outcomes. At the start of the program, respondents were most comfortable with developing relationships with fellow incoming students (3.69), understanding and articulating what diversity meant to them (3.63), and forming goals for their first year at Tech (3.61). Following the program, respondents reported being very comfortable with developing relationships with incoming students (4.76) and forming goals for their first year (4.58). Respondents indicated feeling the most comfortable knowing and participating in Georgia Tech’s traditions (4.77). From these results, the greatest growth was evident in respondents’ comfort regarding goal setting

(26.87% increase), relationship development with fellow students (28.99% increase), and Georgia Tech traditions (35.51% increase).

Respondents felt least comfortable prior to the experience with building connections with faculty/staff (3.42) and knowing and utilizing their leadership styles (3.43). Following the program, respondents expressed a maintained low level of comfort with faculty/staff connections (4.05) and knowledge and implementation of their leadership style (4.26). It should be noted, however, that each of these outcomes saw great increases between pre- and post-tests – faculty and staff connections grew by 18.42% and leadership style knowledge and utilization grew by 24.2%.

### **Actions Taken**

From the data collected during Wreck Camp 2012, it was evident which areas of the program truly excelled and which still have room to grow. Specifically, programming concerning Georgia Tech traditions, diversity, and community building all proved to be very successful as indicated in the post-test data. However, while there was considerable growth across all learning outcomes, the assessment illustrated that programming with faculty/staff and leadership development could be heightened to address these outcomes. One remedy is to consider a “Friends of Wreck Camp” panel and color team discussion to ensure students are developing relationships with campus partners.

Programming focused on the True Colors leadership inventory, time management, and taking advantage of Atlanta can be reviewed to consider new ways for greater learning on the part of attendees. These educational sessions can be designed as more interactive and exciting (even more integral) to the overall program. In sum, the surveys showed that the program met its outcomes in its inaugural year and met the needs of the students. This data will help to continue to develop the program in its second year, making it even more intentional regarding student needs.

### **Goal 4**

#### **Learning Goal**

As a result of participating in Sophomore Summit students will identify their individual leadership characteristics and resources on-campus for support during their college experience.

#### **Outcomes**

As a result of participating in Sophomore Summit students will identify their individual leadership characteristics and resources on-campus for support during their college experience.

#### **Evaluation Strategy**

A pre- and post- survey will be administered to Sophomore Summit participants to measure the success of learning outcomes.

#### **Method of disseminating and using information for improvement**

Results will be shared with the Sophomore Summit planning committee.

### **Summary of Results**

Sophomore Summit 2012 was cancelled due to low registration numbers.

### **What did you learn?**

Since the program did not take place this academic year, an assessment was not conducted.

### **Actions Taken**

New Student & Sophomore Programs plans to create a Sophomore Summit planning committee at the beginning of the Fall, 2013. This planning committee will work to finalize the program plan and the promotion for Summit, 2013.

Additional actions for Summit 2013 include:

- *Incorporation of Sophomore Leadership Council.* Sophomore Programs has an untapped resource in the Sophomore Leadership Council that can assist in planning the event. Furthermore, this will help in gaining student input and buy-in, as well as free advertising for the event.
- *Increased student ownership.* Having the student planning committee take a more active role with the planning will expose students to budgeting, working with food contracts, and other elements of the event planning process.
- *Continue early planning schedule.* Summit, 2012 benefitted from the heavy emphasis on planning that was given to the event during the Summer. NSSP will continue the proactive planning process by creating a skeleton schedule of the event and allowing the students to fill in the areas that need additional student input, such as speaker/facilitator selections, input on specific session topics, and meals for the participants.
- *Increased recruitment, participation, and retention.* The cancellation of the Summit, 2012 proved that even when a program is in place, attendance is not guaranteed. Additional focus will be placed on the promotion of the event, as well as the retention of the students who attended the event. The staff believe retention of students in the program will be a result of student involvement in the planning process as well as work from the Second-Year Experience Task Force and more collaborative programming/promotion across campus.

## Office of Student Integrity

### Goal 1

#### Learning Goal

Students engaged in the student integrity process will enhance their perspective-taking skills.

#### Outcome

As a result of participating in the conduct process, students will report an increased understanding regarding how their behavior can impact both self and others.

#### Evaluation Strategy

An assessment link will be sent as part of the student's outcome letter from the Office.

#### Method of disseminating and using information for improvement:

Results will be shared with the OSI staff and Dean of Students to provide an understanding of how current approaches as hearing officers is impacting student learning throughout the process. Depending on the outcomes, this information can direct the Office in finding ways to improve educational aspects of the process so that students are provided experiences to reflect and understand how behaviors affect the community.

#### Summary of Results

A total of 41 responses were received from the assessment. A total of 86% of respondents reported that they *Agreed* (32%) or *Strongly Agreed* (54%) that as a result of their contact with the Office of Student Integrity, they understood how their behavior impacted themselves and others. A total of 14% of respondents noted that they *Disagreed* (12%) or *Strongly Disagreed* (2%) with this statement.

#### What did you learn?

Generally, the student integrity process seemed to be having an educational impact on respondents and helping them better understand how their behavior can impact themselves and/or others. It was unclear what about the process was making this impact and/or if this number varied based on any demographic information. The percentage that noted an understanding of their behavior's impact was quite high, considering that in any conduct process, there are often students who leave that process disgruntled. These frustrations often cloud an ability to reflect and learn from the process. Even considering the factor of student frustration, it was evident the process was serving an educational purpose quite well.

#### Actions Taken

For the 2013 – 2014 academic year, the questionnaire will be revised to garner more information about what elements about the student integrity process advance student learning. The revised survey will also identify concrete ways to measure learning.

## **Goal 2**

### **Learning Goal**

Students engaged in the student integrity process will better understand actions that violate the *Student Code of Conduct*.

### **Outcomes:**

As a result of participating in the process, students will report an increased understanding of their behaviors and why those behaviors were alleged to have violated the *Student Code of Conduct*.

### **Evaluation Strategy:**

An assessment link will be sent as part of the student's outcome letter from the Office.

### **Method of disseminating and using information for improvement:**

Results will be shared with the OSI staff and Dean of Students to provide an understanding of how current approaches as hearing officers is impacting student learning throughout the process. Depending on the outcomes, this information can direct the Office in finding ways to improve the educational aspects of the process so students are provided experiences to increase their learning about the *Code*.

### **Summary of Results**

A total of 40 responses were received, 80% of the respondents noted that they *Agreed* (35%) or *Strongly Agreed* (45%) that as a result of their contact with the Office of Student Integrity, they better understand their actions. A total 20% reported that they *Disagreed* (2.5%) or *Strongly Disagreed* (17.5%) with this statement.

### **What did you learn?**

While 80% of students reported that they better understood their actions was a high number, it could be higher. This data suggested that students were understanding how they were impacting the community (Goal 1), but perhaps still not seeing their actions as violating policy. This was not surprising, considering some students, even those who have been found responsible, still firmly believe themselves to be not responsible for violating policy.

### **Actions Taken**

In the future it would be helpful to have a control group of students take a similar survey to understand how well they understand policies, and their behavior that may (or may not) violate those policies.

## **Office of Student Media**

### **Goal 1**

#### **Learning Goal**

Student editors who serve on the Board of Student Publications will be able to identify at least two leadership skills they have gained from their editorial appointment.

## **Outcome**

As a result of participation, students will be able to identify leadership skills gained.

## **Evaluation Strategy**

Advisor will conduct an intake assessment at the start of the academic year and another at the conclusion of the academic year. Throughout the academic year the Advisor will evaluate the student's learning and recommend interventions as necessary to further facilitate learning and skill building.

Method of disseminating and using information for improvement

1. One-on-one meetings
2. Semester reports
3. Annual retreat activities
4. Focus Groups

## **Summary of Results**

### *Intake Assessment*

Only four of the six student publications editors completed the intake questionnaire due to one being absent from the orientation workshop and one vacancy due to a lack of applications for the position. Of those received, the respondents indicated that they hoped to gain the following leadership skills in their time as editor:

- 100% of respondents noted effective communication
- 50% of respondents noted collaboration
- 50% of respondents noted leadership development

### *End-of-the-Year Assessment*

Of the six editors, only three responded by the time this report was written. Some of the skills learned (navigating political and bureaucratic structure of the Institute), and noted by the respondents were introduced by the respondents. Of the questionnaires received, the following information was received:

- 67% of respondents noted they felt they had gained and/or developed the skill of effective communication
- 67% of respondents noted they felt they had gained and/or developed the skill of leadership development
- 33% of respondents noted they felt they had gained and/or developed the skill of intellectual growth
- 33% of respondents noted they felt they had gained and/or developed the skill of social responsibility



- 33% of respondents noted they felt they had gained and/or developed the skill of navigating political and bureaucratic structure of the Institute

Additional comments from respondents included:

- *Being involved in Blueprint the past year, I have grown a lot as both a person and a leader. I have learned effective communication within the Publications Board as well as within the Georgia Tech community as a whole. Things I have enjoyed the most have been the unique opportunities awarded to leaders in the community, the office space that I have spent so much time working in, and the people that I have had the pleasure of meeting. These are also a lot of the things I will miss leaving the experience. I will also miss the opportunity to leave an everlasting impact on campus*
- *Some of the things I disliked were a bit of the financial struggles that Student Media went through as a whole. I realized that it was unfair to subject some of the longest standing traditions to such stress, especially when they are some of our best ways of keeping the traditions of the Institute alive. I hope that we can grow to a point as a set of organizations where this is no longer an issue. I know it will take time, but I hope to be there the day we have achieved this goal*

### **What did you learn?**

These assessments indicated student learning over the course of their service as editors and provided insight into the knowledge, skills, and abilities gained by respondents who served in an editor's role.

### **Actions taken**

Intentionality of skill development and what staff did to assist in the development of these skills was not calculated in these assessments, but could be built into future assessments. An essay component was added into the end-of-the-year assessment to gather data regarding the respondents' overall experience being involved in a student media organization during the past year.

### **Goal 2**

#### **Learning Goal**

Student members of the Radio Communication Board (RCB) will be able to identify at least two leadership skills they gained while serving in a leadership position with the RCB and/or WREK Radio.

#### **Outcome**

As a result of participation in the RCB students will be able to identify leadership skills gained.

### **Evaluation Strategy**

Advisor will conduct an intake assessment at the start of the academic year and another at the conclusion of the academic year. Throughout the academic year the Advisor will evaluate the student's learning and recommend interventions as necessary to further facilitate learning and skill building.

### **Method of disseminating and using information for improvement**

1. One-on-one meetings
2. Semester reports
3. Annual retreat activities
4. Focus Groups

### **Summary of Results**

#### *Intake Assessment*

Three RCB members completed the intake questionnaire. Of those received, the respondents indicated that they hoped to gain the following leadership skills during their service with WREK:

- 100% of respondents noted effective communication
- 75% of respondents noted leadership development
- 25% of respondents noted collaboration

#### *End-of-the-Year Assessment*

Of the two student RCB members who responded to the end of year assessment the following information was learned:

- *Communications: I feel like I have gained the ability to better communicate through my involvement with WREK. In addition to a greater public speaking ability stemming through hosting two specialty shows, I have developed the skill of effectively communicating to diverse groups of individuals with varying backgrounds within WREK and Georgia Tech, as a whole. As Business Manager, my role involves my ability to communicate to groups including, Georgia Tech staffers, WREK musical and technical staff, station sponsors, and our listening audience.*
- *Leadership: WREK has given me the opportunity to develop my leadership skills in a way that I would not have been able anywhere else. In my time spent as Business Manager, I have been surrounded by many great leaders from whom I have learned a great deal. It is my hope that I have given back to the WREK community through my leadership service*
- *I have gained leadership skills building up the engineering team this past year. This allowed me to supervise tasks and delegate them as I saw fit*

- *I feel that I have gained communication skills by having to communicate with various show hosts and organizational leaders*

### **What did you learn?**

These assessments indicated student learning over the course of their service as leaders and provided insight into the knowledge, skills, and abilities gained by respondents who served these roles.

### **Actions taken**

Intentionality of skill development and what staff did to assist in the development of these skills was not calculated in these assessments, but could be built into future assessments. An essay component was added into the end-of-the-year assessment to gather data regarding the respondents' overall experience being involved in a student media organization during the past year.

### **Goal 3**

#### **Learning Goal**

Students who choose to participate in one of the Student Media organizations will be able to express their overall experience being involved as a member of Student Media.

#### **Outcome**

As a result of participation in student media organizations, students will be able to identify the impact their involvement in Student Media played in their Tech experience.

#### **Evaluation Strategy**

Throughout the academic year the Director, Editors, and Radio Communications Board members will support student learning and recommend interventions as necessary to further facilitate learning and skill building in collaboration with the Advisor. At the end of the year, students who have participated in these organizations will be asked to provide written and verbal feedback as to the impact of their experiences as a member of that organization.

#### **Method of disseminating and using information for improvement**

1. One-on-one meetings
2. Personal interactions
3. Training activities
4. Focus Groups

### **Summary of Results**

A total of 39 questionnaires were distributed to student members (21) and non-executive WREK staff members (18) with a total of 11 returned by the collection deadline.

Less than half the respondents noted gaining skills related to effective communication (42%) and leadership development (33%). Less than twenty percent of respondents noted that they

gained the skills of collaboration, intellectual growth, mastering skills in media, organizational skills and delegation, and time management. Less than ten percent of respondents noted developing skills in independence, social responsibility, and appreciating diversity.

While these responses were disappointing, student respondents could clearly articulate value in the experience.

- *I have absolutely loved my time on the Blueprint staff! These past four years of continuing to do journalism at a school like Tech has made my Tech experience worthwhile. I appreciate the people who I've met on the Blueprint staff and other student publications because we've become a family of sorts. I've also had incredible networking opportunities with all of the people related to the Athletic Association of Georgia Tech, including athletes, coaches, administrators and others. I enjoyed attending the sporting events and then writing about them so that other people can relive those events years from now. Although the deadlines were sometimes stressful in conjunction with schoolwork, Blueprint work has always been something that I've enjoyed doing. Yearbook has been a therapy of sorts for me because writing, photography, and graphic design are so enjoyable after a long day of schoolwork*
- *My experience with The Tower has been very rewarding. I work with the most competent, intellectual and motivated individuals. In fact, I can say that my experience has been rewarding because of the individuals that I worked with. I have enjoyed the growth and potential of the organization, and being able to form the vision/objectives of the journal on the school, state and national stages. The Tower is depictive of the caliber of GT undergraduate research to our partner institutions and national collaborators. However, the staff of The Tower has been adaptive to these shortcoming and investigating more online platforms to display our journal's content*
- *This year was fantastic for me. I met tons of great people, both inside and outside the organization. I had lots of areas to grow as a professional, in leadership, teamwork, independence, and self-confidence. I learned the value of creating a supreme final product and the lengthy steps needed to get there. I wish our organization had more money, so we could hold more events like Sliverin' on Skiles, which was great. I will continue on being a part of the Technique (in a larger ability as Managing Editor), so I won't be missing out much next year*

### **What did you learn?**

Of the surveys submitted, a broad variety of leadership skills were reported to have been developed, far more than the student members of the Board of Student Publications and the Radio Communication Board. From the responses it was clear that those who were involved in

student media organizations had very different experiences than those who were staff members of student media.

### **Actions taken**

Intentionality of skill development and what staff did to assist in the development of these skills was not calculated in these assessments, but could be built into future assessments. An essay component was added into the end-of-the-year assessment to gather data regarding the student's overall experience being involved in a student media organization during the past year.

### **Goal 4**

#### **Learning Goal**

Students engaging with Student Media Professional Staff will identify the characteristics of their advising relationships.

#### **Outcome**

Students will report advising relationships as effective, intentional, and positive.

#### **Evaluation Strategy**

Electronic surveys will be distributed to all students directly advised by Student Media Professional Staff.

#### **Method of disseminating and using information for improvement**

Evaluation results will be shared within the staff and with the Dean of Students for continual growth and improvement.

#### **Summary of Results**

Of the six editors and one General Manager of the radio station, only three responded to the survey by the closing date. Of the 45% of the surveys completed, it seemed the advising relationship between the student staff and the Director of Student Publications and Media proved to be generally positive and successful as related to support, communication, and resourcefulness. Improvements could have been made in communicating campus resources.

#### **What did you learn?**

Gaining insight into the advising relationship between staff and students always proves valuable for future relationships.

#### **Actions Taken**

Information learned from the data collected will be used to improve the advisor/student staff relationship related to advising. Increased intentional interactions will be incorporated into day-to-day advising as well as increased feedback throughout the year to improve services offered by the Office of Student Media.

## **Goal 5**

### **Learning Goal**

A focus group of students enrolled in GT1000 courses will be conducted to identify their knowledge of student publications on campus and services provided by the Office of Student Media.

### **Outcome**

Students will confirm knowledge of various publications, indicate readership and provide feedback for use by the student media organizations and Office of Student Media.

### **Evaluation Strategy**

Students participating in focus groups will provide data from the discussion that will be recorded and collected for analysis.

### **Method of disseminating and using information for improvement**

Discussion results will be shared with respective publication staff and used by the Office of Student Media for improving distribution, advertising and integration into the campus community.

### **Summary of Results**

This learning goal was not fully completed by the Office due to staffing and budgetary issues.

Data was collected via a questionnaire, however, in one section of a GT1000 class instructed by Dr. Bonnie Ferri. Of the questionnaires collected, it was obvious that respondents knew very little about the campus' student publications and media organizations.

Respondents were most able to identify by the WREK Atlanta (80%), T-Book (73%), and the Technique (67%) as student publications and media organizations. None of the student identified listening to WREK radio or having read any publication besides the Technique regularly.

### **What did you learn**

Improvements can be made in the future by increasing publicity efforts and improving recruitment of new staff members among the student body, in particular the incoming class of first year students.

### **Actions Taken**

With staffing issues resolved, a concerted effort to collect this data and complete this goal will be made for the 2013 – 2014 academic year.

## **Goal 6**

### **Learning Goal**

A select group of students enrolled in campus housing will be asked to participate in a focus group to help identify their knowledge of student publications on campus and services provided by the Office of Student Media.

### **Outcome**

Students will confirm knowledge of various publications, indicate readership and provide feedback for use by the student media organizations and Office of Student Media.

### **Evaluation Strategy**

Students participating in focus groups will provide data from the discussion that will be recorded and collected for analysis.

### **Method of disseminating and using information for improvement**

Discussion results will be shared with respective publication staff and used by the Office of Student Media for improving distribution, advertising and integration into the campus community.

### **Summary of Results**

This learning goal was not fully completed by the Office due to staffing and budgetary issues.

### **What did you learn?**

Because the goal was not completed, there was no learning regarding this goal.

### **Actions Taken**

With staffing issues resolved, a concerted effort to collect this data and complete this goal will be made for the 2013 – 2014 academic year.

## **Women's Resource Center**

### **Goal 1**

#### **Evaluative Goal**

The Women's Resource Center will analyze campus climate survey data to understand the influence and effectiveness of WRC programs and services.

#### **Outcome**

From the results of the campus climate survey, the Women's Resource Center will garner information understand the influence and effectiveness of programs and services.

#### **Evaluation Strategy**

A brief campus climate survey will be conducted by the Vice President for Institute Diversity Office to all students, faculty, and staff.

### **Method of disseminating and using information for improvement**

Campus climate data will be reviewed by WRC staff to assess any potential improvements to programs and services. Highlights will be shared at WRC Advisory Board meetings and included in the annual report.

### **Summary of Results**

At the time of this report, the campus climate survey results had not been released publically. Therefore, this goal could not be achieved.

### **What did you learn?**

Unfortunately, the results were not released publically to increase learning.

### **Actions Taken**

This goal will be part of the Women's Resource Center 2013 – 2014 assessment goals.

### **Goal 2**

#### **Learning Goal**

The Women's Resource Center will increase students, faculty, and staff knowledge about sexual violence.

#### **Outcome**

After participation in WRC programs and services, participants will demonstrate increased knowledge of sexual violence.

#### **Evaluation Strategy**

A brief survey will be conducted at the conclusion of programs and seminars offered by the Women's Resource Center to evaluate sexual violence related learning.

### **Method of disseminating and using information for improvement**

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at Sexual Violence Task Force meetings and included in annual report.

### **Summary of Results**

To achieve this goal, two different training sessions were assessed for learning on the part of participants.

#### *Women's Athletics*

A total of 42 evaluations were completed for a training session with women athletes. About 86% of the respondents were first-year (26%), second-year (41%), or third-year (19%) students. Seven percent were fourth-year students and 5% were in their fifth year. Of those that identified gender on the survey, all identified their gender as female. All respondents (100%) answered correctly when posed with the following true or false questions:



1. A person who consents to kissing is also consenting to oral sex
2. Individuals in relationships must still seek consent when initiating sexual activities.
3. Consent cannot be given when someone is impaired by alcohol or drugs.
4. Consent is assumed until someone says "No."
5. The person who initiates the sexual activity is always responsible for getting consent.

All respondents (100%) indicated the ability to define healthy relationship boundaries, and ways in which to intervene in a potentially sexually violent situation. Examples included: actively pull the person away/say something to them, call an authority, getting the two people separated, travel in groups, know your limit, using humor, distracting victim/suspect and tell someone and get help. All respondents (100%) were also able to list at least two resources on campus that can offer additional sexual violence resources.

### *Safe Sister*

During Fall, 2012 42 sorority women were surveyed after attending a Safe Sister training. Participants were asked six questions in order to gain feedback. When asked if the training met their objectives 86% confirmed that it did. Many said that the training was very informative, provided good insight, and they felt better prepared to manage the types of situations discussed in the training. Three respondents responded that the program exceeded their expectations and two noted that they initially did not know what to expect.

Participants were asked if Safe Sister training "might or might not be beneficial to them personally?" Respondents largely reported that the training was beneficial to them personally, additionally a high percentage noted that now they may be able to help their friends, sisters, and even themselves in sexual harassment situations.

When asked what could be added to the training to make it more helpful, a few respondents noted everything should stay the same or that they could not think of anything that could be added. Feedback gained included having games, additional scenarios, or potentially a survivor to speak with the group. Respondents did provide topics they would like to see covered in this training. Topics such as repercussions of violence, social issues between women and men, what qualifies as consent (men), consent and alcohol (men), and immediate help after the assault. Many respondents wanted to ensure the same message was provided to men. One respondent noted, "men need to be informed as well."

Respondents were asked what would they "do differently after participating in this event?" Respondents largely noted they would be more alert in their environment, they would look for signs of sexual assault, listen, and be a support system for those in need. It seemed that many wanted to change their ways and become more open-minded, less judgmental, and more proactive if, and when these situations arose in the future.

### **What did you learn?**

The information collected proved that the trainings were beneficial, and respondents were gaining knowledge on sexual violence. Additionally, the WRC staff has gained knowledge about what other topics and components could be included in future trainings.

### **Actions Taken**

The WRC will continue presentations and trainings to the Georgia Tech community, working in conjunction with the Department of Health Promotion's Violence Prevention Coordinator with a focus on knowledge acquisition. Both Offices are planning training with Athletics in the Fall semester. The WRC will continue to offer Safe Sister training for sorority women on a semester basis.

### **Goal 3**

#### **Learning Goal**

Take Back the Night Chair(s) will develop knowledge of large scale program planning, sexual violence awareness, and advocacy skills in working with survivors of sexual violence.

#### **Outcome**

After planning Take Back the Night the Chair(s) will demonstrate increased sexual violence knowledge, advocacy skills, and program planning abilities.

#### **Evaluation Strategy**

1. Pre- and post-program self-assessment with Take Back the Night Chair(s)
2. Informal observation by WRC staff
3. Interview with individual program Chair(s)

#### **Method of disseminating and using information for improvement**

Information will be shared in a confidential manner to attract new student volunteers and publicize the importance of Take Back the Night as a leadership role in the community.

#### **Summary of Results**

The co-chairs of Take Back the Night were interviewed two weeks after the event and the following themes were discussed:

##### **Large Scale Programming Planning**

- *Most interesting difference was with the deadlines, you need to be flexible and understanding with setting hard details*
- *It was unique trying to find people to participate, but people usually came to us to speak at Take Back the Night*
- *Found a different side of myself to promote/open more to assist since I'm usually a type A person*
- *I learned about the resource binder in Leadership and Civic Engagement*

- *It was helpful when planning a large scale program*

#### Sexual Violence Awareness

- *It was important to find people who would convey a consistent message*

#### Advocacy Skills

- *It was emotion having to deal with having personal stories disclosed*
- *Felt proud with people being about to stay compose through with telling their story*
- *I learned how to work with a co-chair and how to separate out details*

#### **What did you learn?**

The Women's Resource Center staff learned that it was essential to have two students in the role of chair. Additionally, it was important to have strong team building at the beginning of the planning. Further, it was interesting to hear that the Take Back the Night Committee was sought of as more of a support group. Through observation it was obvious how students grew into the role and were able to work with survivors of sexual violence, however these interviews provided additional evidence.

#### **Actions Taken**

In the future, there will be an effort to have two chair people help divide the work and allow for more delegation of tasks. The WRC will continue to have Take Back the Night co-chairs go through trainings, and work directly with survivors of sexual violence.

#### **Goal 4**

##### **Learning Goal**

WRC student leaders, Women's Awareness Month Planning Committee, and Women's Leadership Conference participants will improve specific leadership skills through intentional leadership development utilizing the Social Change Model of Leadership.

##### **Outcome**

After participating in WRC student committees, Women's Awareness Month Planning Committee and/or the Women's Leadership Conference, participants will demonstrate increased skills along the in Social Change Model of Leadership.

##### **Evaluation Strategy**

Students in specified roles of leadership will complete a self-assessment at the start of their service and upon the completion of their service. Observations will be conducted by WRC Staff and WLC Advisory Board and these observational results shared with students for constructive feedback.

##### **Method of disseminating and using information for improvement**

Highlights will be shared with WLC and WAM student committees and advisory boards.

### **Summary of Results**

Women’s Resource Center staff surveyed the student planning committee of the Women’s Leadership Conference. Respondents articulated the following skills as improved as a result of participation:

Self-Awareness	67%
Congruence	33%
Commitment to Leadership	83%
Ability to work with others from diverse backgrounds	67%
Ability to communicate with others from diverse backgrounds	83%
Desire to create positive change	67%

Participants were asked what they would like to gain as being a part of the planning committee. Themes such as communication, self-awareness, confidence, leadership ability, and developing connections were evident.

Participants were asked what they hope to achieve being a part of the planning committee. Student articulated that spreading awareness was important as well as creating relationships.

The Social Change Model was used as a guide for committee members to determine expectations for the overall conference. A list of expectations generated by the participants imposed a contract between group members and was utilized to guide the committee and hold the group accountable to a common purpose. In using the model, the Staff found that the conference theme became less abstract and effectively focused on the issues the group wanted to address.

### **What did you learn?**

The WRC staff identified interesting data points to see where students self-identified based on the Social Change Model.

### **Actions Taken**

This data was used to present during a national conference on the connection between social change and student learning and leadership. If the staff continues to use the Social Change Model, efforts will be made to monitor the progress each semester to better gauge skill development.

### **Goal 5**

#### **Learning Goal**

Survivors of sexual violence who receive services from the WRC will indicate receiving sufficient advocacy, an appropriate and timely response to their matter, and effective resources to assist in their coping.

### **Outcome**

Survivors of sexual violence who receive services from the WRC will indicate receiving sufficient advocacy, an appropriate and timely response to their matter, and effective resources to assist in their coping.

### **Evaluation Strategy**

Survivors will receive a personal follow-up conversation and/or email from the Women's Resource Center to obtain feedback.

### **Method of disseminating and using information for improvement**

WRC staff will review on at least a semester basis and will share results with the Sexual Violence Task Force, WRC Advisory Board, and in the annual report.

### **Summary of Results**

The WRC staff surveyed five student survivors of sexual violence who worked with the Women's Resource Center staff during the 2012 – 2013 academic year. Respondents were asked eight questions in order to gain feedback on advocacy services.

When asked if the respondents received sufficient advocacy from the WRC staff, all responded affirmatively. All of the respondents cited that the open door policy of the staff as well as the availability to have regular meetings was helpful. Each of the respondents also noted that they were connected to, or offered additional resources, and two of the respondents noted being connected to other student survivors for additional support as helpful.

Those surveyed were asked if they received effective resources for coping with their experience of sexual violence. All of the respondents reported that they had been given resources to counseling that they found effective, regardless of whether they chose to utilize those services. Additionally all of the respondents noted that the resources provided helped them to heal or feel supported in their experience. One respondent also reported that the resources helped her feel less alone.

When asked if there were additional support services that the WRC could have offered, three of the respondents noted that they received the support services that they needed. Two of the respondents noted that they would have liked it if there was a support group offered to survivors, and one reported that she was attending a support group off-campus she identified through the WRC.

Students were asked if they received timely communication from the WRC staff and all reported that their emails had been responded to within 24 hours. Two respondents reported that they felt comfortable just walking into the Office and two reported that they appreciated that communication was supportive without being pushy. One noted that the WRC staff made sure to check in and encouraged her to find her own path to healing. Those surveyed were also asked if they found the communication they received to be effective, and all those that

responded reported yes. When asked to rank the availability of WRC staff, on a scale of one to ten, all of the respondents ranked WRC staff availability as a 7 or higher.

Finally, students were asked if they would refer a peer, friend, or classmate to the WRC for support services. All of the respondents noted they would refer someone they knew to the WRC. One answered that she already had referred people to the WRC.

### **What did you learn?**

This is the first time the staff has assessed the support services for survivors of sexual violence. It was clear that the data will continue to be beneficial as the service model is honed in the Center.

### **Actions Taken**

Women's Resource Center staff will continue to assess services on an annual basis. This year provided a baseline of feedback regarding services. It was clear that the Center needs to continue to outreach on campus to promote the services offered through the Women's Resource Center and VOICE. The Women's Resource Center will work on a marketing plan with Health Promotion to promote VOICE and services to the broader campus. Additionally, based on the feedback received, the staff will reevaluate the need for a support group on-campus outside the Take Back the Night planning committee.

## **Human Resources and Finance**

The Director of Human Resources and Finance is the Senior finance and human resources office for the Division. Director reports directly to the Vice President of Student Affairs and provides executive reporting and oversight of the entire Division's resources. The Director further provides leadership to other Unit Directors/Dean with respect to budget preparation, budget amendments, and incidents/concerns associated with human resources.

### **Goal 1**

#### **Operational Goal**

Human Resources and Finance will continuously improve the efficiency of Capital Asset and Management for the Division.

#### **Outcome**

Human Resources and Finance will annually balance the Division's fiscal budget.

#### **Evaluation**

Tracking of fiscal resources and documentation.

#### **Method of disseminating and using information for improvement**

Fiscal documents will be shared with the Vice president of Student Affairs and other Institute leaders of financial operations as requested.

### **Summary of Results**

Out of \$5,053,212 allocated to Student Affairs only \$2.31 was returned to the institute during closeout FY13.

### **Goal 2**

#### **Operational Goal**

Human Resources and Finance will increase the fiscal-related knowledge among candidates for potential employment in the Division.

#### **Outcome**

At the conclusion of meeting with the Director of Human Resources and Finance during the interview process, candidates will be able to articulate a basic knowledge of fiscal-related information pertaining to budgets, policies and related procedures.

#### **Evaluation Strategy**

Candidate articulation of knowledge. Observation by the Director of Human Resources and Finance.

#### **Method of disseminating and using information for improvement**

Oral and or written communication between the Director of Human Resources and Finance and the Vice President of Student Affairs, Search Committee Chairs/Members, and other Institute leaders of human resources as requested.

### **Summary of Results**

Out of 42 job interviews '12-'13 no budget-related differences or correlations were observed among the candidates. Fiscal-related questions and discussions did not appear to have a positive or negative impact with respect to whether or not a candidate accepted a position.

#### **Actions Taken**

To continue asking candidates about their budget experience and when needed more detailed budget-related questions. Fiscal-related discussions with job candidates allow the Director of Human Resources and Finance to convey the importance of fiscal responsibility and stewardship and, in the event a candidate is offered and accepts a position, begin to develop professional relationships and effective communication.

## **Leadership Education and Development (LEAD) Program**

The Leadership Education and Development (LEAD) Program provides students with the opportunity to develop as leaders in a global society. It does this through a thoughtful and intentional series of academic, experiential, and co-curricular activities. The LEAD program began in 2005 with a certificate in leadership, which still exists today, and has grown to include many conferences, and programs devoted to leadership development including an academic minor in Leadership Studies available in fall 2011.

### **Goal 1**

LEAD will increase student enrollment in the Minor of Leadership Studies.

### **Outcome**

Increase student enrollment in the Minor of Leadership Studies by one hundred percent.

### **Evaluation Strategy**

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

### **Method of Disseminating and Using Information for Improvement**

Web, Daily Digest, Alumni Magazine

### **Summary of Results**

Enrollment in the minor increased from 35 to 75 students. 17 students graduated with a minor in leadership studies in spring 2013.

### **Actions Taken**

Current practices toward increasing student enrollment in the Minor of Leadership Studies will be continued.

### **Goal 2**

LEAD will increase the number of courses offered in the Minor of Leadership Studies.

### **Outcome**

Increase number of courses offered in the Minor of Leadership Studies by forty percent.

### **Evaluation Strategy**

Number of courses offered in the Minor of Leadership Studies will be tracked.

### **Method of Disseminating and Using Information for Improvement**

Web, Daily Digest, Alumni Magazine

### **Summary of Results**

LEAD and ILE successfully added 8 new courses to the minor of Leadership Studies.

### **Actions Taken**

Course proposals, syllabi, and necessary documentation were created for submission to IUC and faculty senate. Respective schools and colleges also approved new courses.

### **Goal 3**

LEAD will enhance retention rates and student persistence among Georgia Tech students.



### **Outcome**

Students residing in the Grand Challenges Living Learning Community will be retained at higher rates compared to their peers not residing in the Grand Challenges Living Learning Community.

### **Evaluation Strategy**

Data analysis. Second year retention rates will be studied between students residing in the Grand Challenges Living Learning Community and peers not residing in the Grand Challenges Living Learning Community.

### **Method of Disseminating and Using Information for Improvement**

Retention rates will be disseminated among the Grand Challenges Living Learning faculty, staff, and other stakeholders.

### **Summary of Results**

Awaiting summary information from assessment reports

### **Actions Taken**

Re-engineering of social and academic elements of the community should ensure an even stronger sense of community and commitment to persist at GT

### **Goal 4**

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

### **Outcome**

A minimum of three hundred Georgia Tech students will participate in a leadership development opportunity.

### **Evaluation Strategy**

Number of participants will be tracked.

### **Method of Disseminating and Using Information for Improvement**

Information will be disseminated among Grand Challenges Living Learning Community faculty, staff, and other Grand Challenges Living Learning Community stakeholders.

### **Summary of Results**

This goal was superseded by the development of the Leading Edge Program and Leadership Portal.

### **Actions Taken**

Initiated purchase and installation of Leadership Portal, created Leadership Fellows Program to assist with coaching and development of undergraduates, rolling out training on portal for faculty and staff.

### **Goal 5**

LEAD will improve student collaboration capabilities.

### **Outcome**

The Grand Challenges Living Learning Community will teach students to: 1) Identify global problems; and 2) Work collaboratively in a multidisciplinary, project based environment.

### **Evaluation Strategy**

Direct observation and survey

### **Method of Disseminating and Using Information for Improvement**

Information regarding student perceptions as to how, if at all, the Grand Challenges Living Learning Community enhanced their collaborative capabilities will be disseminated among Grand Challenges Living Learning Community faculty and staff as appropriate.

### **Summary of Results**

Awaiting summary information from assessment reports. 11 challenge projects were identified for funding and implementation in academic year 2013-2014

### **Actions Taken**

Second year program was established to mentor and assist students with project implementation.

## **Office of Information Technology (OIT)**

The Office of Information Technology (OIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Affairs. OIT Staff works in partnership with units to meet the unique needs of a leading research institution. OIT in Student Affairs serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Affairs.

### **Goal 1**

#### **Operational Goal**

Student Affairs IT will improve server and web site security.

### **Outcome**

An observable decrease in occur in the number and frequency of logged probes and attacks.

### **Evaluation Strategy**

Data from event logs will be entered daily into a spreadsheet and the number of attacks analyzed on a daily/weekly basis.

### **Method of Disseminating and Using Information for Improvement**

Information will be disseminated to the technical staff during monthly meetings. When necessary, we will notify the OIT of potential risks.

### **Summary of Results**

No unusual activity was noticed.

### **Actions Taken**

We have scheduled a review of all firewalls on Student Affairs subnets. We have created a departmental VPN. The departmental VPN is more restrictive than the normal VPN as we manage the access control list. We have started discussions with OIT about moving student computers onto their own network. Student Media and DramaTech would be moved to a different network.

### **Goal 2**

#### **Operational Goal**

Student Affairs IT will improve desktop security by replacing current host-based anti-virus, firewall and anti-spyware software with a centrally managed product (ePO).

#### **Outcome**

1. Consistency in the product versions currently installed;
2. Access to a comprehensive set of reporting and statistical tools.

#### **Evaluation Strategy**

Conduct random checks of ePO monitoring software at the console and creation of e-mail notification for potential problems. Review built-in reports.

### **Method of Disseminating and Using Information for Improvement**

Information will be distributed to the division via monthly e-mails. Milestones will be addresses at monthly staff meetings.

### **Summary of Results**

The entry point for all machine/computer infections came from infected web sites. Compromised accounts were the result of users acting on phishing attempts.

### **Actions Taken**

We turned on a feature of ePO call GTI. GTI prevents users from going to web sites that are known to be malicious or are potentially malicious. We initially had the security level that was blocking sites that we knew were safe, like GT Dining. We adjust the security levels to be less restrictive.

We contacted users directly if we received an email message from ePO about a virus or Trojan being found on the computer. Given the time of the attempted infection, users were generally able to deduce possible web sites that might have caused the problem.

### **Goal 3**

#### **Learning Goal**

SAIT will educate users on topics of data security, including restricting access to sensitive student data, removal of sensitive data from general-use desktops, and the storage of this data on secured servers.

#### **Outcome**

The division of Student Affairs users will demonstrate knowledge of data security as evidenced by 80% or higher via a survey following a data security workshop.

#### **Evaluation Strategy**

The Office of Research and Assessment will administer an electronic pre- and post- data security workshop survey.

#### **Method of Disseminating and Using Information for Improvement**

Information will be shared with IT staff and other stakeholders with an Institute investment in data security.

#### **Summary of Results**

None at the time of this report July 17, 2013.

#### **Actions Taken**

N/A

### **Goal 4**

#### **Operational Goal**

SAIT will improve the level of Multicultural Competence among SAIT staff.

#### **Outcome**

1. SAIT will demonstrate an increased knowledge of Multicultural Competence.
2. Increased multicultural-related knowledge will allow SAIT staff to better serve users.

#### **Evaluation Strategy**

The SAIT supervisor will allocate time during staff meetings, as appropriate, to reflect on and discuss content from Multicultural-related programs at which SAIT staff attends.

#### **Method of Disseminating and Using Information for Improvement**

The acquisition of multicultural-related knowledge gained and reflect on will allow SAIT staff to better serve users.

### **Summary of Results**

IT staff attended a couple of MCC events during this evaluation period.

### **Actions Taken**

We have contacted the committee chairs for the MCC to discuss ways that we can use technology for the MCC portfolio and the MCC certificate.

## **Office of the Arts**

The Office of the Arts programs an outstanding season of jazz and world music, contemporary dance and theatrical performances, many of which include residency activities that go beyond the performance to involve Georgia Tech students. The Office of the Arts also presents a variety of visual arts in the Richards and Westbrook Galleries, many of which supplement the performances on stage. As the arts center for the Georgia Tech campus, the Office of the Arts endeavors to offer opportunities for students to engage with world-renowned artists in the exploration of science and technology through academic collaboration.

### **Goal 1**

The Office of the Arts will increase student engagement through various residency activities with performing and/or visual artists.

### **Outcome**

Georgia Tech students will gain experience and appreciation for the arts through interaction with established artists from various fields.

### **Evaluation Strategy**

Student engagement can be evaluated through observation (one or more staff is always present at each residency activity). A head count is conducted at each event and tracked from year to year.

### **Method of Dissemination**

Information regarding student engagement in artistic residency activities will be used as a tool for the Office of the Arts' Director in evaluating and planning future artist residencies. It is also key information that can be used to secure grant funding.

### **Summary of Results**

The Office of the Arts provided significant student participation in 2012-13 with a 2-week dual artist residency featuring choreographer Sean Curran and string quartet Ethel:

- **Sean Curran**
  - Lectures – Ann Gerondelis' First Year Architecture class, Michael Nitsche's LCC 6650 Digital World & Image Studio, Dancer Q&A session with local dance students

- Workshops – Movement workshop with Freshman LLC, movement workshop with English 1101 & 1102, Dance master class with local dance students
- Other – Automaton informal showing (presented in partial fulfillment of the requirements for PhD in electrical and computer engineering)
- **Ethel**
  - Lectures - Architecture CY Studios roundtable discussion
  - Workshops - Master class for GT string quartet
  - Other - Jam session with GT Musicians network @ under the couch, Flash concert (free of charge), Collaborative performance of “24 COA” in west architecture building

The Office of the arts also produced “Student View” in partnership with English 1101 and 1102. This is a curated collection of student artwork exhibited in the Ferst Center galleries and then moved to Woodruff Arts Center for an additional exhibit.

### **Actions Taken**

The Office of the Arts will continue its current practice of programming artist residencies that will engage the campus community and enhance the overall campus experience for students at Georgia Tech.

### **Goal 2**

Increase collaborative efforts within the Georgia Tech campus community.

### **Outcome**

An increase in collaborations with academic units and various student organizations will broaden the campus experience for a greater number of students.

### **Evaluation Strategy**

Collaborations with Georgia Tech academic units will be tracked and reported in the Year-end Annual report.

### **Dissemination Method**

This information can be used by the Division of Student Affairs as an example of collaborative efforts made within the division. The Office of the Arts can utilize the information to determine which partnerships are most effective.

### **Summary of Results**

During the 2012-13 season, the Office of the Arts was able to collaborate with the following groups/academic units on campus and introduce new artists into the campus community:

- GT String Quartet
- GT Musician’s Network
- College of Architecture
- English 1101 and 1102

- Participation in TechArts Festival
- LCC Digital World & Image Studio

### **Actions Taken**

The Office of the Arts has established successful collaborative relationships with various campus constituents, and has continued to foster those relationships by creating residency opportunities for the 2013-14 season.

### **Goal 3**

Demonstrate the impact that the arts can have on student retention at Georgia Tech.

### **Outcome**

A direct correlation will be made between Office of the Arts activities/programs and retention of Georgia Tech students.

### **Evaluation Strategy**

A survey will be distributed to student employees who worked in the Box Office and Front of House.

### **Method of Dissemination**

The results of the survey can be used by the Division of Student Affairs and the President's Office to demonstrate the significant role that the arts play in the overall satisfaction and retention of Georgia Tech students. The Office of the Arts staff (particularly in the Box Office and Front of House) can use the survey results to identify opportunities to enhance the overall work experience for student employees.

### **Summary of Results**

The results of the survey are not available at the time of this report.

### **Actions Taken**

Continue to provide student incentives such as \$10 tickets to shows, discounts for renting the facility, free residency activities, and the annual arts open house.

Making programmatic changes to include more artists who participate beyond the performance has made a difference in student and community involvement in the arts. The more students can be deeply engaged in a project with an artist, the higher their appreciation for the arts in general. Similarly, our partnering with K-12 schools in the Atlanta community give young audiences an opportunity to interact with artists from various backgrounds while tying into their curriculum to enhance the overall learning experience.

## **Parents Program**

The Parents Program is designed to help inform parents of undergraduate Georgia students of helpful resources, involvement opportunities, and ways to stay connected throughout their student's career at Georgia Tech. While the department may work directly with parents and family members, it is a student-focused service. The ultimate goal of Parents Program is to partner with parents and family members to help their students succeed.

### **Goal 1**

#### **Operational Goal**

Parents Program will provide programs and services that will build the foundation for lifelong relationships between parents and Georgia Tech.

#### **Outcome**

- A. The Parents Program will increase the number of volunteer opportunities, both on and off campus, by 10% in comparison to the previous year.
- B. The vast majority of respondents (75%) will report high levels of connectedness to Georgia Tech.
- C. The Parents Program will increase by 1 the number of opportunities for interaction between parents and Georgia Tech community members including faculty, staff, alumni, fellow parents, students, etc.
- D. The vast majority of parents (75%) who communicate with Parents Program via phone or e-mail will report high levels of satisfaction with the quality and prompt customer service.
- E. The Parents Program will identify 3-5 currently unmet needs of parents of international students.
- F. The vast majority of respondents (75%) will report that Family Weekend met or exceeded their expectations.

#### **Evaluation Strategy**

- Outcome A.1. The Parents Program will track and provide evidence of increase in the number of parents involved in volunteer opportunities when compared to the previous academic years.
- Outcome B.1. The Parents Program will ask survey respondents in the following surveys about increased feelings of connectedness: Spring 2013 Parent Survey, Family Weekend 2012 Survey, Parents Advisory Board Fall & Spring Meetings Surveys.
- Outcome C.1. The Parents Program will provide evidence of increase in the number of parents who attend regional events by comparing the appropriate statistics kept during previous academic years.
- Outcome C.2. The Parents Program will assist in facilitating and monitor increased opportunities for interaction when Student Affairs staff members travel due to work duties.



- Outcome C.3. The Parents Program will assist in facilitating and monitor increased opportunities for interaction when alumni networks host Georgia Tech events open to parents.
- Outcome C.4. The Parents Program will assist in facilitating and monitor increased opportunities for interaction amongst Georgia Tech parents regionally by way of lunch meetings, game viewing gatherings, Accepted Student Meet & Greets, etc.
- Outcome C.5. Monitor the effectiveness of electronic methods of parent to parent communication, such as the Parents Program and Family Weekend Facebook pages, etc.
- Outcome C.6. The Parents Program will assist in facilitating and monitor increased opportunities for interaction between parents and Georgia Tech students through volunteer opportunities during on campus events, such as Sting Break, Midnight Breakfast, etc.
- Outcome D.1. The Parents Program will track all customer service feedback provided by Georgia Tech parents via e-mail.
- Outcome E.1. The Parents Program, with support from Communication and Marketing, will conduct focus groups with parents of international students to improve communication/engagement with international parents.
- Outcome E.2. The Parents Program will utilize the strong observational skills of the Director of Research & Assessment for Student Affairs at the International Parent Reception.
- Outcome E.3. The Parents Program will segment responses of parents of international students from the data collected through the Spring 2013 Parent Survey.
- Outcome F.1. The Parents Program will conduct a short electronic survey by e-mail, distributed amongst attendees of Family Weekend, to determine quality and satisfaction with their Family Weekend experience.

### **Method of Disseminating and Using Information for Improvement**

The Parents Program will utilize this data to improve quality of information and programming offered by the Parents Program and will disseminate this data to campus partners to allow for improvement as well.

### **Summary of Results**

- A. 146 Georgia Tech parents volunteered through 44 different volunteer opportunities, both on and off campus. This is a decrease of 2.7% fewer volunteers than in the 2011-2012 academic year (4), however, an additional 20% more volunteer opportunities were offered (9). The decrease in volunteers is likely due to the timing of when volunteer opportunities that happen early in the month are announced.
- B. The following question was asked in the Family Weekend 2012 Survey, Parents Advisory Board Fall 2012 & Spring 2013 Meetings Surveys, and Spring 2013 Parent Survey. "My involvement with/through [Family Weekend 2012/Parents Advisory Board/Parents Program] makes me feel more connected to Georgia Tech."

- In the Family Weekend 2012 Survey, 96% of respondents (241) either agreed or strongly agreed with the above statement regarding connectedness.
  - In the Parents Advisory Board Fall 2012 Meeting Survey, 100% of respondents (8) either agreed or strongly agreed with the above statement regarding connectedness.
  - In the Parents Advisory Board Spring 2013 Meeting Survey, 100% of respondents (3) either agreed or strongly agreed with the above statement regarding connectedness.
  - In the Spring 2013 Parent Survey, 80.2% of respondents (905) either agreed or strongly agreed with the above statement regarding connectedness.
- C.1. During the 2012-2013 academic year, 10 Georgia Tech families hosted Georgia Tech events in their homes, exactly the same as in the 2011-2012 academic year. Additional regional volunteer opportunities that were offered this academic year where participation was not tracked were the opportunity for parent volunteers to attend alumni-hosted Accepted Student Meet & Greet and Guidance Counselor Appreciation Week, where parent volunteers were encouraged to share “The Good Word” about their students’ Georgia Tech experience with their local guidance counselors.
- C.2. The CRC staff provided their travel calendar, however, when locations were compared to concentrations of Georgia Tech parents geographically, there were not enough parents in those areas to host a successful event. The Parents Program again hosted a successful dinner in Orlando in conjunction with the NASPA Annual Conference.
- C.3. In conjunction with the Tampa area Alumni Network, a parent liaison role was piloted for the year and the Parents Program assisted in communicating with Tampa area parents regarding network events. The Alumni Network leadership appreciated the assistance of the both the parent liaison and the Parents Program, however there was not the increase in parent attendance that was expected.
- C.4. The Tampa Georgia Tech Moms Group continues to model the way regarding regional parent-to-parent interaction. The same has not yet been repeated in other communities to date.
- C.5. As noted in previous assessment reports, parents are typically not heavy users of Facebook (or social media in general), and so expectations should be managed accordingly. We have found, however, that if you give parents an actionable post (i.e. asking them a question about their student to which they can respond), parents are more likely to interact with the posts.
1. We continue to see a steady rise in “likes” for the Parents Program Facebook page – 1,228 likes as of June 2013
    - a. 665 likes as of June 11, 2012
    - b. 179 likes June 2011
  2. As of June 17, 2013, the Georgia Tech Family Weekend Facebook page has 248 likes - a very modest growth compared to the same period last year (228 likes).
- C.6. Parent Volunteers were offered to the Student Center staff and coordinators of Friday Buzz but were not requested.
- D.1. See Appendix A for examples of communication demonstrating parent satisfaction with the customer service provided by the Parents Program.

- E.1. See Appendix A outlining the information learned from the International Parent Focus Groups hosted in August 2012.
- E.2. While the Director of Research & Assessment was not able to attend the International Parent Reception, the following was observed:

*1. voiced desire for more international engagement opportunities – word of mouth in the int’l community (from Tech alums] helps with the student recruitment efforts]*

*2. having current international students at the reception created a sense of comfort and familiarity for families*

*3. Int’l parents want to volunteer but don’t know how*

- E.3. After analysis of data from the Spring 2013 Parent Survey, there was no significant difference in response between international and domestic respondents.
- F.1. Family Weekend survey respondents were asked to rate their overall satisfaction with Family Weekend 2012. Nearly two-thirds (61.5%) of respondents said that Family Weekend met their expectations and one-third (33.5%) of respondents said that Family Weekend exceeded their expectations. Only five percent of respondents said that Family Weekend was below their expectations. This demonstrates an increase in those with exceeded expectations and a decrease in those with unmet expectations in comparison to 2011 when slightly over two-thirds (67%) of respondents said that Family Weekend met their expectations and one-fourth (25%) of respondents said that Family Weekend exceeded their expectations. Additionally in 2011, only eight percent of respondents said that Family Weekend was below their expectations.

### **Actions Taken**

Parents Program will continue to offer programs and services that based on evaluative and assessment results are successful. Parents Program utilized knowledge to make improvements in planning programs for 2013-2014.

### **Goal 2**

#### **Operational Goal**

Parents Program will be the primary source of reliable, timely, and accessible information regarding Georgia Tech and the Georgia Tech student experience to help Georgia Tech parents better support their students.

#### **Outcome**

- A. The vast majority of Parents Program webinar participants (75%) will report a high level of satisfaction with the content provided.
- B. The vast majority of respondents (75%) will report that *ParentNews* meets all or exceeds expectations.

### **Evaluation Strategy**

Outcome A. The Parents Program will conduct follow-up surveys with webinar participants.

Outcome B. The Parents Program will administer the Spring 2013 Parent Survey to determine satisfaction levels with *ParentNews*.

### **Method of Disseminating and Using Information for Improvement**

The Parents Program will utilize this data to improve quality of information and programming offered by the Parents Program and will disseminate this data to campus partners to allow for improvement as well.

### **Summary of Results**

- A. Parent webinars attract a very niche but invested audience. While the Parents Program hosted fewer webinars in the 2012-2013 academic year (due to scheduling conflicts), 89 percent of respondents stated that the actual webinar experience met or exceeded their expectations. One hundred percent of respondents rated the content a 4 or 5 with 5 being excellent.
- B. In the Spring 2013 Parent Survey, over one-third (38.5%) of respondents reported that *ParentNews* either met all or exceeded their expectations, nearly one-third reported that it met most of their expectations (30.1%), and twenty percent (20.8%) reported that it met some of their expectations.

### **Actions Taken**

Parents Program will continue to offer programs and services that based on evaluative and assessment results are successful. Parents Program utilized knowledge to make improvements in planning programs for 2013-2014.

## **Goal 3**

### **Operational Goal**

Parents Program will increase the frequency and engagement rates of articles in *ParentNews* which promote multicultural awareness among the Georgia Tech community members.

### **Outcome**

Parents Program will increase readers' level of engagement (e.g. click through rates) by 10% through *ParentNews* articles that contain information about multicultural education, programs and events. Click rates will be compared to articles that are not specific to multiculturalism.

### **Evaluation Strategy**

The Communications Officer will seek additional multiculturally-related content for *ParentNews* information throughout the year and will track the increased readership (e.g. click through rates) of these articles in comparison to non-multicultural content within *ParentNews*.

### **Method of Disseminating and Using Information for Improvement**

The Parents Program will utilize this data to improve quality of information contained in *ParentNews* and will disseminate this data to content contributors to allow for improvement as well.

### **Summary of Results**

This continues to be an ongoing effort as new initiatives develop. While the Parents Program is inherently inclusive of all cultures, the Program promoted 14 specific articles (compared to 9 in previous year) in the 2012-2013 academic year via *ParentNews* regarding topics and programs specific to underrepresented students at Tech as well as opportunities for Tech students to study abroad and gain a greater appreciation for cultures outside the US.

The engagement rates are significantly higher (6-12%) for articles that discuss and promote Tech's international programs compare to articles that promote programs designed to support underrepresented students in general (less than 4% click through rates). This is most likely due to the inherent broader appeal of study abroad information to *ParentNews* readers. For comparison, the average engagement rate is 8% for all articles featured in *ParentNews*. In the 2011-2012 academic year, multicultural-related articles averaged a 7.5% engagement rate.

### **Actions Taken**

Moving forward the Program will continue to proactively reach out to campus constituents to feature articles regarding multicultural education and events.

### **Goal 4**

#### **Operational Goal**

Parents Program initiatives will positively impact the retention of undergraduate Georgia Tech students toward graduation.

#### **Outcome**

The vast majority of Spring 2013 Parent Survey respondents (75%) will report that their involvement through the Parents Program has helped them better support their Georgia Tech student toward earning their degree.

#### **Evaluation Strategy**

The Parents Program will ask survey respondents in the Spring 2013 Parent Survey if their involvement with the Parents Program has helped them better support their Georgia Tech student toward earning their degree.

### **Method of Disseminating and Using Information for Improvement**

The Parents Program will utilize this data to improve quality of information and programming offered by the Parents Program and will disseminate this data to campus partners to allow for improvement as well.

### **Summary of Results**

The following question was asked in the Spring 2013 Parent Survey. "My involvement through the Parents Program (i.e. attending Family Weekend, reading *ParentNews*, volunteering, etc.) has helped me better support my Georgia Tech student towards earning their degree." Nearly three-fourths (72%) of respondents either agreed or strongly agreed with the above statement (803).

### **Actions Taken**

Parents Program will continue to offer programs and services that based on evaluative and assessment results are successful. Parents Program utilized knowledge to make improvements in planning programs for 2013-2014.

**End of Report**

## Appendix A

### Parents Advisory Board Research Update International Parent/Student Perspectives - Qualitative Study September 20, 2012

#### Methodology / Participants

##### Students

- 2 focus groups with incoming freshmen attending FASET orientation
  - 14 participants (10 males, 4 females)
  - 13 countries: China, Hong Kong, India, Singapore, South Korea, Japan, Turkey, United Arab Emirates, Lebanon, Oman, Greece, Australia, Nigeria
  - Majors: CS, ME, IE, ECE, Industrial Design, Computational Media

##### Parents

- 2 focus groups with parents accompanying students to FASET orientation
  - 11 participants (6 males, 5 females)
  - 9 countries: Caribbean/Saint Vincent/Grenadine, North America/Canada, South America/Venezuela, Asia/India, Western Europe/Greece, Middle East/Oman, Middle East/Iran, Asia/Thailand, United Arab Emirates/Middle East

##### Parental Involvement – Institution Selection

- High levels/mutually assumed involvement
- Supervised process
- Guided, consulted, supported
- Final decision – student(s)
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##### Desired Information During Selection

- #1 National/World Rankings
- #2 Reputation “Name Recognition”, GT Brand
- #3 Strong Engineering Focus
- Research Opportunities
- Co-Op/Internships
- Job opportunities for GT grads in U.S. and abroad
- Companies that visit GT
- Placement information of where GT students get jobs with companies around the world

### **Main Sources of Information**

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- Parents
- Parents Work Colleagues
- Parents of Current GT Student
- Current GT Students
- Internet/GT Websites
- High School Counselors
- Exhibitions

### **Parental Expectations from the GT Experience**

- “Help build a well-rounded personality”
- “Be prepared for the world”
- “...evolve as an individual”
- “Reinforce our family values”
- “Take advantage of opportunities to do research”
- “Become an engineer and an adult”
- “Learn how to live alone”
- “I think GT will provide a good rehearsal for his life”
- Communication with Student(s)
- Frequency varied daily to 1x a week
- Skype
- Text
- Phone
- Email
- iPad on the dinner table
- Campus Visits