



2014 - 2015 Final Assessment Report

Compiled by the Office of Research and Assessment of Student Life

October 2015

Table of Contents

Administrative Services 3

Counseling Center 6

Dean of Students Main Office 15

Disability Services..... 18

Finance and Operations 23

Greek Affairs..... 26

Information Technology 36

Leadership and Civic Engagement..... 41

Leadership, Education and Development 48

Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center 61

New Student and Sophomore Programs..... 67

Office of Student Integrity (OSI) 74

Office of the Arts 80

Parents Program..... 86

Student Diversity Programs 93

Student Publications and Media 97

Veterans Resource Center 101

Women's Resource Center 105

Division of Student Life
Final Assessment Report
2014-2015

Administrative Services

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: Student Affairs Professional Development Plan**

1. Operational/Learning Goal

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

2. Outcome (s)

Desired outcome was for a minimum of 25% of the Division of Student Affairs staff to 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.

The Professional Development committee work was underway through fall semester, 2014 with the intent to conduct a "soft" roll out this spring, however, the PD committee work/plan was put on hold early spring semester with the loss of the CR department (40% of committee were CR staff) and vacancy of the VPSA.

3. 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. This was not conducted.

4. Method for 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 the

VPSA and appropriate staff, and subsequent distribution as determined by the Vice President for Student Affairs.

5. Summary of Results

No final results to report due to the project being delayed as the Division transitions.

6. What did you learn?

Due to delay in project, no pertinent and meaningful information was gained.

7. Actions Taken

No action taken at this time. Once Division priorities are identified under new leadership the Professional Development plan will be revisited.

The Professional Development committee work was underway through fall semester, 2014 with the intent to conduct a "soft" roll out this spring, however, the PD committee work/plan was put on hold early spring semester with the loss of the CR department (40% of committee were CR staff) and vacancy of the VPSA.

Goal 2: Student Affairs Division On-Boarding

1. Operational/Learning Goal

Collaborate with the OHR Business Partner for Student Affairs to develop and implement a Division On-Boarding process to complement and enhance the Institute's new employee orientation program.

2. Outcome (s)

New FT staff (and GA's) will be on-boarded within 6-weeks of employment to gain a working knowledge of the wide-range of departments and their programs and services within the Division of Student Affairs.

3. 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 knowledge gained, and identify any modifications needed to the program going forward.

4. Method for Disseminating and Using Information for Improvement

Results will be reviewed to determine if the timeline is met, as well as a successful introduction to the Division is achieved. Results will be shared with the VPSA, appropriate staff, and the Professional Development Committee.

5. Summary of Results

Collaboration with the Student Affairs HR Business Partner has identified the following three-tiered approach to new staff on-boarding – Institute, Division, and Department. Refer to power point presentation included for the breakdown of responsibilities and content to be discussed.

The electronic formative feedback will send to those participating once the on-boarding takes place.

6. What did you learn?

A three tiered method with sections for Institute, Division, and Department is the most effective way to perform new staff on-boarding.

7. Actions Taken

On-going work takes place with the goal of conducting the on-boarding prior to the start of the fall semester for the new staff hired over the summer. New staff includes the Diversity Coordinator, OSI Assistant Director, Technology Manager, and 2 new Counselors.

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: Alleviation of Students' present concerns

1. Operational/Learning Goal

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

2. Outcome (s)

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

3. Evaluation Strategy

The Counseling Center will assess counseling outcomes using the CCAPS-34 assessment form.

4. Method for Disseminating and Using Information for Improvement

Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

5. Summary of Results

Subscales	Baseline Avg. Standard Score	Latest Average Standard Score	Standard Score Change	Significance level
Depression	1.06	.11	-.95	p<0.05
Gen. Anxiety	1.08	.29	-.79	p<0.05
Social Anxiety	1.36	.77	-.59	p<0.05
Academic Distress	1.23	.48	-.75	p<0.05

Eating Concerns	1.27	.86	-.41	p<0.05
Hostility	1.20	.16	-1.04	p<0.05
Substance Use	1.30	.36	-.94	p<0.05
Distress Index	1.27	.31	-.96	p<0.05

6. What did you learn?

Symptoms of all subscales among students have been diminished or alleviated.

7. Actions Taken

On-going data collection using the CCAPS-34 will continue in Fall 2015 to collect session outcomes for each client. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Goal 2: Provide Satisfactory Counseling experiences

1. Operational/Learning Goal

To provide satisfactory counseling experiences to clients who utilize services at the Counseling Center.

2. Outcome (s)

Clients will report experiencing an overall average rating of 4.0 (satisfied) based on current client satisfaction survey.

3. 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).

4. Method for 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 30th.

5. Summary of Results

Client Satisfaction Survey Question	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.40
How satisfied were you with your initial consultation appointment?	4.24
How satisfied are you with the assistance of the Front Desk staff?	4.41
How satisfied have you been with your group counselor(s)?	4.63
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.44
How satisfied are you with how your group counselor(s) respects your culture and identity?	4.87
How satisfied are you on your progress with the concerns that brought you to group counseling?	3.87
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.03
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.39
How helpful has counseling been to you in improving or maintaining your academic progress?	3.78
How helpful has counseling been to you in remaining at Tech?	4.03
How likely would you be to recommend our services to a friend?	4.63

6. What did you learn?

Assessments suggest that students who participate in counseling programs are satisfied with their experiences.

7. Actions Taken

Client Satisfaction Survey will continue to be regularly administered twice each year (fall and spring semesters). Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July

Goal 3: Academic Progress/Process of Students

1. Operational/Learning Goal

To contribute to the academic progress/process of students.

2. Outcome (s)

Students who seek services at the counseling center will report that counseling was helpful to them in their academic progress/process.

3. 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).

4. Method for 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 30th.

5. Summary of Results

Client Satisfaction Survey Question	Avg. Rating
How helpful has counseling been to you in improving or maintaining your academic progress?	3.78

How helpful has counseling been to you in remaining at Tech?	4.03
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6. What did you learn?

Students who have participated in counseling programs feel that the programs have helped them stay as students at Georgia Tech.

7. Actions Taken

Client Satisfaction Survey will continue to be reviewed by management team and senior staff for its continued utility in this area. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Goal 4: Enhance and Continue Outreach Programs

1. Operational/Learning Goal

To enhance and continue to provide diverse and effective outreach programming to students and the campus community.

2. Outcome (s)

Participants who attend outreach programs will report that the goals of the workshop were met satisfactorily.

3. 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).

4. Method for Disseminating and Using Information for Improvement

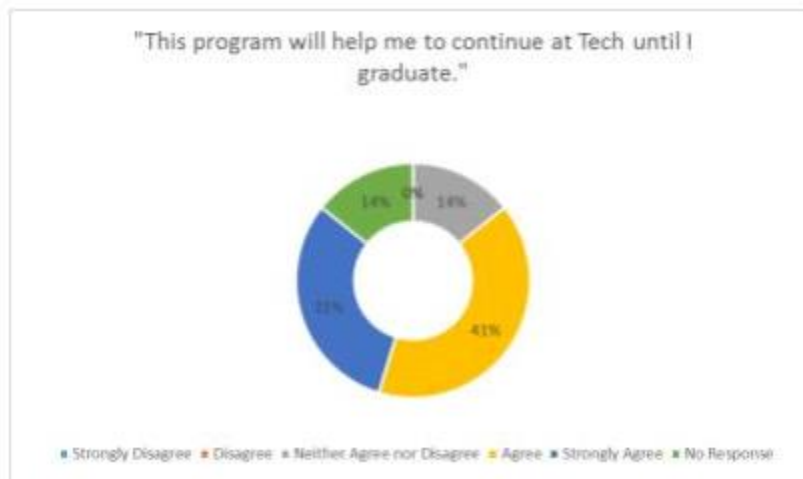
Overall results will be reported to staff by June 30th.

5. Summary of Results

Outreach Programs	Avg. Rating (1 – 5 scale)
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Workshop Evaluation	
Breadth of Coverage	4.30
Personal/Practical Relevance	4.31
Effectiveness of Presentation	4.25
Presenter	
Knowledge of Presenter	4.60
Preparation	4.57
Engagement of Audience	4.23
Avg. Goal Accomplishment	4.25
Arrangements	
Convenience	4.39
Notification of Event	4.08
Location/Room Environment	4.38
Format/Multimedia Use	4.35





6. What did you learn?

Overall participants of the counseling center's outreach programs feel that the programs have helped them succeed at Georgia Tech as well as help them graduate.

7. Actions Taken

Outreach Coordinator will continue to evaluate the overall effectiveness of outreach programs based on results and recommend strategies for change as needed. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Goal 5: Quality and Effective Training

1. Operational/Learning Goal

To provide a quality and effective training program for practicum students and predoctoral interns.

2. Outcome (s)

Practicum students and predoctoral interns will report an overall successful training experience at the Counseling Center.

3. Evaluation Strategy

Practicum students and predoctoral interns will be asked to complete an evaluation of their training experience upon completion of their training year.

4. Method for Disseminating and Using Information for Improvement

Data will be reviewed by the Training Committee to outline continued efforts and improvements where necessary.

5. Summary of Results

Evaluation of the internship program and assessment of the training experience was conducted on a 5-point Likert scale (1=Very Dissatisfied, 5=Very Satisfied). Overall, interns indicated a high level of satisfaction (avg. = 4.67) their overall internship training experience.

Evaluation of the practicum program and assessment of the training experience was conducted based on a 5-point Likert scale (1=Dissatisfied, 5=Very Satisfied). Overall, practicum students indicated a high level of satisfaction of their direct service experiences and supervision (avg. = 4.83), didactic training (avg. = 4.5), and relationships with staff (4.3).

6. What did you learn?

Participants in the training experiences offered by the counseling center have reported satisfaction with their experience.

7. Actions Taken

Training committee will continue to 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 Fall '16. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Goal 6: Multicultural Competency

1. Operational/Learning Goal

To obtain multicultural competencies in providing service to students.

2. Outcome (s)

Staff will demonstrate satisfactory awareness, knowledge, and skills regarding issues of multiculturalism.

3. Evaluation Strategy

Staff will be engage in assessment to indicate their level awareness, knowledge, and skill in issues of multiculturalism.

4. Method for Disseminating and Using Information for Improvement

Staff will be engage in assessment to indicate their level awareness, knowledge, and skill in issues of multiculturalism.

5. Summary of Results

Not able to assess this area for this year due to vacancy in the Diversity Coordinator role.

6. What did you learn?

Due to vacancy in Director Coordinator role there was no assessment of Multicultural Competency from which to learn from.

7. Actions Taken

The Counseling Center filled the position of Coordinator for Diversity Programs in August 2014 and will resume assessment in this area for FY16. The Counseling Center will also continue to engage in a retreat each year to focus on multicultural competence. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Dean of Students Main 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 87 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.

Goal 1: Monthly Professional Development Sessions

1. Operational/Learning Goal

Office of the Dean of Students staff will report new knowledge and skills as the result of monthly professional development sessions.

2. Outcome (s)

As the result of monthly professional development sessions, staff members will report gaining new knowledge and skills as a result of attending.

3. Evaluation Strategy

Office of the Dean of Students staff will be asked to complete a survey to assess learning and skill development at the conclusion of the Fall and Spring semesters.

4. Method for Disseminating and Using Information for Improvement

The survey data will be shared with staff broadly to illustrate learning and skill acquisition. The data will be used in the development of future sessions.

5. Summary of Results

Identical surveys were sent to members of the Office of the Dean of Students staff who attended the professional development sessions during Fall and Spring semesters. A total of 13 staff members responded to the Fall iteration of the survey, and 13 responded to the Spring iteration of the survey.

Responses regarding knowledge and skills gained, the staff's exposure to new material for discussion, that discussions enhanced one's learning, and that staff developed more of a connection with colleagues as a result of the discussions were all rated "Agree" or "Strongly Agree." There was an increase in "Strongly Agree" ratings for sessions held during the Spring semester particularly regarding knowledge gained and being exposed to new material.

6. What did you learn?

The results of the survey confirmed that professional development sessions were providing new knowledge and skills to the staff. The survey also collected qualitative data regarding elements of the program that worked well for staff, did not work well, and general feedback on topics and format.

7. Actions Taken

As a result of this survey data, a full year calendar of professional development activities/sessions will be developed along with a newly revised committee of colleagues. Further, qualitative comments regarding topics and format of sessions will be implemented for future sessions.

Goal 2: Referral Form

1. Operational/Learning Goal

Campus stakeholders will gain knowledge of the issues which necessitate referrals to the Office of the Dean of Students specifically using the “Referral Form.”

2. Outcome (s)

Campus stakeholders will gain knowledge of the issues which necessitate referrals to the Office of the Dean of Students.

3. Evaluation Strategy

A qualitative analysis of referral text will be conducted to determine patterns and themes for referrals to the Office of the Dean of Students.

4. Method for Disseminating and Using Information for Improvement

The patterns and themes that emerge from the qualitative analysis will be shared with colleagues in Student Affairs as well as key stakeholder groups including faculty, staff in other divisions, and students.

5. Summary of Results

Referral information was exported from the main database and analyzed for the time period March, 2010 – August, 2014. Of the total 888 referrals that were exported, a total of 737 were coded for themes. The most prominent codes were for class absences, academic distress, or complex, personal situations.

A total of 32% of the referrals were coded to reflect a faculty member, staff member, or student concern related to a student not attending classes. Students were reported to

never having attended a course (and still remaining registered) or attending sporadically.

A total of 14% were referred for academic distress. Referral summaries reflect students who were struggling in a course, or courses which then led to anxiety, depression, or crisis level response. These referrals were focused solely on distress related to coursework.

A total of 10% of the referrals were submitted regarding students who disclosed more complex matters. Referral summaries reflected students who reported multiple matters effecting their wellbeing and ability to be successful in the classroom. This percentage was closely followed by a separate category where students disclosed some level of mental illness to their faculty member.

6. What did you learn?

While it was suspected that most referrals were submitted regarding course absences, this data provided clear proof. What was more interesting about the data was the level of disclosure among the students. It seemed that as soon as a faculty member made contact and discussed a concern with a student, they disclosed a great deal. It also revealed more about the student culture at Georgia Tech and when, where, and to whom students were compelled to disclose personal information.

7. Actions Taken

Confirming this information is helpful to educate faculty and others that submit referrals to the Office of the Dean of Students. Therefore, this data will be compared to the general appointment/contact information for the Dean's office to spot any trends regarding major, year, or other comparable demographics. This will educate the office's stakeholders regarding the student population in need in the campus community.

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: Transitioning current academic accommodations to the workplace

1. Operational/Learning Goal

Students registered with Disability Services will understand their role in transitioning current academic accommodations to the workplace.

2. Outcome (s)

As a result of a series of workshops on self-identifying in the workplace, students will gain knowledge to make a smooth transition to obtaining accommodations at their place of employment.

3. Evaluation Strategy

Students who participate in workshops will be given a pre- and post-survey to gauge learning.

4. Method for Disseminating and Using Information for Improvement

Results will be used to develop future workshops and a student transition guide. Information will also be shared with key individuals in the administration at Georgia Tech.

5. Summary of Results

Nine students attended the Disclosing Disability: Communicating Leaderships and Strengths workshop as part of the Suits and Jackets career workshop series. The following charts depict the information gathered during both the pre- and post-workshop assessment. Students expressed learning additional techniques for disclosure as a result of the workshop. Related, both their comfort to disclose their disability and knowledge regarding disclosure and workplace accommodations increased as a result of the workshop content.

6. What did you learn?

According to the survey results, the workshop succeeded in increasing students' comfort, knowledge, and ability to identify techniques regarding disclosing a disability and requesting accommodations. However, low ratings in the post-test informed the staff that students still did not have a firm understanding of how to transition their accommodations to the workplace. This information illustrated that although students discussed their accommodations with their instructors, it did not increase their comfort level or ability to communicate that information in the workplace. The increase in competency from the pre-assessment to the post-assessment informed the staff that learning techniques for requesting accommodations in the workplace will increase the likelihood that students will ask for what they need from employers.

7. Actions Taken

As a result of this assessment, Disability Services will:

- Develop both formal and informal opportunities for students to learn about disability in the workplace, including several Career Chats brown bag lunches offered throughout the year, opportunities to meet one-on-one with staff to discuss their career aspirations, and additional career workshops
- Promote outside resources that help students prepare for the workforce, such as Lime Connect, Workforce Recruitment Program, and Career Opportunities for Students with Disabilities
- Look into current practices of the office to determine how the staff can help students connect their accommodations in the classroom to accommodations in the workplace

Goal 2: Strategies necessary to provide accessible presentations and plan events

1. Operational/Learning Goal

Office of the Dean of Students (ODOS) Staff will be able to describe the strategies necessary to provide accessible presentations to, and plan events for individuals with disabilities.

2. Outcome (s)

As a result of a series of workshops on creating inclusive programs and events, ODOS Staff members will gain skills on presenting to, and programming for individuals with disabilities.

3. Evaluation Strategy

Staff who participate in a series of workshops will be given pre- and post-surveys to gauge their level of understanding of accessibility principles for events and presentations.

4. Method for Disseminating and Using Information for Improvement

Results will be used to develop future workshops for the entire campus community. Information will also be shared with key individuals in the administration at Georgia Tech.

5. Summary of Results

The Office of Disability Services conducted five workshops with ODOS departments focusing on access, accommodations, and accountability in programs, services, and event planning. The offices targeted were Office of Student Integrity, New Student and Sophomore Programs, Women's Resource Center, Office of Greek Affairs, and Leadership & Civic Engagement.

A total of 18 staff members participated in the five departmental workshops. Eight participants responded to the post-workshop feedback form with each of the five areas represented with a least one response.

At the beginning of the workshop, each participant was asked to rate themselves on a scale from 1 to 5 with 1 representing little knowledge of the subject matter and 5 representing superior knowledge of the subject matter. Responses ranged from 2.5 to 4 regarding their self-reported knowledge of disability related issues, most participants rated their knowledge 3 to 3.5. When asked to review a checklist for planning accessible events, all of the respondents felt a checklist would be useful as a reference for event planning. Some responded that they could modify the list for use in training.

After participating in the workshop, 80% reported they would increase their self-rating by .5 to 1.0. A total of 20% noted that their ranking would stay the same. All responded that they gained new knowledge as a result of the workshop.

The participants were asked to provide feedback on the information shared and ways that their programs, events, and services can be made accessible. In response to this question the following information was shared:

- Provide accessible locations
- Provide interpreting/captioning materials
- Ask for accommodation requests during RSVP
- Provide accessible transportation

- Information on accessibility on website
- Accessible handouts
- Accessible office environment

6. What did you learn?

The overall result of the workshop discussions was positive. Departments expressed learning new information to consider disability related issues when planning events.

7. Actions Taken

The office will publish the event planning checklist to the Disability Services website as a resource. Office staff also plan to schedule additional workshops/discussions with other departments.

Goal 3: Georgia Tech Academic Advisors Network

1. Operational/Learning Goal

The Georgia Tech Academic Advisors Network (GTAAN) will be able to outline skills critical to advising students with disabilities regarding course selection.

2. Outcome (s)

As a result of a series of workshops on how to advise students with disabilities, academic advisors will gain critical skills on developing individualized programs of study and completion plans.

3. Evaluation Strategy

GTAAN members who participate in a series of workshops will be given pre- and post-surveys to gauge their level of knowledge when advising students with disabilities.

4. Method for Disseminating and Using Information for Improvement

Results will be used to develop future workshops and an online educational tool that can be used with the entire campus community. Information will also be shared with key individuals in the administration at Georgia Tech.

5. Summary of Results

The workshop did not take place due to the GTAAN schedule.

6. What did you learn?

Unfortunately the workshop did not take place so the outcome could not be assessed.

7. Actions Taken

Disability Services will work closely with GTAAN to schedule a workshop time in advance and the goal will be repeated for the next assessment cycle.

Finance and Operations

The Director of Human Resources and Finance is the senior finance and human resources officer 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: Improve the quality of customer service

1. Operational/Learning Goal

The Student Organization Finance Office (SOFO) will improve the quality of customer service provided to students.

2. Outcome (s)

The majority of students who visit the SOFO office will report high levels of satisfaction with SOFO staff: 1) Knowledge; 2) Actively listening to; 3) Responsiveness; and 4) Ability to effectively resolve problems.

3. Evaluation Strategy

In collaboration with the Director of Research and Assessment for Student Affairs, the Director of HR and Finance will develop a survey instrument to be administered via hard copy to the SOFO office and electronically sent via email to students who have had contact with the SOFO office.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with the Vice President for Student Affairs, SOFO staff, Presidents and Treasurers of student organizations and other SOFO stakeholders. Results will be included in the Director of HR and Finance's End of Year Report.

5. Summary of Results

86% of student survey respondents perceived that SOFO staff as knowledgeable; All (100%) of student survey respondents perceived the SOFO staff as having listened carefully to their concern and that staff was responsive. 86% of student survey respondents perceived the SOFO staff as effectively able to answer questions and resolve problems.

6. What did you learn?

We learned that the vast majority of students who completed the SOFO survey perceive the staff as 1) Knowledgeable; 2) Active listeners; 3) Responsiveness; and 4) Having the ability to effectively answer questions and resolve problems.

7. Actions Taken

SOFO will continue to provide high levels of support, service and satisfaction to students.

Goal 2: Reduce the time it takes to assist a student

1. Operational/Learning Goal

The Student Organization Finance Office (SOFO) will reduce the time it takes to assist a student/student organization with an inquiry and /or request.

2. Outcome (s)

The vast majority (75%) of students who submit a financial expenditure to SOFO, and complete the SOFO customer service survey, will report that it took SOFO staff 24 hours or less to assist them with their inquiry and/or request.

3. Evaluation Strategy

A survey developed during the 2014-2015 assessment cycle will be re-administered via hard copy in the SOFO office and electronically sent via email to students who have had contact with the SOFO office.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with the Vice President for Student Affairs, SOFO staff, Presidents and Treasurers of student organizations and other SOFO stakeholders. Results will be included in the Director of HR and Finance's End of Year Report.

5. Summary of Results

86% of student survey respondents reported that it took SOFO staff 24 hours or less to assist them with their inquiry and/or request.

6. What did you learn?

Students are satisfied with the time it takes SOFO staff to assist them with their inquiry and/or request.

7. Actions Taken

SOFO will continue to take 24 hours or less to students with their inquiry and/or request.

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: Upper class students will increase their learning

1. Operational/Learning Goal

By utilizing the knowledge gained from AFA/EBI Fraternity/Sorority Assessment data collected in 2014 and 2012, upper-class students will increase their learning and be able to identify skills necessary for interpersonal relationships (meeting new people, living cooperatively, and effective social skills) and intrapersonal competence (think critically, define/solve problems, managing conflict, motivation, trust, empathy and networking).

2. Outcome (s)

The Office of Greek Affairs will implement programs and services to engage and enhance the experience of upper class students with specific focus on the development of interpersonal relationships and intrapersonal competence.

3. Evaluation Strategy

The Office of Greek Affairs will create a survey with open-ended questions to assess learning after a program or service is implemented.

4. Method for Disseminating and Using Information for Improvement

The information gathered will be utilized by the Office of Greek Affairs Staff to improve the experiences of upper class students. The feedback will be shared with the Dean of Students and Student Affairs.

The findings of the report will also 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.

5. Summary of Results

Rather than a survey, a focus group and individual student meetings were held to gather feedback regarding upper-class student program needs. The following themes emerged:

- Desire for increased networking with fraternity/sorority alumni
- Larger Student Alumni Association events (events filled quickly and were unavailable)
- Educational programming did not exist for members past their second year
- Desire for programming around career development, life after GT, and life skills

6. What did you learn?

From the EBI data, a focus group, and individual student meetings, the staff learned that upper-class student involved in fraternity and sorority life at Georgia Tech can benefit from programming geared toward their personal development. Greek Affairs staff learned that such programming could cater to these needs of upper-class Greek members by implementing events throughout the year to celebrate achievements and to have programs regarding future planning.

7. Actions Taken

Over the course of the 2014—2015 academic year, the staff began to engage Order of Omega more intentionally with the planning and implementation of the Greek Leadership Breakfast, a program sponsored with the Greek Alumni Council and the GT Alumni Association. Student leaders of the Order of Omega brainstormed themes for these events, potential alumni panelists and speakers, and were present to facilitate the event itself. In addition, the staff worked closely with the Order of Omega to re- envision its purpose to meet these needs. The student leaders also planned a seminar on utilizing the social media platform, LinkedIn, to assist upper-class students to enhance their professional online presence.

Moving forward the Order of Omega members will serve as the primary student leader opportunity for Greek students to receive programs and services that benefit the needs of third, fourth, and fifth year members. Ideas for such programs include: alumni networking, career planning and development, “life after college” classes (e.g. cooking, budgeting, etc.), nights at the Woodruff Arts Center, and mentoring programs. These types of programs directly address the concerns raised through the AFA/EBI Fraternity/Sorority Assessment data gathered in 2012 and 2014.

Goal 2: Council Leaders

1. Operational/Learning Goal

As a result of serving as a council leader, students will be able to illustrate increased learning along the Office of the Dean of Students student leader competencies specifically related to communication skills and interpersonal relationships with council leaders.

2. Outcome (s)

In order to enhance the experience of council officers, the Office of Greek Affairs will implement programs and services to increase student learning. These programs and efforts will focus on building communication skills and increasing the interactions between councils.

3. Evaluation Strategy

The 2014 outgoing council officers and 2015 incoming council officers will complete the same survey distributed during the 2013–2014 academic year for benchmarking purposes.

4. Method for Disseminating and Using Information for Improvement

The findings gathered will be utilized by the Office of Greek Affairs Staff to improve the experience of governing council officers in order to increase and enhance student learning. This information may be used in the future to improve the recruitment of potential student leaders in the community.

5. Summary of Results

The outgoing survey was administered to Council Officers (COs) at the conclusion of their term in December, 2014. A mirrored survey, for incoming leaders, was given to COs at the start of their term in January, 2015. Results from the 2013 outgoing COs and the 2014 incoming COs were compared with the current year's responses. COs rated the extent to which they agreed with various statements on a Likert scale of 1-4 (with four representing the highest rating).

	Question	2013 Out	2014 In	2014 Out	2015 In
1.	Giving feedback.	3.67	3.6	3.78	3.63
2.	Receiving feedback.	3.27	3.45	3.67	3.36
3.	Effective verbal communication skills.	3.6	3.25	3.72	3.36

4.	Clear written communication skills.	3.33	3.45	3.61	3.36
5.	Useful and effective working relationships with peers from other chapters.	3.67	3.3	3.78	3.36
6.	Working with people of diverse backgrounds different from my own.	3.2	3.3	3.22	3.36
7.	Experience has increased my understanding of diversity.	2.93	3.4	3.06	3.09
8.	The following constituents influenced my decisions:				
	a)Georgia Tech Staff,	2.93	2.95	3.12	2.45
	b)Other executive board members on my council,	3.47	3.55	3.78	2.9
	c)Executive board members on other councils,	2.33	2.75	2.39	2.27
	d)Chapter delegates and Presidents,	3.47	3.4	3.39	3.27
	e) General fraternity and sorority members in the community.	3	3.15	3	3.27
9.	Experience requires me to set a positive example of behavior for others.	3.73	3.7	3.61	4.0
10.	Identified my personal values.	3.2	3.7	3.28	3.54
11.	Understand the role and value of the officers serving on my council's executive board.	3.37	3.7	3.11	3.54

12.	Personal values align with the values and mission of my council.	3.33	3.6	3.5	3.45
13.	Think about how decisions impact the larger fraternity/sorority community.	3.87	3.6	3.72	3.63
14.	Think about how decisions impact the larger Georgia Tech community.	3.47	3.3	3.67	3.45
15.	Effective skills in the following areas:				
	a)Time management,	3.4	3.4	3.44	3.27
	b)Taking initiative,	3.53	3.3	3.61	3.36
	c)Professionalism,	3.2	3.5	3.72	3.45
	d)Goal setting,	3.47	3.25	3.44	3.36
	e)Decision making,	3.47	3.3	3.72	3.36
	f)Networking,	3.33	2.8	3.5	3.18
	g)Building partnerships,	3.27	2.9	3.56	3.27
	h)Written communication,	2.93	3.3	3.5	3.45
	i) Verbal communication.	3.47	3.2	3.56	3.18
16.	Interactions with Greek Affairs office staff positively impacted experience	3.67	3.5	3.78	3.18

In addition, a series of qualitative questions were asked based on the ODOS Student Leader Competencies (SLCs). The most frequent responses that appeared in both outgoing and incoming CO responses across all four surveys included:

Question	Most Frequent Responses
Most important contribution of council for its members?	To build unity, to unite organizations in the council
Most important contribution of council for campus community?	To represent a diverse/specific population of students; To set a positive example
What transferrable skills have you/will you learn that you can apply to a professional career?	Communication skills; Working on a team with others
What have you/will you accomplish as a CO?	Increase presence in community; Programming

6. What did you learn?

From the data collected this year, and added to the data collected in 2013—2014, the Greek Affairs staff is confident that serving as a CO provides tangible learning that aligns with the ODOS SLCs.

- In every leadership skill in the quantitative section of the survey (Question 15), there were higher levels of agreement with the phrases as outgoing COs than incoming COs, especially in the areas of decision making, networking, and building partnerships.
- As a trend in the qualitative section, incoming COs want to develop communication skills. Evidenced through the quantitative section (Questions 3, 4, 15h, and 15i), significant learning because of their CO role was realized along these dimensions.
- All COs surveyed mentioned, building better relationships between chapters and working more as a larger Greek community as a goal during their terms. Another trend emerged with the outgoing COs, who mentioned that their role was also about increasing regulation and accountability. This aligned with the quantitative section, when COs indicated an increase in agreement that decisions they made influence the fraternity/sorority, and Tech community.

7. Actions Taken

The trends from these findings will be used in the advising of COs for the remainder of 2015, and the COs who are elected in subsequent years. The information will be used to enhance the CO experience and ensure students are meeting necessary learning outcomes.

- **Values and Diversity:** Although outgoing COs worked with students from other councils more in 2014—2015, the Greek Affairs staff will invest resources into providing experiences about diversity, understanding other's roles and values, and articulating one's own values.
- **Communication:** Greek Affairs staff will invest resources into helping COs develop stronger communication skills. Although the survey showed significant learning in this area already, a more conscious effort to help students build these skills is necessary.
- **Definition of Success:** In incoming and outgoing qualitative responses COs indicated success in their role related to very tangible matters including programming and recruitment initiatives. The staff will help shift students' thinking to be about intangible, or non-quantifiable ideas of success.

Goal 3: Continued maintenance of fraternity/sorority facilities.

1. Operational/Learning Goal

House corporation board volunteers, fraternity/sorority stakeholders, and student house managers will view the Office of Greek Affairs as a resource in the management and continued maintenance of fraternity/sorority facilities.

2. Outcome (s)

As a result of collecting this information, the Office of Greek Affairs will be better able to support and partner with fraternity/sorority house corporation board volunteers and student leaders.

3. Evaluation Strategy

The Office of Greek Affairs will conduct a web-based survey with student house managers, house corporation volunteers, and other stakeholders to understand their engagement with, and learning from Office of Greek Affairs Staff.

4. Method for Disseminating and Using Information for Improvement

A report will be published and disseminated to all Office of Greek Affairs constituents and will assist in demonstrating improvement and new opportunities. The findings of

the information gathered will be utilized by the Office of Greek Affairs Staff to improve their efforts in working with Greek facilities.

5. Summary of Results

Using the data collected through one survey sent to House Managers (HM) and one survey sent to House Corporation volunteers (HC), responses of both groups were reviewed. The most common responses are included below.

Question	HM Responses	HC Responses
Tasks/ Responsibilities of Position	Responding and working on assigned tasks Serving as a liaison to HC Assigning chores/holding members accountable	Advising HM Supervising large scale projects at facility Serving as the landlord
High Interest Level in Specific Topics	Information on safety and security Shared database of contacts and boarders Recycling efforts and initiatives	Shared database of external contacts Information on safety and security More communication with other HC
Used Resources and Contacts	Chapter's HC, advisors, or alumni Other leaders in the chapter	Chapter's HC, advisors, or alumni Other undergraduate leaders in the chapter National headquarters contacts
Most Challenging Part of Position	Mandating chores and enforcing the rules Having the time and knowledge to deal with emergencies	Disrespect for facility and cleanliness Getting undergraduates to follow rules and policies Turnover in undergraduate leadership

Level of Support	Chapter's HC	Headquarters
	The Office of Greek Affairs	The Office of Greek Affairs
How can GNA better assist	Give more contact information	More communication between HC
	Provide more education and information	Help with contractors
		Improve general cleanliness

6. What did you learn?

The data showed that some existing programs were working and others could be improved. The staff also learned that some new initiatives need to be created in order to build better relations with HCs and HMs.

- **Perception is Reality:** Both groups suggested improving the general cleanliness of the Greek Sector and making the GNA Policy stricter with regard to cleanliness. This information was helpful to know that both groups support efforts to maintain a clean Greek Sector.
- **Need for Communication and Information:** HMs and HCs from the same chapter communicated frequently with each other, but data showed HMs wanted to speak to other HMs, and HCs want to speak to other HCs. Instead of giving data about GNA policy, HMs and HCs wanted to know about external contractors, accountability of members, and risk management procedures.
- **Support and Resource:** A total of 22% of HMs and 50% of HCs reported utilizing the Office of Greek Affairs as a resource at some point over the past year. Of these HMs and HCs reporting, a high level of support was felt from the Office of Greek Affairs. However, there was a low level of support felt from the Institute.

7. Actions Taken

The findings of these two surveys will be used for programming and relationship building.

- **Introduce findings to constituents:** Most of the data and findings were shared during the January, 2015 House Managers training, as well as the Spring, 2015 GNA Meetings. Many changes in curriculum were influenced by the data.
- **Start a GNA Newsletter:** On a monthly basis, a Greek Sector newsletter will be released to HMs and HCs to increase communication, and provide information

regarding topics of interest, including boarders, a shared database of contacts, recycling information, and fire safety resources.

- Resource and Support: In order for HCs and HMs to utilize the Office of Greek Affairs as a resource and support system, HCs will continue being invited to GNA meetings and HMs should continue to schedule one on one meetings each semester with the Coordinator.
- Increase GNA fines: The GNA will explore the possibility of increasing the fines and sanctions around GNA policy due to the number of constituents asking for increased cleanliness and general house/property upkeep in the Greek Sector.

Information Technology

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.

1: Server & Web Site Security

1. Operational/Learning Goal

Student Affairs IT will improve server and web site security.

2. Outcome (s)

An observable decrease in occur in the number and frequency of logged probes and attacks.

3. Evaluation Strategy

Data from event logs will be entered daily into a spreadsheet and the number of attacks analyzed on a daily/weekly basis.

4. Method for 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.

5. Summary of Results

Incomplete goal

6. What did you learn?

This incomplete goal yielded no learning outcomes.

7. Actions Taken

No actions taken

2: Desktop Security

1. Operational/Learning Goal

Student Affairs IT will improve desktop security. Microsoft Software Center End Point security will be used for a centrally managed anti-virus anti-malware solution.

2. Outcome (s)

1. Consistency in the product versions currently installed;
2. Access to a comprehensive set of reporting and statistical tools.

3. Evaluation Strategy

Conduct random checks of the anti-virus monitoring software at the console and creation of e-mail notification for potential problems. Review built-in reports.

4. Method for 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.

5. Summary of Results

From what little data I could access, the Division seemed to fair pretty well with respect to attacks from malware, viruses, Trojans and other pieces of malicious software. In the last year, 16 PCs were exposed to 26 different infections, with a total number of 47 infections from several PCs being infected more than once.

6. What did you learn?

User education in the possible threats posed to them, and the Institute and the data to which they have access has prompted more questions about potential threats.

7. Actions Taken

Information sessions presented by Information Security are offered to all full-time staff members on an annual basis to educate users on best practices for surfacing the web, for answering emails, and for protecting data both at work and at home. The IT staff will continue to address infections with users as they arise and will continue to work with Information Security to maintain end-user education with respect to computer security concerns.

3: User Education

1. Operational/Learning Goal

Student Affairs IT 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.

2. Outcome (s)

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.

3. Evaluation Strategy

The Office of Research and Assessment will administer an electronic pre- and post-data security workshop survey.

4. Method for Disseminating and Using Information for Improvement

Information will be shared with IT staff and other stakeholders with an Institute investment in data security.

5. Summary of Results

The acquisition of IT-related knowledge as a result of the training was unable to be measured since the Post Test was not administered.

6. What did you learn?

The acquisition of IT-related knowledge as a result of the training was unable to be measured since the Post Test was not administered.

7. Actions Taken

Since the departure of The IT Supervisor, a search was conducted and a new IT Supervisor was hired. An instrument has been developed and will be launched to all staff in the Division of Student Life the first week in September 2015. The purpose of the survey is to measure IT capacity among Division staff. Results will be used to inform and develop the training curriculum.

4: MCC Certification Tracking

1. Operational/Learning Goal

SAIT will create a system to allow staff to track progress towards MCC certificate.

2. Outcome (s)

1. Student Affairs will have an inventory of the multicultural events that staff have participate in or attended.
2. Student Affairs staff will have a MCC transcript.
3. Increase SAIT staff MCC knowledge

3. Evaluation Strategy

We will use the web server logs to track access, and will monitor the database to track usage. In addition, we will survey users of the system directly either through web based surveys or in person.

4. Method for Disseminating and Using Information for Improvement

We will share the information with the MCC committee so that can potentially suggest or modify programming to increase participation amongst the Division's staff.

5. Summary of Results

With the hope of expanding the MCC portal and encouraging interest among the division staff, on top of building an event-tracking and transcript-building system, the IT team applied some concepts of gamification to the system, including login and attendance points, virtual badges and trophies, and scripts that would calculate levels achieved by system users and that would present events needed to achieve the next level.

Currently, approximately 77% of users in the division have authenticated to the system and created an account. Total number of individual attendances is 476, with 329 completed reflections. The areas with the most events attended are the Counseling Center (91), the CRC (87), and the Dean of Students (61). The highest scores anonymously recorded for all users are: 3320, 3319 and 1400.

Currently, at least 14 individuals have achieved Level 1 of the MCC.

As of the writing of this report, no survey concerning the MMC has been sent to any of the users.

6. What did you learn?

The numbers generated in the MCC dashboard should show that users have adopted the system to track progress on their MCC Certificate. Inquiries have been made to continue development of the site by finishing the scripts that automatically reward user who have achieved Level 2 or Level 3. There is currently no clear evidence that the presence of points, badge, trophies, leaderboards, etc. stimulates active engagement by the end users with the website.

7. Actions Taken

With the departure of two team members from the IT staff, work on the MCC / Professional Development web site has halted. Next steps should include finishing the scripts that award Levels 2 and 3, building a potential admin site to grant non-IT staff the ability to add new events or modify user transcripts, surveying the end users to discern how the site could be improved to best serve them and their MCC goals. These "next steps" should be tempered by the idea that two-thirds of the original team are no longer with the division, and that the new staff should seriously consider if they have the time, resources and even the desire to continue with such a massive project. In its current iteration, the MCC /Professional Development web site has met all the criteria initially requested for MCC certificate tracking.

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.

Goal 1: Supervision, Strengths trainings, and evaluations

1. Operational/Learning Goal

As a result on-going supervision, Strengths trainings, and evaluations, student assistants will be able to articulate understanding of their personal Strengths as it relates to their work and ability to use strengths language when discussing team dynamics.

2. Outcome (s)

With an increased knowledge of Strengths Based Leadership, student assistants will be better prepared for their role in a professional office environment. Students will gain greater self-awareness of their personal strengths and an increased understanding of team dynamics.

3. Evaluation Strategy

Mid- and end-of-year evaluations will be conducted with each student assistant and will be guided by the Georgia Tech OHR Performance Appraisal process which allows for written reflection on performance by the student assistant and the supervising Staff. Students will reflect on their performance as it relates to their personal Strengths development and understanding of team development.

4. Method for Disseminating and Using Information for Improvement

Results will be used to inform the development of student assistant training and will be shared with key individuals at Georgia Tech.

5. Summary of Results

In September, 2014, the Office of Leadership & Civic Engagement conducted StrengthsQuest trainings with eight student assistants. In these trainings, student assistants learned about their Strengths and the Strengths of their co-workers.

In addition to the Strengths training, a modified version of the Georgia Tech OHR Performance Appraisal form and Office of the Dean of Students 1-3-5 competencies were reviewed in detail and, as a team, staff and students discussed each competency and how it manifested in the student assistant role.

Rather than conduct mid- and end-of-year evaluations, staff conducted an evaluation with student assistants in March to evaluate performance. In June an email was sent to gather information regarding student assistant perceptions of how their Strengths related to their job and their interactions with other team members.

Of eight students surveyed, six responded. All respondents were able to identify their five Strengths in order. All respondents were able to state how their Strengths helped them with specific tasks which included filing, connecting with office guests, and managing specific projects. Additionally, several students were able to identify which Strengths they leveraged to stay motivated with tasks they did not enjoy, or found more challenging. Examples of these statements include:

- For tasks I did not always enjoy, my Restorative Strength was most helpful in helping me keep in mind what was best for the office.
- I loved the student organization file review from last fall because it played on my Discipline, Harmony, and Achiever Strengths. I got to focus and I got so much done!
- My Individualization Strength helped me to observe and recognize what we each do best. In working on projects, I can identify when and how I can help someone and when they are able to do it better themselves. My Developer Strength helped me in training our new hire because part of that Strength is that in interacting with others I want them to experience success. I enjoyed seeing her grow as a student assistant.
- All of respondents were able to articulate how Strengths impacted their work with the larger student assistant team. Students reflected on how their Strengths helped their co-workers and kept the office run efficiently. Examples of these statements include:
 - I felt like I was a positive impact on the office environment, I often used my Harmony Strength to help keep us together. I also think we all worked together well because a lot of us have a Strengths like Achiever or Responsibility, so we all liked to be assigned tasks and complete them efficiently.
 - My Relator Strength helped me work with the larger student assistant team quite a bit. A part of the Relator Strength is being able to connect with others and understand their goals and feelings. I identified this the most when training the new student assistants. It helped us in getting to know one another and figure out how we could best work together.

- Adaptability shows a lot in my ability to pick up tasks from previous shifts and hopefully finish during my own shift. I also believe I am able to use Consistency in the way I leave notes and do everyday student assistant tasks. This helps keep all students assistants on the same path, which helps the office work smoothly. Students indicated a desire to continue to utilize Strengths in the office and to place an emphasis on learning the Strengths of the team in addition to finding ways to utilize Strengths to improve and grow in areas of weakness.

6. What did you learn?

Continuing the formal evaluation review process and introducing the 1-3-5 competencies in conjunction with Strengths helped to create a common terminology for professional and student staff to utilize in conversations throughout the year. This language and training helped foster a culture of open communication whereby students and staff could more easily articulate their experiences and discuss how they could partner with each other to more effectively complete tasks.

7. Actions Taken

Professional staff members and student assistants are committed to continuing to foster a Strengths based working environment. A student assistant training manual has been developed for implementation in 2015 in order to alleviate training time spent on reviewing common office processes and increase available time for Strengths training, problem solving, and intentional Strengths based task delegation. Office trainings will focus more on learning about the Strengths of the whole team to help identify how the office can leverage talent.

In addition to actions regarding training, training dates will be set prior to the start of the Fall, 2015 semester. This will allow student assistants to plan appropriately to be in attendance. Office staff will also shift evaluations to take place during low-stress points of the academic semester so that students can more fully engage in the evaluation process.

Goal 2: One-day service events

1. Operational/Learning Goal

As a result of participating in one-day service events (e.g. Into the Streets, Team Buzz, MLK Day of Service, Women's Day of Service, and Tech Beautification Day), students will be able to describe the impact of their work on the community and cite needs of affiliated community partner(s).

2. Outcome (s)

Student volunteers will have an understanding of the impact of their one-time service experiences while recognizing the importance of addressing needs as defined by the community. Staff will gain a heightened awareness of student learning as result of their one-time day of service participation.

3. Evaluation Strategy

Electronic surveys will be distributed to one-day service volunteers and focus groups will be conducted with student volunteers.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with organizations and student leaders that implement one-day service events. The information will also be used to inform the development of student leader trainings that support best practices for service event planning.

5. Summary of Results

In collaboration with the student organizations hosting each event, post-event electronic surveys were sent to participants of the following one-day service events: Into the Streets, TEAM Buzz, MLK Day of Service, and Women’s Day of Service. Focus groups to gather additional feedback were not held.

The following represents the percentages of respondents who participated in the post-event survey.

Program	I can describe specific needs of the agency where I served.	I can articulate how effective our project was for the agency.	I can identify challenges facing one-time service opportunities.
Into the Streets	69%	65%	78%
TEAM Buzz	79%	82%	74%
MLK Day of Service	88%	83%	72%
Women’s Day of Service	75%	75%	50%

Respondents identified several components of the event as influencing their learning, including speakers, orientation/meeting with agency representatives, reflection activities, and discussion with student leaders. Participants also expressed learning about the need for volunteers by a specific agency, the opportunities to serve, and how

specific agencies have influence and take action in the community. Participants also learned how to perform specific skills like weeding or painting. Finally, participants learned about areas of Atlanta they had not previously experienced.

The following quotes were taken from the survey responses:

- Learned about the Westside Atlanta Watershed Alliance and the work it does and how that impacts its surrounding community
- I was exposed to a part of Atlanta that I had not spent time in before, the BLUFF
- How to pull weeds, that parks need our help, not as much from the government than I thought
- I learned how easy it is to serve at GT, and how important service is to the school
- The introduction and closing part of the service day. The introduction was about where these tools [at the Atlanta Community Tool Bank] are used, who uses them, etc. The closing was about why we need to help out and importance to serve our community.
- The part where the community partner described what they do and how we are making an impact
- I learned a great deal about Wellspring Living and their efforts to address the widespread sex trafficking problem that is so sensitive to discuss but running rampant through our community)

6. What did you learn?

Survey results reinforced the importance of best practices such as service orientations, opening and closing sessions that addressed the purpose behind the event and described the collective impact, critical reflection, role of student leaders and community members, and the importance of the community voice in the service project. Each of these best practices supported student learning and helped students achieve a deeper understanding of the service issue, service need, and the impact of their service.

7. Actions Taken

These surveys helped demonstrate the importance of key program elements to support learning and enhance one-time service projects. By sharing these results with the student leaders, Leadership & Civic Engagement has helped each group identify areas where their project can improve, encouraged information sharing regarding best practices, and supported the goal of enhanced collaboration for one-time service

project planning throughout the 2015—2016 academic year. Throughout the Spring semester, the Director of Leadership & Civic Engagement and the Civic Engagement Coordinator were engaged in on-going conversations with the student leadership of MOVE, the Community Service Council, and TEAM Buzz on how to more strategically support the culture of service at Tech. One area of discussion was stronger unity and collaboration between the many one-time service projects. This data will be referenced in future consultations and workshops addressing one-time service projects.

Goal 3: Trainings and consultations

1. Operational/Learning Goal

As a result of trainings and consultations with Office of Leadership & Civic Engagement Staff, student organization leaders will be able to identify areas of risk and articulate strategies for mitigating risks related to organization activities.

2. Outcome (s)

Student organization leaders will gain awareness of risk identification and mitigation models and how these models can support the planning and implementation of activities.

3. Evaluation Strategy

Focus groups will be conducted with student organization leaders who participate in risk management trainings.

4. Method for Disseminating and Using Information for Improvement

Results will be used to inform the development of risk management training for student organizations.

5. Summary of Results

In August, 2014, the Student Organizations & Leadership Coordinator facilitated a one-hour training in the PREFF (Physical, Reputational, Emotional, Facilities, and Financial) model of risk management identification and mitigation at the MOVE officer retreat. Assessment information was collected through one-on-one interviews with three student leaders from MOVE at the end of the Spring, 2015 semester.

Through the interviews the Student Organizations & Leadership Coordinator learned that MOVE had been actively pursuing a risk management process for approximately two years. When planning events, MOVE committees were required to submit a pre-

event planning form elaborating on event logistics, and state possible physical, reputational, emotional, facilities, and financial risks.

Students interviewed defined risk management as a way of planning and ensuring the successful implementation of events through the identification of “things that can go wrong across different domains and determine the best ways to keep them from happening.” All of the students interviewed were able to identify the five areas of risk in the PREFF model.

When asked to identify how they utilized the PREFF model in their respective roles, all three leaders stated they used the model for educational purposes through training and reflection. The leaders cited the model provided guidance to ensure the organization was planning events well and in a timely fashion, and how to train committee members on successful event planning. In addition to training, all indicated they viewed the MOVE pre-event planning model as a way to keep accurate records for the organization.

6. What did you learn?

Students identified the PREFF risk management process as a framework that was easy to understand and apply to a diverse range of student organizations. They also stated they wanted to continue risk management trainings in future MOVE retreats. While students were able to readily articulate the five areas of risks in the PREFF model, they were less able to articulate how to effectively mitigate risks for their organization, and how to use risk mitigation as a development tool.

7. Actions Taken

The Student Organizations & Leadership Coordinator will partner strategically with the Presidents’ Council Governing Board and the SGA Vice President for Campus Organizations to offer risk management resources for organization leaders. A risk management handout will be included in the Student Organization Resource Guide which is made available to all Presidents and Advisors through the Office of Leadership & Civic Engagement website. Resources will contain additional emphasis on the importance of risk mitigation in addition to risk identification. The Student Organization & Leadership Coordinator will also develop one topic based resource video in the Fall semester to determine the viability of that resource.

Leadership, Education and Development

Leadership takes place at all levels on the Georgia Tech campus — it's not just for those in formal leadership positions. The Student Affairs' Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills that can be applied to all areas of their personal and professional lives, now and in the future. The LEAD Office offers a thoughtful and intentional series of academic, experiential, and co-curricular activities to help students prepare for leadership in a rapidly evolving global society.

LEAD programs, which include everything from one-on-one leadership coaching to living-learning communities, are designed to help students:

- Gain valuable insights into your leadership potential
- Improve communication skills
- Learn how to get projects done in teams
- Understand what it takes to create change and inspire others
- Chart a leadership development pathway to real results within Georgia Tech and beyond

1: Differences Among GCLLC Students cf. Non-GCLLC Peers Relative to Their First Year Expectations

1. Operational/Learning Goal

Identify what differences, if any, exist among GCLLC students relative to their expectations for participating in educationally purposeful activities during their freshman year.

2. Outcome (s)

GCLLC students will report an average of 10 percentage points higher on questions corresponding to college expectations when compared to their non-GCLLC peers.

3. Evaluation Strategy

Beginning College Survey of Student Engagement instrument administered to all in-coming freshmen at Summer FASET (New Student Orientation) 2014.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges-related institute and division reports.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

2: Change Among GCLLC Students Prior to and After First Semester

1. Operational/Learning Goal

Measure change, if any, among students prior to and after the first semester of the GCLLC program with respect to: a) Student-Student Collaboration, b) Faculty-Student Collaboration, c) Academic Involvement, d) Perspectivism, e) Cooperative Learning, f) Linking Academic and Life Experiences, g) Interdisciplinary Learning, and h) Knowledge Constructivism.

2. Outcome (s)

GCLLC student responses to the Learning Community Experiences Questionnaire (LCEQ) Pre and Post Survey data of GC LLC will reveal an enhanced perception of the value of their education, an increased knowledge of the various skills needed to achieve college success, and a positive shift in their feelings about the college experience in general. Additionally, measures pertaining to behavioral, cognitive and motivational will reflect advancement when compared to their non-GCLLC peers.

3. Evaluation Strategy

1. Learning Communities Experiences Questionnaire (LCEQ) Pre-Survey administered to GCLLC students early fall 2014.
2. Learning Communities Experiences Questionnaire (LCEQ) Post-Survey administered to GC LLC students toward end of Spring 2013 semester.

3. Focus Groups will be conducted the week of February 18 for both the GCLLC and comparable peer group

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

3: Academic and Social Integration of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal

Learn if GCLLC students achieve better academic and social integration into GT when compared to their non-GCLLC peers.

2. Outcome (s)

GCLLC will report higher levels of ease and satisfaction with respect to academic and social integration when compared to their non-GCLLC peers.

3. Evaluation Strategy

Focus Groups will be conducted the week of February 18 for both the GCLLC and comparable peer groups.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

4: Re-enrollment of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal

Determine the rate at which GCLLC students have persisted and re-enrolled the following year when compared to their non-GCLLC peers.

2. Outcome (s)

GCLLC students will have a higher retention rate when compared to the non-GCLLC peers.

3. Evaluation Strategy

At the beginning of Fall 2015, the retention rate of GCLLC students will be compared to the retention rate of their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

Grand Challenges

Cohort	Residency	N	2013 N	2013 %	2014 N	2014 %
2012	N	55	55	100%	55	100%
	R	51	50	98%	51	100%
	Total	106	105	99%	106	100%
2013	N	58			58	100%
	R	50			50	100%
	Total	108			108	100%

Retention rates for both Grand Challenges students, 2014 cohort, and their non-Grand Challenges peers, 2014 cohort, will not be available until October 7, 2015.

6. What did you learn?

Students participating in the Grand Challenges program had a nearly 100% retention rate.

7. Actions Taken

N/A

5: GPA of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal

Learn of any differences among GCLLC GPA's compared to their non-GCLLC peers.

2. Outcome (s)

GCLLC students will have a higher GPA when compared to their non-GCLLC peers.

3. Evaluation Strategy

At the end of Spring 2015, the average GPA of the GCLLC students will be calculated and compared to the average GPA of their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

Spring 2015 Cumulative GPA – Grand Challenges – 3.53
Spring 2015 Cumulative GPA – Non-Grand Challenges – 3.30
Spring 2015 Cumulative GPA Overall – 3.31.

6. What did you learn?

Average GPA of Grand Challenges Students was well above the average GPA of Georgia Tech students.

7. Actions Taken

N/A

6: Graduation Rates of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal

Compare graduation rates among the 2014 GCLLC cohort in relation to other students.

2. Outcome (s)

GCLLC students (Cohort 2012) will have a higher graduation rate when compared to their non- GCLLC peers.

3. Evaluation Strategy

At the end of the academic year 2018-2019, the graduation rate of GCLLC students (Cohort 2014) will be analyzed and compared to their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

7: 2014 cf. 2015 GCLLC Recruiting and Admission Procedures

1. Operational/Learning Goal

Compare 2014 and 2015 GCLLC recruiting and admission procedures.

2. Outcome (s)

Applications to Grand Challenges Living Learning Community will increase in quantity and quality.

3. Evaluation Strategy

Application process will be recorded and student applicants will be tracked for quantity and quality.

4. Method for Disseminating and Using Information for Improvement

Information will be distributed to the Vice President for Student Life, grand challenges staff and stakeholders, as well as grand challenges- related institute and division reports.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

8: Report Assessment Results to GCLLC Stakeholders

1. Operational/Learning Goal

Report assessment results to GCLLC stakeholders.

2. Outcome (s)

At the end of Spring 2015, the results of Data Sources 1-6 (see above) will be analyzed and formatted into an annual assessment report. Recommendations for future programming and initiatives, based on the assessment results, will be included in the report.

3. Evaluation Strategy

Assessment data will be tracked and recorded.

4. Method for Disseminating and Using Information for Improvement

The GCLLC annual assessment report will be provided to identified stakeholders including, but not limited to: GCLLC Faculty and Staff, Vice President of Student Affairs, Provost, Department of Housing, and other entities, as determined throughout the academic year. The assessment results will be presented to stakeholders/associated groups, as requested and/or determined by the GCLLC staff and the Vice President of Student Affairs.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

9: Summarize Findings for Program Improvements

1. Operational/Learning Goal

Summarize findings for the replication and/or improvement of future Living Learning Communities (e.g. what do students need?) at the Georgia Institute of Technology.

2. Outcome (s)

The GCLLC Faculty and Staff will be able to use the annual assessment report for the purpose of program improvement. In addition, the report may be used to investigate further collaborations or support necessary for the sustainability and/or enhancement of the GCLLC. The report may also be used as a guide for initiating additional Living Learning Communities at the Georgia Institute of Technology.

3. Evaluation Strategy

A final assessment report of the 2014-2015 inaugural Grand Challenges Living Learning Community will be written and findings will be presented to stakeholders.

4. Method for Disseminating and Using Information for Improvement

Report will be disseminated at the discretion and direction of GT administrative leadership.

5. Summary of Results

BSSE was not administered in 2014.

6. What did you learn?

N/A

7. Actions Taken

N/A

Leading Edge

1: Increase the Number of Students Participating in Individual and Team Leadership Development Opportunities

1. Operational/Learning Goal

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

2. Outcome (s)

A minimum of five hundred Georgia Tech students will participate in a leadership development opportunity.

3. Evaluation Strategy

Number of participants will be tracked.

4. Method for Disseminating and Using Information for Improvement

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

5. Summary of Results

With the launch of the Leading Edge Team Coaching (Student Organizations / VIP Teams), continued growth of Leading Edge (One-on-One Coaching), additional team-based classes participating in the Team Assessments, in-class 360 Assessments, and leadership development workshop participation we impacted over 1,150 undergraduate and graduate students in AY15-16.

6. What did you learn?

Student impact has dramatically increased over the past year due to the implementation of new components of existing programs (team coaching and in-class coaching/360 assessments) and one-on-one coaching program success. Students are beginning to develop the "leadership language" that demonstrates their understanding of what leadership is at GT and a handful of students have expressed a strong desire to stay involved with the program - a testimony to their leadership development experience.

7. Actions Taken

Rolled out team coaching in Student Organizations and Vertically Integrated Project Teams, completed semester and year-long Team Assessments in 21 Courses, 8 Student Organizations, 3 VIP Teams, conducted in-class 360 Assessments in 3 Foundations of Leadership Classes, and increased number of Leadership Fellows (Coaches) to 25 graduate students (20 news and 5 returning).

2: Degree to Which Participants in Leading Edge Report Changes in Leadership Self-Efficacy, Motivation to Leader and Leadership Skills

1. Operational/Learning Goal

LEAD will measure student's leadership development across self-identified leadership competencies and improvement in their ability for self-reflection, inter-personal

communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study.

2. Outcome (s)

Identify individual leadership strengths and weaknesses across a common set of leadership competencies. Self and other-reported data of leadership development outcomes including ability for: self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study.

Explore the degree to which participants in our programs report changes in leadership self-efficacy, motivation to lead and leadership skills.

3. Evaluation Strategy

Coaching and leadership development will be evaluated using 360 degree behavioral feedback, pre-and-post-leadership efficacy survey, and focus group methods.

4. Method for Disseminating and Using Information for Improvement

Information will be disseminated among LEAD faculty, staff, and other LEAD stakeholders in an assessment report format outlining course / program improvements.

5. Summary of Results

- 360 degree behavioral assessment feedback (ongoing since Fall 2013)
- Pre-leadership efficacy survey initiated at the beginning of the Spring 2015 Semester
- Post-leadership efficacy survey initiated at the end of the Spring 2015 Semester

360 Assessment feedback data will be analyzed at the close of AY15-16 (Year 3). Student's Leadership Capacity Development will be analyzed at the end of AY16-17 (Year 3).

6. What did you learn?

At this point, we need to continue to track and follow-up with students in order to ensure both the pre-and-post surveys are completed.

7. Actions Taken

Continued to collect 360 Assessment Data for analysis at the close of AY15-16 (Year 3). Initiated pre-and-post surveys in Spring 2015 to measure the development of our student's leadership capacity within Leading Edge (coaches and coachees) and the Foundations of Leadership class. With the "Developmental Readiness for Leadership:

The Differential Effects of Leadership Courses on Creating, 'Ready, Willing and Able' Leaders" (Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois) we explore the degree to which participants in our programs report changes in leadership self-efficacy, motivation to lead and leadership skills. This analysis will be completed at the end of AY16-17.

Minor in Leadership Studies

1: Increase Total Student Enrollment in the Minor

1. Operational/Learning Goal

LEAD will increase total student enrollment in the Minor of Leadership Studies.

2. Outcome (s)

Increase student enrollment in the Minor of Leadership Studies by thirty-five percent.

3. Evaluation Strategy

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

4. Method for Disseminating and Using Information for Improvement

Web, Daily Digest, Alumni Magazine, Technique, Plasma Ads, Email Blasts, Other programs

5. Summary of Results

Total enrollment in the minor increased from 109 to 147 enrolled students. 24 students graduated with a Minor in Leadership Studies in Spring 2015 for a total of 61 students in total who completed the minor.

6. What did you learn?

Although goal was achieved, we learned that the majority of the students seek out the minor on their own (e.g. LEAD website or ask a faculty/staff member). Many students, faculty and staff are still unaware of the Minor in Leadership Studies.

7. Actions Taken

In addition to continuing current recruitment practices, we believe there are opportunities to increase program awareness among faculty, staff and students. The creation of a LEAD Student Recruitment Team and a more targeted college-specific marketing approach (e.g. connecting leadership to other development initiatives the student has or may participate in the future) in 2015-2016 will aid in meeting/exceeding awareness and enrollment goals moving forward.

 **2: Increase Number of Courses Offered in the Minor**

1. Operational/Learning Goal

LEAD will increase the number of courses offered in the Minor of Leadership Studies.

2. Outcome (s)

Increase number of courses offered in the Minor of Leadership Studies.

3. Evaluation Strategy

Number of courses offered in the Minor of Leadership Studies will be tracked.

4. Method for Disseminating and Using Information for Improvement

Web, Daily Digest, Alumni Magazine

5. Summary of Results

Added Global Engineering Track to the Minor; thus adding 9 courses and (1) international internship to the existing offering.

6. What did you learn?

The importance of patience, collaboration, and support for new initiatives. The importance of having faculty members be a part of SA - without me acting as translator and interpreter it might have been much more difficult. The need to have a clear vision, but be agile enough to act on immediate opportunities. The need for SA to establish relationships with Deans and Associate Deans.

7. Actions Taken

Course proposals, syllabi, and necessary documentation were developed for submission to IUCC and faculty senate. School of Civil and Environmental Engineering faculty were involved in the process and approved all courses.

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

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual/Ally Resource Center (LGBTQIARC) Provides programs and services to educate, support, and advocate for LGBTQIA students and allies. The Director of the LGBTQIARC serves as the primary liaison for internal and external stakeholders as it relates to LGBTQIA populations. Staff in the LGBTQIARC work to:

- * Evaluate and assess the campus climate and needs related to LGBTQIA populations
- * Identify and implement strategic programs and policies that support diversity and an LGBTQIA inclusive campus culture
- * Educate, provide workshops and programs related to LGBTQIA populations and initiatives
- * Coordinate marketing initiatives and oversee the creation of multimedia resources and information that foster LGBTQIA related education
- * Serve as liaisons in the coordination of services for internal career and professional development support for students, faculty and staff
- * Evaluate and refine programs and events that foster diversity and an LGBTQIA inclusive campus culture

Goal 1: Gain knowledge regarding the needs and concerns of students who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual

1. Operational/Learning Goal

LGBTQIA Resource Center staff and relevant stakeholders will gain knowledge regarding the needs and concerns of students who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQIA).

2. Outcome (s)

As a result of conducting focus groups with LGBTQIA students, LGBTQIA Resource Center staff and relevant stakeholders will be able to describe the needs and concerns of students who identify as LGBTQIA.

3. Evaluation Strategy

LGBTQIA Resource Center staff will conduct focus groups to gain information regarding the experience of LGBTQIA students at Georgia Tech.

4. Method for Disseminating and Using Information for Improvement

The Center will deliver a presentation on the findings to the campus community. The LGBTQIA Resource Center will use the data from these assessments to design and implement programs, services, and resources that address the needs and concerns of LGBTQIA students.

5. Summary of Results

The Center conducted seven focus groups: two with queer women, two with queer men, one with transgender students, one with LGBTQIA students of color, and one with LGBTQIA students of faith.

Students reported feeling generally safe at Georgia Tech and described an environment characterized by indifference to sexual and gender diversity. However, students also expressed that this indifference made it hard for them to feel visible and fully included in academic and social spaces across campus, and many reported feelings of isolation or loneliness stemming from a lack of community. Students identified three key areas on campus that they either felt were unsafe or that they perceived to be unwelcoming to LGBTQIA people. These areas were fraternities, athletic environments, and religious spaces.

In terms of programmatic and policy needs, the three main themes that connected all of the groups were a need for identity-specific spaces, greater outreach to incoming first-year students, and a programmatic focus on mental health.

Other key concerns included:

- More Safe Space or LGBTQIA 101 training for faculty
- Opportunities for cisgender students to learn more about transgender issues and inclusion
- Offering gender-inclusive housing for gender non-conforming students
- Offering a student health insurance policy that provides coverage for transition-related surgeries

6. What did you learn?

The Staff learned that isolation and a lack of community was a pressing issue for LGBTQIA students and the students expressed that they would like to see the Center create spaces and initiatives to bring similarly identified people together.

Issues affecting the wellbeing of trans students was also a priority, particularly with regards to housing, access to healthcare, data warehousing with a chosen name option, and education on trans issues for the wider campus community.

7. Actions Taken

As a result of the focus groups, the Center launched Q Chats, a bi-weekly student discussion group series. Three of these four groups were well-attended and well-received. Q Chats will continue to be offered in the coming academic year. The transgender group was not well-attended, despite trans students expressing a need for a supportive meeting space. The Center will therefore offer a one-time social/discussion space in the Fall semester for trans students and use that to determine whether more regular programming is needed.

The Center will use the focus group data for the following initiatives:

- Coordinating social/discussion spaces for asexual students in Fall, 2015
- Partnering with The Trevor Project to train key Georgia Tech staff in LGBTQIA-specific suicide prevention strategies in October, 2015
- Partnering with campus ministries to host an LGBTQIA interfaith lunch in September, 2015
- Passing a gender-inclusive housing policy

Goal 2: Gain knowledge regarding three programs of interest to LGBTQIA students

1. Operational/Learning Goal

LGBTQIA Resource Center staff and relevant stakeholders will gain knowledge regarding three programs of interest to LGBTQIA students.

2. Outcome (s)

As a result of conducting surveys with LGBTQIA students, Center staff and relevant stakeholders will be able to identify three programs of interest to LGBTQIA students.

3. Evaluation Strategy

The Center will distribute online and paper surveys to LGBTQIA students in Spring, 2015. Survey questions will focus on programmatic interests, services, and resource needs of LGBTQIA students.

4. Method for Disseminating and Using Information for Improvement

The Center will deliver a presentation on the findings to the campus community. The LGBTQIA Resource Center will use the data from this assessment to design and implement programs of interest.

5. Summary of Results

The survey data reaffirmed the information gained during the focus groups but offered more specific information about what programs and events students were, or were not interested in attending. A diverse sample of 56 undergraduate and graduate students completed the survey.

The topics or themes that respondents noted were of interest included mental health, transgender issues, asexuality, intersex, LGBTQIA people of color, navigating the healthcare system, career preparation, and LGBTQIA history/culture.

Social/recreational activities, coffee hours, volunteerism/service projects, trainings/workshops, and film screenings were the most popular program formats, with evenings being the easiest time for most people to attend.

6. What did you learn?

Based on the ratings that students gave each proposed topic, three programs of interest included an educational curriculum focused on transgender issues, an LGBTQIA health workshop series focused on mental health and access to culturally competent healthcare, and programming related to LGBTQIA history/culture, such as a film screening or discussion. In addition, the staff learned which factors would influence students to attend events offered by the Center, as well as which marketing strategies are best for reaching the LGBTQIA student population.

7. Actions Taken

Center staff will use the survey data to implement Trans 101 workshops to educate students, faculty, and staff on transgender identity. Staff will also use the data to plan programs related to health and career development.

Goal 3: Safe Space

1. Operational/Learning Goal

Safe Space participants will increase their knowledge of, and skill in using LGBTQIA-inclusive language.

2. Outcome (s)

As a result of completing a Safe Space training, participants will be able to differentiate between the terms assigned sex, gender identity, gender expression, and

sexual identity, and define the terms lesbian, gay, bisexual, transgender, queer, questioning, asexual, and ally.

3. Evaluation Strategy

All Safe Space participants will complete a pre-test prior to the training and a post-test upon completion.

4. Method for Disseminating and Using Information for Improvement

The LGBTQIA Resource Center will share the data with the Safe Space facilitators and together, facilitators will determine whether changes need to be made to the curriculum.

5. Summary of Results

Of the 77 post-tests completed in the Spring, 2015, 52 could be matched to pre-tests. The following represents responses to both the pre- and post-tests:

Subject Addressed by Question	N	%		N	%
Ally	36	69%		48	92%
Assigned Sex	41	79%		46	88%
Asexual	46	88%		50	96%
Bisexual	49	94%		46	88%
Cisgender	20	38%		33	63%
Gay	51	98%		49	94%
Gender Expression	41	79%		47	90%
Gender Identity	45	87%		41	79%
Intersex	19	37%		38	73%
Lesbian	50	96%		50	96%
Queer	24	46%		26	50%
Sexual Orientation	42	81%		45	87%

Transgender	34	65%		38	73%
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The mean number of questions answered incorrect on the pre-test was 3.4, the mean number answered incorrect on the post-test was 2.1. The mean difference in incorrect questions between the pre-test and post-test is 1.4 questions, which proved to be a statistically significant difference.

6. What did you learn?

The Safe Space curriculum was effective at helping participants to learn new terminology. However, three terms were less familiar to some participants at the end of the training. For the terms “gay” and “bisexual,” the results may reflect the fact that facilitators did not go into detail about these common identities. Facilitators chose not to focus on these more common identities as they assumed participants would have been familiar with those terms and definitions. Also, facilitators noted that participants often seemed rushed when completing the post-test because the training had lasted longer than scheduled, which could have contributed to skipped or incorrect answers.

7. Actions Taken

The facilitator team has agreed to spend more time reviewing some of the more common identities to ensure that participants do not confuse terms. Facilitators will also summarize the information at the end of the language section and check for understanding. Finally, facilitators agreed to lengthen the advertised training time to 4 hours instead of 3.5, which should give participants more time to complete the post-test.

New Student and 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: Campus safety and health and wellness issues

1. Operational/Learning Goal

The incoming first year class will illustrate increased knowledge and express increased comfort with personal and campus safety and health and wellness issues that face Georgia Tech students as a result of attending the Life Stories portion of FASET.

2. Outcome (s)

As a result of experiencing Life Stories, students will:

- Identify resources that will assist in their first year transition
- Become comfortable with issues concerning personal and campus safety and health and wellness they may face in their college career by exposing them to actual student leader testimonies
- Gain an understanding of the realities of college life

3. Evaluation Strategy

Pre-test distribution to incoming first year students attending FASET 3 & 6 prior to their FASET session will assess students' comfort with various campus and personal issues including the introduction of resources concerning safety and wellness. This test will be followed with a post-test following the FASET session to gauge growth and

understanding of campus resources. Finally, two focus groups to discuss the effectiveness of the Life Stories program that will take place in September, 2014.

4. Method for Disseminating and Using Information for Improvement

Results will be used for continued development of the Life Stories program and shared within New Student and Sophomore Programs Staff.

5. Summary of Results

Fifty nine Incoming first year students completed the Life Stories pre-test that was disseminated prior to FASET 3 and

FASET 6. Of those 59 respondents, 100% could name two or more Georgia Tech resources prior to participating in Life Stories. The results of this pre-test show a high confidence in feeling prepared for college prior to attending FASET.

During FASET 3 & 6, a post-test was provided electronically to each incoming first year student. A total of 233 incoming first year student completed the Life Stories post-test.

Unfortunately, due to scheduling conflicts, focus groups were unable to be held.

6. What did you learn?

Based upon the pre-test assessment of Life Stories, a majority of the sampled students felt confident in their preparedness for college prior to the session. The majority of students also felt that common myths associated with attending college were not true (i.e. everybody drinks).

Based upon the post-test results, Life Stories succeeded in achieving the predetermined learning outcomes. After hearing the stories, the only category that did not receive a high rating was "I heard a story I could relate to." This could speak to some of the extremes in the presented stories.

The other result that was lower than most was the feeling of the students' capability of finding their niche on campus following Life Stories. This could be attributed to most of the students feeling a high level of confidence in their readiness to succeed in college and getting along with college roommates as demonstrated in the pre-test. This was also a common trend in respondents' comments, as most already felt capable of finding their niche.

Lastly, incoming students expressed not feeling the Life Stories program was effective in portraying the realities of college life. This could again speak to the extremes of some of the stories and the need to address more common issues experienced during a student's college experience.

7. Actions Taken

The feedback from the first year of Life Stories reinforced the needed change in FASET evening programming. As a result of this assessment, FASET will continue Life Stories this upcoming summer, but have made some changes to meet the needs of incoming students. One change is inserting stories that can speak to a larger part of the student body and address more common college issues. NSSP has also continued working with on-campus departments to ensure that the messaging is matching the mission of Institute.

Goal 2: GT1000

1. Operational/Learning Goal

Students who enroll in the GT1000 class for transfer students will feel more connected to campus by increasing their knowledge of resources and programs specific to their needs.

2. Outcome (s)

As a result of participating in the transfer specific GT1000, students will be able to:

- Better identify resources on campus that will assist in their personal and academic success at Tech
- Understand how the academic culture may be different from their last institution and make adjustments in areas as study skills and time management
- Participate as an effective member of a team to produce and deliver a high-quality, professional presentation on a topic dealing with success strategies in transitioning to life at Tech
- Connect with other transfer students to create a peer-to-peer network of support
- Identify organizations and activities for possible involvement that reflect personal academic, and career goals and interests.

3. Evaluation Strategy

Students will be given a pre- and post-test that will evaluate their knowledge navigating a new campus community. In addition, class discussions and presentations will illustrate where students may have areas of challenge in transitioning to Tech.

4. Method for Disseminating and Using Information for Improvement

Information will be shared with campus constituents. Where possible, changes will be made to FASET to assist those students who cannot, or choose not to enroll in the GT1000 class for transfer students.

5. Summary of Results

The following chart represents results of the pre- and post-survey:

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
I have an understanding of Georgia Tech's resources	3	7	6	15	1	32	2.88
I have an understanding of my major's resources	6	3	8	11	4	32	2.88
I feel connected to the Georgia Tech community	4	3	7	9	9	32	2.5
By taking GT 2813, I feel I will be more prepared to succeed at Georgia Tech	3	33	4	3	0	32	3.78
Post-Survey							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
By taking GT 2813, I have a better understanding	6	4	3	0	0	13	4.23

of Georgia Tech's Resources							
By taking GT 2813, I have a better understanding of my major's resources	6	2	3	1	0	12	4.08
By taking GT 2813, I feel more connected to the Georgia Tech community	5	4	4	0	0	13	4.08
By taking GT 2813, I feel more prepared to succeed at Georgia Tech	6	4	3	0	0	13	4.23
How likely are you to recommend this class to another transfer student	6	2	5	0	0	13	4.08

These results were gathered from three different classes. One section was offered during Fall, 2014 and two sections two were offered Spring, 2015. The pre-survey was given in class to students in Spring course. The post-survey was given to all three classes online. Overall, students expressed having gained a better understanding of Georgia Tech, their department, and campus resources by taking the class. Students expressed that they would recommend the course to other incoming transfer students.

6. What did you learn?

What was learned was that there are students who do seek out, and appreciate additional time to get to know and understand the Georgia Tech community, and the class should become a formalized part of the curriculum for transfer students. Like GT1000, this course should not be mandated because there will be students who feel comfortable with their transition, or simply do not have the time to take the class.

7. Actions Taken

The initial review of the data during Spring helped form a Transfer Work Group, which is a team of staff, faculty, and students who gather to address the needs and concerns of transfer students. In addition, the transfer class will be a part of the official Georgia Tech curriculum, and there will be three classes offered during the Fall semester to meet the needs of the new students.

Goal 3: Sophomore Programs and Resources Committee

1. Operational/Learning Goal

Members of the Sophomore Programs and Resources Committee (SPARC) will be able to articulate how disconnection, lack of involvement, increased academic demands, and career/internship pressure influence second-year students at Georgia Tech and provide strategies for dealing with these issues.

2. Outcome (s)

As a result of being a part of the Sophomore Programs and Resources Committee, students will:

- Understand how disconnection, lack of involvement, choosing a major, increased academic demands, and career/internship pressure affect second-year students
- Reflect on how stated sophomore concerns influence their own experience
- Evaluate and recommend interventions to manage these sophomore concerns

3. Evaluation Strategy

SPARC members will be administered an open-ended question survey upon joining the group in September, 2014. The advisor will identify themes in the responses to the surveys and hold in-person meetings to discuss these themes further with the group. At the conclusion of the academic year, SPARC will be administered a second open-ended question survey to note any changes.

4. Method for Disseminating and Using Information for Improvement

Information will be used within NSSP to evaluate the success of SPARC, as well as to inform needed changes for the 2015—2016 committee. Information provided will also be used to learn more about the sophomore experience at Tech and common concerns of students. Relevant information will be shared with campus partners who work directly with this student group. Where possible, programming will be created to address sophomore needs and concerns.

5. Summary of Results

Six students from SPARC completed an open-ended pre-survey. The majority of students who completed the pre-survey noted that finding an internship was their main concern during their second year. Further, students also noted finding the right major, campus involvement, staying on track to graduate, stress, and time management as concerns. Unfortunately, a post-survey was not completed due to staff turnover.

6. What did you learn?

From the pre-survey, it was learned that the Sophomore Career Experience is a needed set of programs for students since it is designed to assist students get prepared to find an internship. In addition, it seems more work could be done with academic advisors about reaching out to sophomore students about their academic path.

7. Actions Taken

Given the staff turnover no action will be taken at this time. However, this data will be shared with the new person in the role.

Office of Student Integrity (OSI)

Office of Student Integrity (OSI) is responsible for encouraging ethical decision making by the Georgia Tech community and implementing the Institute's judicial process for addressing allegations of misconduct against students and student organizations. OSI promotes the educational environment through advising and providing support for the Honor Advisory Council and seven student hearing panels which address academic and non-academic allegations against groups and individuals.

Goal 1: Informational Video

1. Operational/Learning Goal

An informational video created by the Office of Student Integrity will increase knowledge and awareness of students engaged in the conduct process.

2. Outcome (s)

As a result of viewing an informational video linked within the OSI charge letter, students will report an increased awareness in understanding of the following core components of the Student Integrity process prior to meeting with OSI Staff: purpose of the process, rights of the accused, and options for resolution, possible outcomes, and available resources.

3. Evaluation Strategy

To evaluate the effectiveness of the new informational video, there will be a randomly selected variable group that will receive the link to the video within their charge letter. The remaining students will serve as a control group that will not view the video prior to meeting with an OSI Staff member. All students will complete an electronic survey assessing their understanding of the core components of the Student Integrity process after scheduling a meeting, but prior to the meeting with an assigned OSI Staff member.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with OSI Staff and Dean of Students to determine the effectiveness of the video and if it can be implemented for all students. These results will also be used to determine if there are changes in the amount of cases that select to be heard by a panel, which could inform operational practices of the office.

5. Summary of Results

The control group resulted in 67 responses and the test group resulted in 39 responses. The results were as follows:

Question 1: I understood the importance of learning placed in the Code of Conduct process.

Question 2: I knew my rights as an accused student.

Question 3: I had a general understanding of each step in the Code of Conduct process.

Question 4: I understood how to identify/define a sanction.

Question 5: I knew of Institute resources related to the Code of Conduct process.

6. What did you learn?

The OSI staff has learned that more information should be provided to students to better inform them of possible sanctions. The most important takeaway of the results generated was the difference the video made in informing students of Institute resources. Almost 40% of students who were informed by a staff member (control group) either “Disagree[d]” or “Strongly Disagree[d]” about knowing about such resources. Far less students in the test group disagreed (15%) proving the video made a difference regarding resource information. The video has helped illustrate the importance of campus partners and other resources offered to assist a student through the process.

7. Actions Taken

The video has worked more effectively in helping inform students of resources and services that may be beneficial during their involvement in the Code of Conduct process. These assessment results do seem to validate that the video was at the minimum, a viable substitute to an administrator informing a charged student of the procedural elements of the process. However, further assessment may need to be conducted to determine if this could be an actual substitute. Students who received the video were still informed of their rights, procedures, and resources by an OSI staff member during their in person appointment, which was the only information received about the process by the control group.

Goal 2: Multicultural competent skilled peer advisors

1. Operational/Learning Goal

Honor Advisory Council (HAC) members will demonstrate skills of multiculturally competent skilled peer advisors.

2. Outcome (s)

During the 2014–2015 academic year, students serving on the Honor Advisory Council will their multicultural competence based on Pope, Reynolds, & Mueller (2004) Model of “Characteristics of a Multiculturally Competent Student Affairs Practitioner.”

3. Evaluation Strategy

HAC members will be given a survey during the Fall, 2014 semester retreat as a pre-test to assess their current attitudes, beliefs, values, and skills related to their multicultural competence. After each training session/meeting and cultural experience, HAC members will complete a survey or engage in a reflection activity in order to determine the effectiveness of these activities. Finally, at the conclusion of the academic year HAC members will take a second iteration of the survey used as a post-test to assess knowledge and skills gained.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with members of HAC, OSI, and Dean of Students Staff to determine the effectiveness of current training practices for not only this group, but any and all students who are trained by the Office of the Dean of Students in an effort to create a more inclusive campus. These results will also be used as a recruitment tool for potential members on the benefits of serving in this experience.

5. Summary of Results

On the pre-test, HAC members marked themselves as capable of possessing and/or exhibiting 80% of the statements under the multicultural awareness column, 30% of the statements under the multicultural knowledge column, and 20% of the statements related to multicultural skills.

On the post-test, the averages improved slightly. The group increased in believing they were capable of possessing and/or exhibiting 90% of the statements under the multicultural awareness column, 40% of the statements under the multicultural knowledge column, and remained at 20% of the statements related to multicultural skills.

In addition to these quantitative results, students shared reflections from various training exercises or dialogues throughout the year. The most beneficial activity the group experienced towards increasing their multicultural competencies took place during the group’s retreat, specifically, their opportunity to learn about each other’s identities.

6. What did you learn?

While the pre-test and post-test exercises revealed slight growth along the Pope & Reynolds model, qualitative results from reflections, dialogues, and conversations after specific events or during organization meetings showed a significant growth in HAC members. Specifically, these qualitative results revealed two particularly effective experiences: (1) the group learned a great deal when given the chance to intentionally reflect about their own identities, stories, and backgrounds as well as to share that with the rest of the organization, and (2) when the group collaborated with other groups they also learned a great deal about those with different identities than their own.

7. Actions Taken

The group has continued to express an interest in finding new ways to bring the Honor Code to the forefront and educate the campus community. It is important for the Office of Student Integrity to not only continue to support HAC in trainings and the organization's growth but also to help connect the students with various offices, new resources, and other student organizations who share similar passions. Based on the results of this assessment and the small gains in the intended learning outcomes, it is important for HAC to be specifically connected to cultural organizations and even the Diversity Ambassadors. These connections could be mutually beneficial to these groups but also spark new types of programming and education on the GT campus.

Goal 3: Faculty Conference Resolution

1. Operational/Learning Goal

As a result of conducting Faculty Conference Resolution (FCR) meetings, Faculty will report an increased understanding of why students engage in academic misconduct and increased knowledge regarding prevention strategy

2. Outcome (s)

As a result of conducting Faculty Conference Resolution (FCR) meetings, Faculty will report an increased understanding of why students engage in academic misconduct and increased knowledge regarding prevention strategies.

3. Evaluation Strategy

After reporting a Faculty Conference Resolution, Faculty members will be interviewed to share takeaways from their meetings with students.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with OSI Staff and the Dean of Students to determine how OSI can better assist Faculty to conduct productive FCR conversations.

5. Summary of Results

From the interviews conducted, there were two interview questions that were either quantitative or easy to quantify. One easily quantifiable data point was that all respondents reported resolutions were agreed to by students. Second, faculty members were asked to identify possible factors that led to students violating the Honor Code, the most frequent response was “grade performance” or “needed a specific grade on assignment.” Other factors that resulted in more than one response were time management, anxiety, and lack of understanding of class policies.

Additionally, there were three free response questions as a part of the interview: the general tone of the interview, what the student learned, and what the faculty member learned. Answers varied greatly, but some general themes could be gleaned: (1) students who were addressed by faculty seemed to be more forthright and embarrassed by their actions, (2) faculty members believed students gained a greater appreciation for why academic integrity matters, and (3) faculty desired more ways to “dissuade” cheating including, use of anti-plagiarism software, larger classrooms so to have more space between students, and different versions of exams.

6. What did you learn?

Based on the free responses, it seemed that both faculty and students found the FCR process to be a good learning experience. Faculty members gained a greater sense of what students were facing and how they choose to complete assignments, work with others, and where they looked for resources. In turn, from the faculty reporting, it appeared that students gained perspective on not only acknowledging inappropriate academic behavior, but also understanding why it mattered at the community level. As one respondent stated, the student they met with “learned cultural differences regarding measures of success” and “recognition of importance of right action versus favorable outcome.” It became clear from this feedback that the FCR process was not just a shortcut to the OSI process, but a valuable complement to the greater educational process.

7. Actions Taken

From these results, it would be valuable for OSI staff to encourage faculty to try to resolve academic integrity matters via the FCR process. Because the majority of participants in this assessment process reported positive experiences through the FCR it is important to continue to build awareness amongst both faculty and students that this resolution venue exists.

One concrete step the Office of Student Integrity will take is to help both students and faculty adequately define, articulate, and know collaboration policies. Several responses from faculty seemed to indicate they wanted more assistance in crafting a more clear collaboration policy for their course. Additionally, the Office of Student Integrity should continue to build resources, tips, and methods to help faculty prevent and dissuade cheating on assignments, tests, exams, projects, and any other academic assignment.

Office of the Arts

VISION

The Office of the Arts at Georgia Institute of Technology envisions an arts-infused campus that supports the active collaboration of art, science, and technology while providing students the creative tools, experiences, and inspiration to solve the world's future problems.

MISSION

Understanding, participating in, and applying artistic process is an essential building block of innovation, creativity, and leadership. Therefore the primary mission of the Office of the Arts at Georgia Tech is to serve students' learning by facilitating exposure to masters of art and creativity, providing opportunities to experience and experiment within the artistic process, and assist in the development of expertise in creative practice.

The Office of the Arts uses a three-pronged approach to integrating art and culture into the Georgia Tech campus and student experience by offering exposure to, hands-on experience of, and means of expression through, the visual and performing arts. The Office of the Arts exists to ensure that students have every opportunity to research and develop creative processes by watching and working with masters of creative practice.

Goal 1: Create a strategic plan

1. Operational/Learning Goal

Work with stakeholder groups to create a strategic plan for the Office of the Arts.

2. Outcome (s)

Creation of a clear and concise mission, vision and goals for the Office of the Arts that has broad support across the campus.

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experiment within the artistic process, and assist in the development of expertise in creative practice.

3. Evaluation Strategy

Assessment led to tremendous changes in the Office of the Arts mission, daily activities and general focus this year as work shifted toward a student-centric model of programming and support.

4. Method for Disseminating and Using Information for Improvement

The raw data (qualitative) was collected and used to create a mission and vision that have been shared broadly with Institute leadership, GT Strategic Consulting and Arts@Tech Advisory Board.

5. Summary of Results

The resulting conversations provided a clear direction for the Office of the Arts to re-imagine and re-focus their efforts and programs.

6. What did you learn?

The need to develop broad achievable goals in order to create a strategic plan.

7. Actions Taken

The Institute's Office of Strategic Planning was engaged to assist the Office of the Arts create broad achievable goals and to help phase two of the planning process; the development of a case for support and full campus roll out of the plan. This phase will be completed in FY16.

Goal 2: Increase collaborative efforts

1. Operational/Learning Goal

Increase collaborative efforts and improve relationships with internal and external stakeholders – including student groups, Schools, Departments, Centers and regional, national and international artists and arts-based organizations.

2. Outcome (s)

An increase in collaborations with academic units, student organizations and external entities will broaden the campus experience. The Office of the Arts will increase the number of collaborative events/programs by 25% as compared to FY2014.

3. Evaluation Strategy

Collaborations with Georgia Tech academic units will be tracked and reported in the Year-end Annual report.

4. Method for Disseminating and Using Information for Improvement

This information will be reported in the Year-end Annual report and on seasonal marketing materials as appropriate.

5. Summary of Results

The Office supported over 100 events with new partners and participants this year – an increase of more than 50%. Partners included long-time partners; College of Architecture, School of Music, Center for Music Technology, Woodruff Center, DramaTech, along with many new partners including; Institute of Diversity, LGBTQIA Center, Provost’s Office, TekStyles, WREK Radio, GTdance, Wreckless, Tap-a-cetic, T. Lang Dance, Alliance Theater, The Contemporary, MODA, Museum of Contemporary Art of Georgia, National Black Arts Festival, Ballethnic, GloATL, The Lucky Penny, Atlanta Opera and many others. As a part of this process the Office also reviewed space usage of the building to set a baseline for comparison for future years.

6. What did you learn?

By collaborating and improving relations with internal and external stakeholders the Office of the Arts has been able to grow as a department.

7. Actions Taken

This tremendous growth was the result of hundreds of hours of discussions and meetings with the campus community, both formal and informal, including the Provost, the Georgia Tech Arts Advisory Board, and the Georgia Tech Council for the Arts, faculty members, SGA, student organizations, individual students, alumni, artists, and community members.

Goal 3: Diversify & increase funding

1. Operational/Learning Goal

Diversify & increase funding for the Office of the Arts.

2. Outcome (s)

Through funding diversification, the Office of the Arts will show increased fiscal health which will enable the department to better support programming initiatives. The

goal is to obtain and maintain equal funding from Earned and Contributed revenue sources.

3. Evaluation Strategy

The Assistant Director of the Office of the Arts will provide monthly P&Ls to track progress and create an annual report to reflect changes in funding from previous years.

4. Method for Disseminating and Using Information for Improvement

Results will be tracked monthly and reported out both quarterly and in the Year-end Annual report.

5. Summary of Results

The Office completed the year in the black and improved the balance between earned and contributed revenue streams. In detail, the Office reached its goals for ticket revenue, surpassed its goals for rental revenue by \$74,000, added an additional \$25,000 in Foundation support and increased individual giving by 75%.

6. What did you learn?

By diversifying funding the Office of the Arts is able improve the balance between earned and contributed revenue streams.

7. Actions Taken

Early review of the previous funding model, which supported activities in the Ferst Center and a few artist residency activities, showed that relying primarily on financial support provided by Ferst Center rental outcome was insufficient for the kind of “sea change” envisioned for the arts on campus by all stakeholders. Therefore, new fundraising efforts began that resulted in additional Institute support, campus department support, and grant support. This work was done primarily by the Director by building one-to-one relationships with funders, donors and campus partners.

Goal 4: Complete restructuring of the office

1. Operational/Learning Goal

Complete restructuring of the office to include; official opening of Ferst Center, review, restructuring and hiring of full time staff.

2. Outcome (s)

Matching the Office's mission, vision and programming goals with an appropriate number of skilled staff will ensure the success of the programs and initiatives across campus.

3. Evaluation Strategy

The Assistant Director and the Director will review positions and best practices across the national field and work in conjunction with OHR and Division staff, recommend appropriate staffing numbers, titles and responsibilities to best match the needs and programs of the Office.

4. Method for Disseminating and Using Information for Improvement

Recommendations will be reviewed by Institute leadership and positions will be created and filled as efficiently as possible.

5. Summary of Results

The Office successfully created, hired and trained 6 new staff members to bring their number of fulltime staff from 3 to 9.

Madison Cario – Director

Thomas Ames – Theatre Production Manager

Blake Buford - Marketing Specialist

Paul Cottongim - Operations Manager/Technical Director

Chris Dreger - Assistant Director

Mary Holloway - Patron and Events Services Coordinator

Matthew Igyarto - Box Office and Student Sales Coordinator

Dorcas Jones - Administrative Assistant

Jennifer Kimball - Student and Artist Engagement Coordinator

Stephanie Lee - Marketing And Public Relations Manager

6. What did you learn?

By restructuring the office as well as opening the Ferst Center regularly the office of the Arts has been able to reflect in its actions the change in its mission.

7. Actions Taken

In addition to backfilling vacant positions, changes in staffing structure were made in order to support the new mission and vision by hiring a full-time Student Engagement Coordinator, moving two integral positions (House Manager and Box Office Manager) from Tech Temp status to full-time status, hiring student assistants in new areas, and working for the approval of 3 more full-time staffers to be hired in FY16 in the areas of production and board/events/grant writing support. Departmental changes in line with the new vision include opening the Ferst Center every day to make it a regular welcoming space for students, adapting marketing and communication efforts to reflect the change in mission, creating an Arts Acquisition Committee of the advisory board to help form a visual arts policy and acquisition process for campus art, and involving student input at all levels of activity.

Parents Program

The Parents Program is designed to connect and inform parents of Georgia Tech students by providing 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: Build the foundation for lifelong relationships

1. Operational/Learning Goal

Parents Program will provide programs and services that will build the foundation for lifelong relationships between parents and Georgia Tech.

2. Outcome (s)

The vast majority of respondents (75%) will report high levels of connectedness to Georgia Tech.

3. Evaluation Strategy

The Parents Program will ask survey respondents in Family Weekend 2014 Survey, the Sibs Day 2015 Survey and the 2015 Parents Program Survey if they felt more connected to Georgia Tech and the campus community after specific events.

4. Method for Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve programmatic efforts and outreach to families to ensure that a majority of Yellow Jacket families feel connected and involved.

5. Summary of Results

- The following questions was asked in the Family Weekend 2014 Survey, "My involvement with Family Weekend 2014 makes me feel more connected to Georgia Tech." 94.33% of respondents (218/674 families) either agreed or strongly agreed with the above statement regarding connectedness.
- 86% of parents surveyed (50/119 families) after Sibs Day, stated they felt moderately to largely connected to Georgia Tech. 91.43% of siblings surveyed (35/119 families) after Sibs Day stated that they felt moderately to largely connected to Georgia Tech.

- Of the 1,980 respondents to this question from the 2015 Parents Program Survey, “The Parents Program is committed to making you feel connected to Georgia Tech and feel like you are part of the Yellow Jacket Family. To what extent do you feel like you are part of the Georgia Tech community?” 50.46% stated that they felt extremely connected or connected. 40.05% stated that they felt somewhat connected and the remaining 9.49% stated that they did not feel connected at all.

6. What did you learn?

The majority of parents and siblings of current Georgia Tech students feel connected to the college.

7. Actions Taken

1. Created Sibs Day as a way to involve more of the Georgia Tech family
2. Created more volunteer opportunities
3. Created the Parent & Family Ambassador Program
4. Used feedback from Family Weekend 2014 survey to enhance Family Weekend 2015
5. Collaborate more with campus partners to create a strong sense of community for families

Goal 2: Informing Families/Communications

1. Operational/Learning Goal

The Parents Program will serve as a resource for parents and families for reliable, timely, and accessible information regarding Georgia Tech and the Georgia Tech student experience. This will allow Georgia Tech parents to stay informed and better support their students.

2. Outcome (s)

The vast majority of respondents (75%) will report that communications received from the Parents Program which includes informational emails, monthly electronic ParentNews, and social media updates allowed them to stay informed and share resources, dates, deadlines, etc. with their students.

3. Evaluation Strategy

The Parents Program will administer a 2015 Parents Program Survey that will:

- Address communications between the Parents Program and parents and families to determine satisfaction levels
- Determine which topics and information parents are sharing with their students from the ParentNews (i.e. campus safety, study abroad, flu shot reminders, etc.)
- Gather data to track # of likes, shares, and what content parents are sharing directly with their students from the Parents Program Facebook page.

4. Method for Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of information and communications delivered by the Parents Program and will disseminate this data to campus partners to allow for improvement as well.

5. Summary of Results

- Of the 190 respondents to this question in the 2014 Family Weekend Survey, 88.94% strongly agreed or agreed that “Information and/or connections gained during Family Weekend 2014 will help me better support my Georgia Tech student(s) toward graduation.”
- Of the 2,037 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a monthly electronic newsletter, the ParentNews. How helpful do you find the e-newsletter?” 92.14% find it extremely helpful, helpful or somewhat helpful.
- Of the 2,014 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a Parents Calendar each fall. How helpful do you find this calendar in assisting your student?” 73.73% find it extremely helpful, helpful or somewhat helpful.
- Of the 2,014 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a Parent handbook each fall. How helpful do you find this publication in assisting your student?” 76.96% find it extremely helpful, helpful or somewhat helpful.
- Of the 2,039 that answered this question in the 2015 Parents Program Survey, “The Parents Program has a website for Georgia Tech parents and families. How helpful do you find this website?” 68.17% find it extremely helpful, helpful or somewhat helpful.
- Parents were asked “what has been your #1 concern regarding your student?” and they shared: health and wellness (19.72%), academics (19.29%), safety (15.81%), time management/study skills (13.79%), career

planning (10.46%), finances (4.73%), personal relationships (3.18%), campus or community involvement (2.89%), living situations (2.31%), and 7.81% was other/none.

- Parents were asked “which of the following topics has your student most often requested your assistance” and they shared: finances (32.00%), career planning (15.90%), health and wellness (15.56%), academics (8.22%), living situations (6.28%), personal relationships (4.01%), time management/study skills (3.48%), campus or community involvement (2.08%), safety (0.24%), and 12.23% was other/none.
- ParentNews (MailChimp): Over the last year we have seen our email database of parents and family members stay at 27,000. Our open rate, on average, is 26.5% and industry open rate is 17.87%, our click rate varies, but on average it is 4.9%. 87.6% are from the U.S. and 8.4% are outside of the U.S. with top countries being India, China, Japan, Singapore, and United Arab Emirates.
- Facebook: We currently have 2,330 Facebook followers for our parent page, which is up from 1,849 over the last year. Over 2,150+ are families from the U.S., but we also have families following us from India, United Arab Emirates, Puerto Rico, Brazil, South Korea, Taiwan, Nigeria, Vietnam and Canada. 77% of our followers are women and 22% are men. Over 62% are between the ages of 45-54, 17% are between the ages 55-64 and 12% are between the ages 35-44. Families enjoyed news stories about Georgia Tech, events that they can share with the student, and helpful tips and resources on how to be a college parent.

6. What did you learn?

By using multiple method of communication the Parents Program is better able to communicate with the parents of current Georgia Tech Students.

7. Actions Taken

Updated Parent Guide to be more comprehensive and helpful

Updated Parent Calendar to have more resources, tips, and information about transitioning to the role of college parent

Increased our likes on Facebook

Creating a more purposeful articles for the ParentNews based on the Wellness Model for 2015-2016

Goal 3: Multiculturalism

1. Operational/Learning Goal

The Parents Program will increase the frequency and engagement rates of articles in ParentNews and on the Parents Program Facebook Page which promote multicultural awareness among the Georgia Tech community members

2. Outcome (s)

Parents Program will increase readers' level of engagement (e.g. click through rates and likes) by 10% through ParentNews articles, as well as the Parents Program Facebook page, that contain information about multicultural education, programs and events. Click rates and likes will be compared to articles that are not specific to multiculturalism.

3. Evaluation Strategy

The Director of the Parents Program will seek additional multicultural-related content for ParentNews and for Facebook throughout the year and will track the increased readership (e.g. click through rates or likes) of these articles in comparison to non-multicultural content within ParentNews and on Facebook.

4. Method for Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of information contained in ParentNews and Facebook will disseminate this data to content contributors to allow for improvement as well.

5. Summary of Results

This is an area challenging to track and research. An estimated three articles were highlighted during the year – International Education Week in November, MLK Day of Service in January, and Lavender Graduation in April.

6. What did you learn?

Moving forward I am not sure this needs to be an assessment goal, but rather a practice that is automatic in our daily work as far as being inclusive to all families, recognizing their needs, and helping educate others.

7. Actions Taken

Goal 4: Retention

1. Operational/Learning Goal

Parents who attend Parents Program events and programs, such as Family Weekend, spring events and regional parent receptions and events, will positively impact the retention of undergraduate Georgia Tech students toward graduation.

2. Outcome (s)

The majority of 2015 Parents Program Survey respondents (50%) will report that their participation in local and regional Parents Program events allowed parents to be more informed, enabling them to be more supportive of their student, which will contribute to student success and retention.

3. Evaluation Strategy

The Parents Program will ask survey respondents in the 2015 Parents Program Survey if their participation in local and regional events helped them better support their Georgia Tech student to be successful academically, socially, and personally.

4. Method for Disseminating and Using Information for Improvement

The Parents Program will utilize this data to share with all parents to encourage student support and success. The data will also improve quality of information and programming offered by the Parents Program. Finally, the data will also be shared with campus partners to encourage parent outreach.

5. Summary of Results

We know, based on the results from Goal One, that parents and families are feeling connected to Georgia Tech and we know from Goal Two, that they are receiving helpful communications to keep them informed about campus life and events. We wanted to know if they were sharing that knowledge with their student to impact student success.

The 2015 Parents Program Survey asked the following questions about student retention. “Because I initiated conversations with my Georgia Tech student he or she is more aware of:”

- programs and events on campus: 57.72% strongly agreed or agreed
- services on campus: 61.56% strongly agreed or agreed
- campus issues of concern: 56.19% strongly agreed or agreed
- attended a campus program or event

- that he/she may not otherwise have attended: 53.97% strongly agreed or agreed
- used campus service that he/she may not otherwise have used: 64.2% strongly agreed or agreed
 - acted on an important date or deadline that he/she may not have otherwise acted on: 59.05% strongly agreed or agreed
 - made a wiser decision than they may have otherwise made: 72.87% strongly agreed or agreed

6. What did you learn?

Through events hosted by the Parents program students are better equipped with the knowledge to be successful in their college career.

7. Actions Taken

Student 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: Diversity Ambassador

1. Operational/Learning Goal

Students part of the Diversity Ambassadors program will be able communicate across cultural differences.

2. Outcome (s)

As a result of serving as a Diversity Ambassador, students will report an increase in their knowledge and awareness of the 14 personal competencies that lead to building a personal foundation for engaging in dialogue in a culturally diverse environment. The 14 personal competencies are based on the work of Hogan-Garcia (1991, 1995).

3. Evaluation Strategy

Students who are part of the Diversity Ambassadors Program will participate in a simulated activity where they have a dialogue, engage in a conflict recovery process, and participate in problem solving with someone from a cultural background different than their own. Students will be asked to rate themselves on their ability to utilize the 14 personal competencies. Their dialogue partner will rate them as well.

4. Method for Disseminating and Using Information for Improvement

Results will be utilized to enhance the Diversity Ambassador Certificate Program.

5. Summary of Results

All of the Diversity Ambassadors that participated in the Spring retreat took the survey. A total of 71% of the Diversity Ambassadors rated “Strongly Agree” or “Agree” in response to gaining an increase in their knowledge and understanding of the following competencies: be nonjudgmental, be flexible, be resourceful, personal observation, pay attention to your thoughts and feelings, listen carefully and observe attentively, assume complexity, manage personal biases and stereotypes, and show respect.

A total of 10% of the Diversity Ambassadors “Disagree[d]” they increased their knowledge and understanding of the following competencies: tolerate the stress of uncertainty, have patience, keep a sense of humor, and show respect.

In addition, Diversity Ambassadors indicated a need to improve communication skills, analyze and act on what they observe, manage emotions, and acknowledge and reduce personal bias.

6. What did you learn?

The Diversity Ambassadors were able to differentiate between competencies learned and the competencies that needed further development. The office also learned new content needed for future trainings.

7. Actions Taken

The upcoming Fall retreat content will include cross-cultural communication skills and emotional intelligence. The staff will also focus on the areas in which the Diversity Ambassadors indicated there was less increase in knowledge gained.

Goal 2: Diversity Ambassador Liaison program

1. Operational/Learning Goal

As a result of the Diversity Ambassador Liaison program, student organization leaders will gain knowledge of programs, services, resources, and initiatives related to diversity efforts on campus.

2. Outcome (s)

As a result of interacting with an assigned Diversity Ambassador, students who serve in leadership positions with participating student organizations will report an increase in their ability to identify programs, services, resources, and initiatives related to diversity efforts on campus

3. Evaluation Strategy

A survey instrument will be developed and administered electronically to student organization leaders who have worked with a Diversity Ambassador.

4. Method for Disseminating and Using Information for Improvement

Results will be utilized to enhance the Diversity Ambassador Certificate Program

5. Summary of Results

A survey was sent to eight student organization Presidents and/or Chairs, three surveys were completed. All respondents reported they had been contacted by their Diversity Ambassador Liaison prior to the survey. Respondents rated the extent to which they were familiar with diversity-related programs, services, resources, and initiatives on campus using a Likert Scale from 1 to 10, with 10 being very familiar. The results were as follows:

- Familiarity with Diversity Programs on campus (Average 2.3)
- Familiarity with Diversity Services on campus (Average 1.3)
- Familiarity with Diversity Resources on campus (Average 3.0)
- Familiarity with Diversity Initiatives on campus (Average 1.7)

Respondents indicated they would like to be more aware of diversity programs, services, resources, and initiatives on campus. Suggestions included presentations to student organizations and assisting with the student organization's recruitment goals. In addition, one respondent indicated they were not clear on the mission of the Diversity Ambassador Liaison Program.

6. What did you learn?

The Office of Student Diversity Programs learned that leaders of student organizations were unaware of campus based diversity programs, services, resources, and initiatives.

7. Actions Taken

The Associate Dean/Director has given oversight of the Diversity Ambassador Program to the Diversity Coordinator and a strategic plan is in the process of being created for this initiative. The Office of Student Diversity Programs will work with the Office of Institute Diversity to familiarize student leaders with diversity programs, services, resources, and initiatives on campus.

Goal 3: Gain knowledge regarding the Civil Rights Movement

1. Operational/Learning Goal

Students, faculty, and staff who participate in Civil Rights Tours will gain knowledge regarding the Civil Rights Movement and the impact of the movement in the United States.

2. Outcome (s)

Georgia Tech students, faculty, and staff will report an increase in their knowledge about the Civil Rights Movement in the United States.

3. Evaluation Strategy

The Office of Student Diversity Programs Staff will survey Civil Rights Tour participants to measure the acquisition of knowledge after the tour.

4. Method for Disseminating and Using Information for Improvement

Results will be evaluated by the Office of Student Diversity Programs Staff to improve future Civil Rights Tours.

5. Summary of Results

Seven hundred tickets were purchased for faculty, staff, students, and guests to tour the Center for Civil and Human Rights January 17-25, 2015. Sixty-eight participants returned the survey, 54.4% of the respondents were students and 33.8% of the respondents were staff.

Participants were asked to utilize a four-point Likert scale (“Strongly Agree” to “Strongly Disagree”) to represent their acquisition of knowledge. A total of 90.7% of the participants agreed or strongly agreed they had greater knowledge of the Civil Rights Movement in the United States as a result of participating in the tour. In addition, 85.3% of the participants agreed or strongly agreed they had more confidence in their ability to make a positive difference in the world as a result of participating in the tour.

6. What did you learn?

Based on the feedback gathered, the Civil Rights Tour should be offered again with the opportunity to see other Civil Rights sights in Atlanta such as Ebenezer Baptist Church and the King Center. Several participants made note of how the museum tied Human Rights to Civil Rights, and they expressed the Institute should have more programs and speakers dedicated to Human Rights. Several suggestions were also made to tour Selma and Washington, D.C.

7. Actions Taken

The information was shared with the MLK Campus Committee and Student Committee to inform decisions for MLK 2016.

Student Publications and Media

Student Publications and Media helps students communicate both within the campus and to the larger community while gaining real-world experience in newsgathering and dissemination, writing and editing, management, production, advertising, and other vital business and creative skills. Student media organizations offer a range of opportunities in both print and broadcast mediums including: 1) The Technique newspaper; 2) The Blueprint yearbook; 3) The North Avenue Review; 4) The Traditions and History T-Book Handbook; 5) The Erato an art and literary magazine; 6) The WREK Atlanta 91.1 radio station; and 7) The Tower, an undergraduate research journal.

Goal 1: Radio Communications Board

1. Operational/Learning Goal

As a result of a listenership survey, the Radio Communications Board will be able to identify areas of success and where improvements might be required.

2. Outcome (s)

As a result of this data, students will gain knowledge of various program offerings and indicate listenership which will provide feedback for use by the Student Staff of WREK Atlanta and the Radio Communications Board.

3. Evaluation Strategy

The Director, the station's Student Staff, and the Radio Communications Board will work with the Office of Institute Communications to conduct a listenership survey.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with respective Executive Staff and used by the Radio Communications Board for possible programming and format improvements.

5. Summary of Results

WREK Atlanta, the Office of Student Media, and the members of the Radio Communications Board (RCB) developed a listenership survey that gathered data from the campus community as well as the metro-Atlanta area. The metro area data was of particular interest since the station's upgrade to 100,000 watts in 2011. Following the development of a six question survey, the link was posted on the WREK website as well as the station's Facebook page, and Twitter. As of June 1, 2015, 61 responses had been collected.

The gathered data revealed that:

- 64% of listeners listen on the radio while only 36% stream on the internet
- 74% of listeners have been listening to the station for 3+ years, 15% have listened 1-3 years, and 10% were newer listeners (6 months or less)
- Data regarding the types of music listened to broadened greatly but included such formats as: rock, jazz, blues, folk industrial, indie, electronic, drone, video game and progressive. Some of the respondents also indicated that they primarily listen to the station for its Georgia Tech sports coverage.
- Survey participants were also asked to provide information regarding what they liked about the station's current format and what they would change, if anything. Many of the suggestions given centered on replacing some blocks of music and specialty shows with different music (i.e. less jazz in the mornings). Other suggestions included less automated broadcasting and more live DJs. A large group of those surveyed indicated they liked everything about the station as it is and they would not recommend any changes.

6. What did you learn?

The data collected indicated the majority of listeners had been listening for three years or longer and do so on the radio. It was also learned that musical tastes of the station's listeners varied greatly.

7. Actions Taken

The station will continue to collect data for an undetermined period of time and will discuss the information quarterly with the station's executive staff, the Radio Communications Board, and the Director of Student Media.

Goal 2: Technique Staff and the Board of Student Publications

1. Operational/Learning Goal

As a result of a readership survey, the Technique Staff and the Board of Student Publications will be able to identify areas of success and where improvements might be required.

2. Outcome (s)

As a result of this data, students will gain knowledge of readership trends which will provide feedback for use by the student editorial Staff of the Technique and the Board of Student Publications.

3. Evaluation Strategy

The student Editor-in-chief, the Editorial Board Staff, and the Board of Student Publications will work with the Office of Institute Communications to conduct a readership survey.

4. Method for Disseminating and Using Information for Improvement

Survey results will be shared with respective Student Staff and used by the Board of Student Publications for possible improvements to the student newspaper.

5. Summary of Results

After numerous discussions with the Editor-in-Chief of the Technique during the 2014—2015 academic year, the staff resisted conducting a readership survey. Therefore, with no survey, no data was collected.

6. What did you learn?

The survey was not conducted and therefore, no information was gathered to inform the department.

7. Actions Taken

In preliminary discussions with the newly elected Editor-in-Chief for the 2015—2016 academic year, there is agreement to work on an online survey which will be scheduled for release on the Technique website in August, 2015.

Goal 3: Student Media and Yearbook Staff

1. Operational/Learning Goal

Student Media and Yearbook Staff will gain knowledge regarding Multicultural Greek organizations' (MGC and Pan-Hellenic) interest in, and financial ability to purchase organizational pages in the Blueprint student yearbook.

2. Outcome (s)

As a result of this data, students from underrepresented Greek organizations (MGC and Pan-Hellenic) will provide information regarding their interest in, and financial ability to purchase organizational pages in the Blueprint student yearbook.

3. Evaluation Strategy

Throughout the academic year the Director, Editor of the yearbook, and Sales and Marketing Coordinator, will collect data through an online survey and a scheduled meeting with the Greek organization Presidents.

4. Method for Disseminating and Using Information for Improvement

Survey results will be shared with respective members of the Office of Student Media and the Editor of the Blueprint for improving submission options for underrepresented Greek student organizations.

5. Summary of Results

Of the 14 Multicultural Greek organizations (MGC and Pan-Hellenic) 29% of organizations responded to the survey.

All of the respondents confirmed that they had not purchased an organizational page in the 2015 Blueprint yearbook and 75% of those responding indicated that they had not purchased a page due to lack of awareness of the opportunity/process. The remaining 25% confirmed that they were electing not to purchase a spread due to lack of interest. When asked if finances were involved with their ability to purchase a spread, all of the participants skipped answering the question.

Finally, each group was asked to provide information they felt would be helpful in encouraging more Greek organizations to participate in the Blueprint. Responses included providing the applications multiple times each semester as officers transition in December. Officer transition indicated that the information was not being passed on to new leadership. Other suggestions including reducing cost or to offer spreads for free.

6. What did you learn?

The data collected indicated the Multicultural Greek organization respondents had not purchased an organizational page in the 2015 Blueprint and multiple efforts of communication would be beneficial in the effort of broader representation in the yearbook.

7. Actions Taken

The Blueprint will be incorporating additional strategies to collect this data in the coming year. One such method will be attending one or more of the MGC and Pan-Hellenic meeting to collect the data in a face-to-face setting.

Veterans Resource Center

The Veteran's Resource Center promotes student learning and development, and supports degree completion for students who are veterans, military, reservist, guard members, and dependents by providing comprehensive support services that enhance and compliment the academic experience.

Goal 1: Increased knowledge of military culture and student veteran needs

1. Operational/Learning Goal

Staff and faculty will report increased knowledge of military culture and student veteran needs after attending a Student Veteran Awareness Workshop.

2. Outcome (s)

Staff and faculty will gain knowledge about military culture and the needs of student veterans in order to assist and aid student veterans.

3. Evaluation Strategy

Surveys will be administered to Staff and Faculty after attending a student veteran workshop.

4. Method for Disseminating and Using Information for Improvement

Results from surveys will be used to assess learning and improve the student veteran workshop. Results will also be shared with relevant campus departments.

5. Summary of Results

Two workshops were completed with a total of 14 participants. Surveys were given at the end of the workshops to assess learning outcomes and to solicit feedback for improvement. The majority of participants indicated increased knowledge of military culture and student veteran needs. Additionally, the participants expressed feedback on improvements to the workshop.

6. What did you learn?

The VRC staff learned that staff and faculty were not aware of student veteran needs. Additionally the VRC staff was made aware of ways to improve the workshop. The most prominent feedback regarding the structure of the workshop was to condense the workshop and modify the presentation to provide information specific to the participants and their interactions with student veterans. Another recommendation was to provide a one page information sheet as a guide for the participants for use after the presentation.

7. Actions Taken

A one page information sheet will be created for future workshop presentations. Additionally, the workshop will be revised and condensed.

Goal 2: Information sessions

1. Operational/Learning Goal

Student veterans will gain knowledge about their benefits, academic policies, and the support services available to assist them with their transition as a student as a result of attending information sessions.

2. Outcome (s)

Student veterans will gain knowledge about their benefits, academic policies, and the support services available to assist them in their transition as a student.

3. Evaluation Strategy

Surveys will be administered to student veterans after information sessions

4. Method for Disseminating and Using Information for Improvement

Results will be used to determine the effectiveness of the sessions and to develop information sessions for the future.

5. Summary of Results

Various information sessions were held throughout the year, including visits from VA representatives, the Iraq and Afghanistan Veterans of America Organization, and FASET sessions for new students. There were a total of 29 participants across all information sessions. Although participation was limited, survey responses and verbal feedback indicated students gained knowledge about services and benefits. Feedback indicated the need to provide more sessions and opportunities for involvement with other Georgia Tech student organizations.

6. What did you learn?

The VRC staff learned that student veterans were unaware of services, and desire opportunities to engage with other student organizations on campus.

7. Actions Taken

The VRC will provide more information sessions and will seek to create opportunities for involvement with other student organizations.

Goal 3: “military culture” specific GT 1000

1. Operational/Learning Goal

As a result of enrolling in a “military culture” specific GT 1000 section, students will understand military culture and will examine the student veteran experience.

2. Outcome (s)

Students enrolled the “military culture” GT 1000 section will learn about military culture and how student veterans transition to student life at Georgia Tech as well as develop the knowledge, skills, and techniques required for academic success.

3. Evaluation Strategy

Pre- and post-surveys will be administered to students who enroll in the GT 1000 section.

4. Method for Disseminating and Using Information for Improvement

Results will be used for planning and improving future “military culture” GT 1000 courses and shared with the GT 1000 Director, Academic Transition Programs.

5. Summary of Results

A “military culture” specific GT 1000 course was not offered during the academic year due to low interest in enrollment. However, two “transfer student” GT 2813 courses were offered for both the Fall, 2014 and Spring, 2015 semesters. For these courses, students were given pre- and post-surveys to assess their understanding of Georgia Tech resources and their connectedness to Georgia Tech. The survey results indicated that students gained knowledge of the resources available at Georgia Tech. The results also indicated that students gained a feeling of connection to Georgia Tech by becoming better acquainted with the academic and social environments.

6. What did you learn?

The VRC staff learned that after the course, students became better acquainted with the support and resources available to transfer students at Georgia Tech.

7. Actions Taken

The VRC staff will continue involvement in providing “transfer student” specific courses and will seek to provide “military culture” courses in the future.

Women's Resource Center

The Women's Resource Center strives to enhance the academic performance and personal development of the women at Georgia Tech by striving to create a more inclusive and supportive campus environment for women, and by promoting understanding among Georgia Tech's diverse community of men and women. In order to achieve these goals, the WRC provides:

1) Information: To act as a resource for women seeking information on women's issues including health issues, academic opportunities, safety concerns, and career options; to provide a library collection that supports the academic interests of women; 2) Support: To provide a comfortable gathering place for women, with diverse needs and interests, at Georgia Tech; to assist student groups developing and implementing programming that fosters a greater sense of understanding and responsiveness to women's issues on campus; 3) Advocacy: To act as a crisis intervention resource that aids students in locating and utilizing campus and community services; to advocate for changes in campus policies and practices that impact women's educational experiences and opportunities as well as those that affect the campus climate for woman; 4) Training: To provide women with opportunities to build skills that will prepare them for life following graduation, especially through developing leadership; 5) Services: To aid the development of campus services that cater to the diverse needs of women at Georgia Tech; and 6) Community: To foster a sense of community among the diverse groups of women and men at Georgia Tech.

Goal 1: WRC Advisory Board

1. Operational/Learning Goal

After identifying strategies and initiatives to engage the WRC Advisory Board committee members, assess how Advisory Board members illustrate commitment and engagement with WRC programs, services, and initiatives.

2. Outcome (s)

Advisory Board members will illustrate a commitment to the WRC and engagement with WRC programs, services, and initiatives.

3. Evaluation Strategy

A brief electronic survey will be sent at the end of the Spring, 2015 to evaluate the commitment and engagement of the WRC Advisory Board.

4. Method for Disseminating and Using Information for Improvement

Initial distribution of results will be included in the WRC annual report.

5. Summary of Results

Due to the Advisory Board Chair being on sabbatical and a delay in recruitment, the board was not identified until late Spring, 2015 and did not meet until early Summer, 2015. The assessment therefore did not transpire.

6. What did you learn?

During the Summer, 2015 meeting of the Women’s Resource Center Advisory Board members discussed the purpose of the advisory board and the potential role members will maintain over their tenure in this volunteer capacity. Through this meeting the WRC staff learned that members of the advisory board were interested in gender based advocacy training with signage indicating being “trained,” similar to Safe Space. Members of the advisory board also expressed interest in learning more from the student experience survey related to women students. Finally, members of the Advisory Board would like to see the Women’s Resource Center be the hub of campus initiatives related to women students and work more closely with the academic advisors, and faculty and staff.

7. Actions Taken

The Women’s Resource Center Advisory Board will meet Fall, 2015 semester. Members of the committee will be given tasks to assist in advancing the mission of the Women’s Resource Center. This assessment goal will therefore be repeated during the 2015—2016 assessment process.

Goal 2: Voice Peer Educator training

1. Operational/Learning Goal

As a result of attending a Voice Peer Educator training, students enrolled in specific GT1000 sections will demonstrate increased knowledge of sexual violence prevention and be able to identify appropriate campus based resources.

2. Outcome (s)

After attending a VOICE peer educator training, students enrolled in specific GT1000 sections will demonstrate an increased knowledge of sexual violence prevention and be able to identify appropriate campus based resources.

3. Evaluation Strategy

At the conclusion of the VOICE peer educator training, student enrolled in specific GT1000 sections will complete a survey to assess knowledge gained as a result of the training.

4. Method for Disseminating and Using Information for Improvement

5. Summary of Results

Due to a change made in GT 1000 curriculum, VOICE peer educators did not train GT 1000 students. However, the peer educators did facilitate three bystander intervention trainings in Spring, 2015 open to all Georgia Tech students.

6. What did you learn?

From the bystander intervention trainings the staff learned that 70% of participants had not received training on sexual violence prevention prior to attending training. As a result of training, 92% of participants felt strongly or very strongly that they had a role in preventing sexual violence, while 8% of participants neither agreed nor disagreed that they had a role in prevention. All participants who attended the training were able to identify at least one tactic for bystander intervention.

7. Actions Taken

Based on feedback from participants, peer educators will begin to incorporate more methods for bystander intervention and including scenarios for participants to analyze. Peer educators will also spend additional time on teaching participants how to identify situations where different forms of intervention could be useful.

Goal 3: Meet the CAS standards

1. Operational/Learning Goal

Women's Resource Center Staff will be able to outline how current programs and services of the Women's Resource Center meet the CAS standards as a result of a program self-assessment.

2. Outcome (s)

As a result of the self-assessment, Staff members will gain knowledge of the CAS Standards and be able to describe how the office adheres to the standards.

3. Evaluation Strategy

Women's Resource Center Staff will be able to articulate 2-3 specific areas for further development in the provision of services after participating in the self-assessment.

4. Method for Disseminating and Using Information for Improvement

Results will be used to further develop the Women's Resource Center five year strategic plan. Information will also be shared with key Institute individuals.

5. Summary of Results

The Women's Resource Center staff took part in a year-long benchmarking and process along the CAS standards. The staff gained information from campus stakeholders individual conversations, student focus group feedback, and peer institution benchmarking. The following trends were identified through campus stakeholder conversations:

1. The Women's Resource Center is a place to support the needs of students.
 - a. The WRC should be a place for any woman to go on campus and find community and support.
 - b. Students may see the WRC as only a place for sexual violence support, which affects how students see the purpose of the WRC and use the staff as a resource.
 - c. The WRC could act as an umbrella organization to unite, and provide communication to other organizations doing similar work.
 - d. Women need to find other women leaders on campus and create community.
 - e. Women need help combating internalized sexism and imposter syndrome issues.
 - f. Women could benefit from workshops that teach useful skills such as time management, empowerment, self-confidence, and salary negotiation.
2. The Women's Resource Center has several strengths and challenges.
 - a. With transition of sexual violence services to Health Promotion, there is a need to refocus the programming for the Center.
 - b. Women at Tech are battling the issue of imposter syndrome – women might not want to come to the WRC out of fear of seeming as though they are different, weak, and/or needing help because they cannot succeed on their own.
 - c. There are many different groups and people working on these social issues and staff can be working more closely together to make a difference

6. What did you learn?

What did you learn?

Through the campus stakeholder meetings, student focus groups, and benchmarking process, the WRC identified the following programmatic recommendations:

1. Workshop series on professional development

- a. This series would consist of workshops that incorporate strategies for women in a professional setting. Examples include: salary negotiation, harassment in the workplace, professional dress, and networking strategies.
2. Trainings on social justice/activist oriented topics
 - a. Provide either a weekend retreat/training or series of trainings for students who are interested in social justice education. This training could be done in collaboration with other identity based centers on campus and give students the tools to create change in their community.
3. Leadership development opportunities for students
 - a. Create a Lunch with Leaders program that gives women the opportunity to connect with women leaders in their field, successful women alumna, and/or women faculty and staff.
 - b. Look into creating an extended orientation program for women with New Student and Sophomore Programs and the Alumni Association.
4. More visibility on campus
 - a. The WRC will focus on creating a stronger brand and marketing for events.

7. Actions Taken

The Women's Resource Center will be focused on creating a renewed, visible brand on campus, shifting away from being seen as a crisis center. The Women's Resource Center will do this by providing programs throughout the year which relate to the aforementioned programmatic recommendations. This information will be shared with the Women's Resource Center Advisory Board for conversation in the Fall, 2015 for new ideas and initiatives.