



Final Assessment Report
2019-2020

Compiled by the Office of Research and Assessment
November 2020

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Assistant Vice President for Business Operations

Administration

Project Management

Number:

Goal 1

1. Operational/Learning Goal:

Administration for Student Life will improve the efficiency of Operations and Project Management.

2. Outcome (s) :

By the end of the '19-'20 fiscal year, the Director of Administration will have earned a project management certificate.

3. Evaluation Strategy :

Completion of Project Management (PM) courses will be tracked and evidenced by Certificate.

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

Courses completed in FY '19 – '20

- Project Management – Case Study (July 9-11, 2019)
- Project Management Prep Class (October 14 & 15, 2019)

6. What did you learn? :

Case Study – Learned to work with a team as a case-study project to apply project management processes and tools (Planning, Budgeting, Team motivation, Managing change and Coping with risks, etc.)

- How to produce project management deliverables and use them to manage a case-study project
- Effective ways to communicate with stakeholders and resolve issues that may affect the success of the project
- Practiced using my knowledge, skills and techniques to bring a simulated project to completion on time and within budget to the satisfaction of the stakeholders

PM Preparation – application of proven practices for studying for the Project Management Professional (PMP) exam

- How to complete a “day before” ritual that reinforces the many aspects of my training
- Ability to describe the PM framework including the processes within each knowledge area and process group
- Application of the PM framework to situational type of questions and being able to select the best answer among the four choices
- Apply Project Management Institute (the {inter} national organization for Project Managers (PMI’s) professional responsibility policies to project scenarios
- Establish confidence through proven exam practices

7. Actions Taken :

Completed the 5 required courses plus the Prep course to stand for the exam.

Skills and knowledge learned are used every day/week in my role as Director of Administration for Student Life. Examples of utilization of project management skills include:

- Contact person/PM for the final push and preparation of the new CARE office – identify punch list, follow-up on office completion, etc.
- Coordinated the purchase and installation of new office furniture for 7 different staff within the Student Life Main Office suite and the relocation of the “gently used” furniture to other departments with the Division resulting in budget savings. Created and relocated the Division mailroom to repurpose that space for a new staff office, as well as the set-up of 3 new remote Counselor offices across campus with furniture and assisted with IT equipment
- Served as core member of the Family Weekend Committee coordinating event registration set-up and Tailgate tent installation for 2500 attendees
- Completed the detailed Institutional Space and Inventory Techniques (INSITE Space Survey) for Capital Planning and Space Management (CPSM) for the offices and spaces managed by the division to include over 170+ spaces.
- Supported the division Professional Development committee for the President’s session
- Created, coordinated and led Division programs and committees – Selection of student commencement speakers, Winter Celebration, Student Ferst Award, Institute staff recognition award (continuous win streak, over 10 years division award winner representation)
- Represented Division along with Student Life Human Resources (SL HR) staff in the Change Agent network meetings in preparation for the Human Resources transition to OneUSG

- Successfully created, programmed and implemented the 10th annual International Scuba Diving Trip, with the culmination of the trip over spring break which was just at the start of the pandemic and campus transitioning remotely
- Assisted Dale Myers, IT Manager for the division with the scheduling and deployment of \$150,000 worth of IT equipment to address the remote needs of the division during the pandemic
- Secured needed Personal Protective Protective (PPE) supplies for the Division in preparation for returning to work in a modified capacity

Progress:

Completed

Providing Department:

Administration

Fiscal-Related Knowledge

Number:

Goal 2

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

- Several training courses were completed in preparation for the transition to the new GT Financial system – Workday.
- The courses include:
 - Business Assets for Property Coordinators

- Introduction to Employee Self-Service
- Key Concepts of the Foundation Data Model
- Managing Transactions and Approving in Workday
- Spend Authorizations and Expense Reports
- Workday Overview and Basics
- Workday Procurement Card (PCard) Process and Approvals
- Workday Procurement
- Workday Reporting

6. What did you learn? :

- **Business Assets** – How to manage GT Asset Criteria, Non-Inventory Assets, GT Resonance Imaging (GTRI, though not applicable), Business Asset lifecycle
- **Employee Self-Service** – How to
 - View Personal Information and change employee's name, add and update email/home addresses and phone numbers
 - Add an honor or award, license or certification, new language to employee's talent profile
 - View paycheck, update direct deposit information and voluntary deductions, W-4 information
- **Key Concepts of the Foundation Data Model (FDM)**
 - Introduction to Worktags, Ledger account structure, the FDM Crosswalk tool, and Hierarchies within Workday
- **Managing Transactions and Approving** – Processes for:
 - GT Business Processes, Inbox Management, navigating different transactions – to include spend authorizations, expense reports, accounting journals, requisitions, invoices, PCard activity, status, and Delegations.
- **Spend Authorizations and Expense Reports** – Overview of:
 - Spend Authorizations, Expense Reports, Save for Later button, and Expenses on Mobile
- **Workday Overview and Basics** – Introduction to:
 - Workday at GT, the Home Page, Worklets, Search Bar, Profile, Notifications, and Workday Mobile
- **Workday PCard Process and Approvals** – Training included:
 - Verification of PCard transaction, Making Edits to transaction, Add split accounting, staff members' knowledge regarding the PCard, and Verifying transaction on behalf of another
- **Workday Procurement** – Overview of processes:
 - Procurement, Security Roles, Requisition Processes, Purchase orders, and Change orders
- **Workday Reporting** – Review Important Workday terms and processes:
 - Finding reports, Workday report prompts, Running reports in Workday and Manipulating reports

7. Actions Taken :

The implementation of Workday began with the new FY, '20-21 as the previous system closed out, now known as the "legacy system". The transition to Workday has proven to be information/process overload that requires revisiting the training sessions routinely, particularly those systems which are used infrequently. The Director of

Administration has demonstrated a strong working knowledge of the PCard process, as that system is most frequently used, followed by the Requisition process.

The Director of Administration continues to review the information to ensure compliance, and also revisit to learn what changes have been made since the initial training. Updates to the processes are continuous so it requires investing extra time to remain current.

Progress:

Completed

Providing Department:

Administration

Information Technology

Expanding Student Life IT Staff

Number:

Goal 1

1. Operational/Learning Goal:

The Division of Student Life has merged Health Services and the new GT Care Center to the Division. The increase in departments and technology to support those departments justifies the need to add an additional IT staff member to support them.

2. Outcome (s) :

By adding an IT Staff member, there will be an increase in efficiency and reduced response times for incoming requests.

3. Evaluation Strategy :

Statistics from the service request system will be used to demonstrate the effectiveness of adding staff to the Student Life IT department.

4. Method for Disseminating and Using Information for Improvement :

This information will be shared with the leadership of the Division of Student Life, including the Assistant Vice President for Business Operations and the Vice President for Student Life/Dean of Students.

5. Summary of Results :

Completion of this Assessment Goal was delayed due to COVID-19.

6. What did you learn? :

N/A

7. Actions Taken :

N/A

Progress:

Completed

Providing Department:
Information Technology

Transition to Drupal 8 for all Division Web Sites

Number:

Goal 2

1. Operational/Learning Goal:

The move from Drupal 7 to Drupal 8 will be required due to an end-of-life for the Drupal 7 product. Drupal 8 requires new technology and methods that are far more complex than what is present in Drupal 7. The expected learning curve for the Division web developer is high and the implementation is also expected to be very difficult.

2. Outcome (s) :

Upgrade all 37 Division web sites to Drupal 8 by November 2022.

3. Evaluation Strategy :

Thirty-seven Division websites will be reviewed for evidence of upgrade.

4. Method for Disseminating and Using Information for Improvement :

Student Life (SL) staff in the Office of Information Technology (IT) will share information with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operation and other SL IT stakeholders.

5. Summary of Results :

This Assessment Goal was delayed due to COVID-19.

6. What did you learn? :

N/A

7. Actions Taken :

N/A

Progress:

Completed

Providing Department:

Information Technology

Transition from Symplicity Accommodate to Accessible Information Management (AIM) for the Office of Disability Services

Number:

Goal 3.

1. Operational/Learning Goal:

Staff in the SL Office of Information Technology will enhance compliance regarding the Georgia Tech accessibility and usability guidelines.

2. Outcome (s) :

Symplicity Accommodate does not meet the accessibility and usability guidelines for Georgia Tech. After investing in and installing the Accessible Information Management (AIM) system, GT guidelines will be met.

3. Evaluation Strategy :

The AIM system's effectiveness and efficiency will be observed.

4. Method for Disseminating and Using Information for Improvement :

Student Life (SL) staff in the Office of Information Technology (IT) will share information with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations and other SL IT stakeholders.

5. Summary of Results :

The Office of Disability Services has successfully moved to the Accessible Information Management (AIM) platform and is continuing to work with Enterprise Information Systems to certify the data. The new system currently serves around 600 students that have been approved for accommodations.

6. What did you learn? :

By moving from Simplicity Accommodate to AIM, the Office of Disability Services has reduced data risk since the new system only contains data from students involved and does not require data from the entire student population if they are not using the services.

7. Actions Taken :

Staff in the Office of Information Technology will continue current practices.

Progress:
Completed

Providing Department:
Information Technology

Transition from MDT to SCCM for Windows Deployment to Meet Campus Endpoint Standards

Number:
Goal 4.

1. Operational/Learning Goal:

Information Technology staff in the Division of Student Life will improve the efficiency relative to the employment for deploying Windows hardware devices.

2. Outcome (s) :

The outcome will provide evidence that the SL IT staff, Office of Information Technology's (OIT) Endpoint Services team will show movement toward a new method for deploying Windows hardware devices. This new method will replace the existing Microsoft Deployment Toolkit method and utilize the Operating System Deployment (OSD) technology through the Microsoft System Center Configuration Manager (SCCM) tools.

Further, the outcome will demonstrate continued progression toward compliance with campus standards.

3. Evaluation Strategy :

Data received from endpoint management systems will provide real time analysis of compliance with this system.

4. Method for Disseminating and Using Information for Improvement :

Student Life (SL) staff in the Office of Information Technology (IT) will share information with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operation and other SL IT stakeholders.

5. Summary of Results :

Student Life currently has active enrollment and management of the following:

- 221 Windows PCs
- 67 Macs
- 40 iOS devices

6. What did you learn? :

There has been a successful transition from MDT to SCCM.

7. Actions Taken :

Continuing current practice of adhering to standards set by the Institute.

Progress:

Completed

Providing Department:

Information Technology

Research and Assessment for Student Life

Divisional Effectiveness

Number:

Goal 1

1. Operational/Learning Goal:

Staff in the Office of Research and Assessment for Student Life will continuously measure the extent to which programs and services are effective.

2. Outcome (s) :

Students, faculty, staff and Division stakeholders will report high levels of satisfaction with the programs and services provided.

3. Evaluation Strategy :

A mixed methods approach to data collection will demonstrate evidence of continuous improvement. Data collection methods will include: 1) Surveys; 2) Focus Groups; 3) Direct Observation; 4) Interviews; 5) Document Review; and 6) Tracking.

4. Method for Disseminating and Using Information for Improvement :

The method of disseminating and using information for improvement purposes will include the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, Division of Student Life Staff. All persons with GT login credentials have access to the website for Research and Assessment in Student Life.

5. Summary of Results :

Title	Open Date	Close Date	Days of Duration	Total Respondents
Registered Student Organization (RSO) Training	4/3/2020	11/30/2020	241	486
GT Counseling Center Outreach Program Survey	8/3/2018	5/1/2020	638	638
GTCC Life Skills Workshop - Managing Stress	9/20/2019	6/30/2021	650	8
GTCC Life Skills Workshop - Introduction to Mindfulness	9/26/2019	6/30/2021	644	6
GTCC Life Skills Workshop - Mind Over Mood	9/26/2019	6/30/2021	644	24
GT 1000 and 2000	12/13/2019	9/18/2020	280	46

Counseling Center Intern Evaluation	1/30/2020	8/30/2020	214	0
Dr. Harewood - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	0
Dr. Adelman - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
Dr. Finklea - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
Dr. Rizzo - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
Parent Advisory Board Meeting Fall 2019	10/10/2019	10/31/2019	22	16
Student Hazing Perceptions and Experiences	9/4/2019	10/25/2019	52	246
Parents' Hazing Perceptions and Experiences	9/4/2019	10/25/2019	52	9
Center for Assessment, Referral and Education (CARE) Client Survey	11/8/2019	12/13/2019	35	123
Adulting Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Surviving to Thriving Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Sleep Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Mindfulness Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Alcohol Presentation Evaluation	11/1/2019	11/1/2022	1097	25
Stress Management Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Body Image and Disordered Eating	12/10/2019	12/30/2020	387	98
Eating on a Budget	12/10/2019	12/30/2020	387	46
Food Swap Your Way to Better Health	12/10/2019	12/30/2020	387	0
Intuitive Eating	12/10/2019	12/30/2020	387	0
Nutrition 101	12/10/2019	12/30/2020	387	3
Health Myths and Realities	5/18/2020	12/30/2020	227	20
2019 Summer iGniTe GT1000 Post-Leadership Capacity Survey	6/26/2019	8/28/2019	64	0
2020 Summer Global Leadership Practice Pre-Leadership Capacity Survey	5/19/2020	6/12/2020	25	20
2020 Summer Global Leadership Practice Post-Leadership Capacity Survey	5/21/2020	6/30/2020	41	14
Rising Up Pre-Test 2018-2019	12/6/2018	7/31/2019	238	13

Rising Up Post-Test 2018-2019	12/6/2018	7/31/2019	238	10
Trans Student Health Symposium Evaluation Fall 2018	12/20/2018	7/31/2019	224	62
Greek Allies Pre-Test 2018-2019	11/15/2018	8/16/2019	274	17
Greek Allies Post-Test 2018-2019	11/15/2018	8/16/2019	274	17
Safe Space Pre-Test 2018-2019	10/9/2018	8/30/2019	326	151
Safe Space Post-Test 2018-19	10/9/2018	8/30/2019	326	151
Safe Space: Peer Education Pre-Test 2018-2019	10/9/2018	8/30/2019	326	135
Safe Space: Peer Education Post-Test 2018-2019	10/9/2018	8/30/2019	326	136
Trans 101 Pre-Test 2018-2019	10/9/2018	8/31/2019	327	168
Trans 101 Post-Test 2018-2019	10/9/2018	8/31/2019	327	166
Level Up 1 Evaluation - Fall 2019	12/12/2019	2/2/2020	52	13
Safe Space Pre-Test 2019-2020	9/26/2019	8/25/2020	335	126
Safe Space Post-Test 2019-2020	9/26/2019	8/25/2020	335	119
Trans 101 Pre-Test 2019-2020	9/26/2019	8/25/2020	335	74
Trans 101 Post-Test 2019-2020	9/26/2019	8/25/2020	335	73
Safe Space Peer Education Pre-Test 2019-2020	9/26/2019	8/25/2020	335	18
Safe Space Peer Education Post-Test 2019-2020	9/26/2019	8/25/2020	335	26
Greek Allies Pre-Test 2019-2020	9/26/2019	8/25/2020	335	15
Greek Allies Post-Test 2019-2020	9/26/2019	8/25/2020	335	16
Level Up 2 Evaluation -- Spring 2020	4/8/2020	8/31/2020	146	8
Communications Audit, Division of Student Life, Fall 2019	10/30/2019	12/13/2019	44	27
CRC Secret Shopper Evaluations	3/14/2016	3/28/2020	1475	0
Member Services - Exit Survey	2/22/2016	1/1/2021	1776	31
Summer First-Year Guest Assessment	6/12/2019	7/10/2019	28	134
Summer First-Year Student Assessment	6/12/2019	7/13/2019	31	86
FASET Leader 2019 Post Assessment	8/15/2019	8/30/2019	16	86
Wreck Camp International 2019	8/12/2019	9/3/2019	22	3
Fall Transfer/Exchange Student Survey 2019	8/12/2019	9/6/2019	26	96
Wreck Camp Committee Director Assessment 2019	8/8/2019	9/6/2019	30	7
Wreck Camp Staff Assessment 2019	8/12/2019	9/9/2019	29	35
FASET Cabinet Post Assessment	8/21/2019	9/9/2019	20	12

Transfer Two-Day FASET - Student Assessment	7/30/2019	9/13/2019	46	113
Transfer Two-Day FASET - Guest Assessment	7/30/2019	9/14/2019	47	47
2019 Wreck Camp Director Peer Feedback	8/8/2019	9/16/2019	40	5
Fall First-Year FASET - Student Assessment	6/26/2019	9/17/2019	84	1197
Fall First-Year FASET - Guest Assessment	6/22/2019	9/17/2019	88	988
Wreck Camp Assessment 2019	8/10/2019	9/18/2019	39	81
2020 FASET Cabinet Pre-Assessment	10/7/2019	11/5/2019	29	11
2020 Wreck Camp Director Pre-Assessment	10/7/2019	11/5/2019	30	7
Spring Transfer/Exchange Student Survey 2020	1/3/2020	3/9/2020	67	91
FASET Leader 2020 Pre-Assessment	3/23/2020	4/7/2020	16	63
2020 Cabinet Leader Evaluation	5/20/2020	6/14/2020	26	51
2020 Virtual FASET Guest Assessment	5/14/2020	9/4/2020	114	128
2020 Virtual FASET Student Assessment	5/14/2020	9/4/2020	113	1311
FASET Leader 2020 Post Assessment	6/1/2020	7/10/2020	40	56
VIVA MOMIX	2/28/2020	3/15/2020	16	121
enra:Dreams	3/9/2020	4/5/2020	28	1
Expedition Debrief -- 2019	8/14/2019	8/31/2019	17	55
test of sensitive info to be shared with stakeholders in an emergency	3/23/2016	5/2/2020	1501	1
DRAWING for Parent & Family Program Bi-Annual Survey	5/29/2019	7/10/2019	43	898
Family Weekend 2019	10/9/2019	10/24/2019	15	223
Family Weekend 2019 Drawing	10/9/2019	10/24/2019	15	156
Parent & Family Programs Student Leadership Survey	11/13/2019	11/17/2019	4	15
Sibs Day 2020 " Parent Survey	3/4/2020	3/14/2020	10	28
Sibs Day 2020 " Sibling/Guest Survey	3/4/2020	3/14/2020	10	9
Sibs Day 2020 " Student Survey	3/4/2020	3/14/2020	10	10
Sibs Day 2020 - Drawing	3/4/2020	3/14/2020	10	34

SL Professional Development Survey, Spring 2020	3/16/2020	4/15/2020	31	20
Student Satisfaction	6/19/2019	7/5/2019	17	1
Student Assistant Pre-Questionnaire Fall 2018	8/23/2018	10/1/2019	405	18
Student Assistant Post-Questionnaire Spring 2019	8/23/2018	12/31/2019	496	3
Healthy Minds Study (HMS) Drawing	1/22/2020	2/14/2020	23	0
Georgia Tech Faculty Women's Club '19-'20 Scholarship App	8/22/2019	3/31/2020	223	30
GTFWC Scholarship Applicants' Evaluation	3/18/2020	4/17/2020	31	46
Graduation	3/31/2020	4/24/2020	24	0
Klemis Kitchen Survey Fall 2019	10/3/2019	11/29/2019	58	35
GT 1000 Student Experience	11/7/2019	11/15/2019	9	7
VOCA OPM Sexual Assault Survey	4/30/2020	12/31/2025	2072	9
General VOICE Prevention: Staff-led	5/23/2020	12/31/2025	2049	0
VOCA OPM Crime Victim Survey	5/25/2020	12/31/2025	2047	3
OPM Crime Victim Survey - Secondary	5/25/2020	12/31/2025	2047	0
VOCA OPM Domestic/Dating Violence Survey	5/25/2020	12/31/2025	2047	1
VOCA OPM Domestic/Dating Violence Survey - Secondary	5/25/2020	12/31/2025	2047	0
VOCA OPM Sexual Assault Survey- Secondary	5/25/2020	12/31/2025	2047	3
VOCA OPM Stalking Survey	5/25/2020	12/31/2025	2047	7
VOCA OPM Stalking/Harassment Survey - Secondary	5/25/2020	12/31/2025	2047	0
Graduate Women Sense of Belonging	5/1/2020	5/29/2020	29	13

6. What did you learn? :

We learned that the Assessment project results validated current and continued Division effectiveness practice.

7. Actions Taken :

Amid the COVID pandemic and shift from on-campus to remote Business Operations, Research and Assessment On-Boarding sessions will be offered monthly as well as on-

demand. Further, staff in the Office of Research and Assessment will be available for BlueJeans meetings upon request 8 am - 5 pm Monday thru Friday.

Progress:

Completed

Providing Department:

Research and Assessment for Student Life

Assessment-Related Knowledge Acquisition

Number:

Goal 2

1. Operational/Learning Goal:

Staff in the Office of Research and Assessment for Student Life will increase assessment-related knowledge capacity among Division staff.

2. Outcome (s) :

Student Life staff will demonstrate high levels of his/her/their assessment-related knowledge.

3. Evaluation Strategy :

Data collection methods will include 1-1 and/or group observation; review of content uploaded into the Planning software platform; and evidenced by surveys submitted for approval by the Director of Research and Assessment into the Baseline software platform.

4. Method for Disseminating and Using Information for Improvement :

The method of disseminating and using information for improvement purposes will include the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, Division of Student Life Staff, and all persons with GT login credentials to the website for Research and Assessment in Student Life.

5. Summary of Results :

Student Life staff demonstrated their Assessment-related knowledge by:

- Knowing what constitutes institutional effectiveness and why we assess in the Division of Student Life.
- Describing the basic definition of assessment and how it is distinguished from research practices.

- Understanding each of the 7 components in the Cycle of Assessment.
- Possessing a working knowledge of assessment terms such as qualitative/quantitative, formative/summative, direct/indirect, aggregate data/individual data.
- Understanding how assessment is used for different purposes (policy and program change at the programmatic, departmental, divisional, institutional levels; strategic planning; accreditation).
- Explaining different types of assessment and how they can be utilized for different purposes.
- Having the capacity to apply the assessment cycle to an assessment project and unit assessment plans.
- Understanding what makes an outcome measurable.
- Demonstrating the ability to determine if an outcome is measurable and fits the program/service.
- Having a working knowledge of which analysis should be used based on the questions that need to be answered by the data.
- Understanding what types of statistics they are able to run on their data.
- Understanding the significance of beginning assessment projects with the end in mind to achieve better results and more useable data.
- Incorporating key decisions in assessment planning around: evaluating past assessments, choosing an assessment method, ethics and politics, designing questions, and evaluating instruments.
- Recognizing the critical importance of sharing assessment results with both internal and external stakeholders.

6. What did you learn? :

The above, 5. Summary of Results describe what was learned from Goal 2, Assessment-Related Knowledge Acquisition.

7. Actions Taken :

Justification of continued practice as Georgia Tech is committed to institutional effectiveness through a systematic, explicit, and documented process of measuring performance against the Institute's mission. "Assessment is an on-going process integral to evaluation and strategic use of resources and support."

Accordingly, the Division of Student Life is dedicated to sustaining a culture of Assessment that empowers staff in every department to conduct assessments and use empirical data in their decision-making.

Progress:

Completed

Providing Department: Research and Assessment for Student Life

Student Organization Finance Office (SOFO)

Move All the Processes Online

Number:

Goal 1.

1. Operational/Learning Goal:

SOFO staff will improve processes through transition of the submission and training process to online.

2. Outcome (s) :

All processes will be moved online:

1. All Trainings will be Online at sofo.gatech.edu/training
2. All Paper Submissions will be online at sofo.gatech.edu/form
3. Most Meetings are with students will be conducted online

3. Evaluation Strategy :

The percentage of documents submitted online vs those submitted in person will be tracked and reviewed. All trainings will be organized and conducted online.

4. Method for Disseminating and Using Information for Improvement :

SOFO staff will present results to students and ask them how staff can improve to serve them better.

Information learned from the Assessment results will be shared with Student Life Administration and other SOFO-related stakeholders.

5. Summary of Results :

The number of transactions has increased and there were no complaints about any lost documents. Student have learned quickly about the SOFO process. 100% of documents were submitted online.

6. What did you learn? :

SOFO staff learned that the process was necessary, especially during COVID-19.

7. Actions Taken :

SOFO staff will continue our processes online as well as transition all the meetings online.

Progress:

Completed

Providing Department:

Student Organization Finance Office (SOFO)

Center for Student Engagement Civic Engagement

MLK Day of Service

Number:

Goal 1

1. Operational/Learning Goal:

As a result of participation in the Martin Luther King (MLK) Day of Service, students will be able to articulate at least one meaningful lesson learned during their service experience.

2. Outcome (s) :

Students will be able to cite at least one meaningful lesson learned following their MLK Day of Service experience. Staff will gain insight and heightened awareness of student learning as a result of their MLK Day of Service participation.

3. Evaluation Strategy :

An electronic survey will be developed through the GT Qualtrics platform and distributed to MLK Day of Service attendees following the event.

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

Electronic surveys were distributed to all participants following completion of the day of service programming. Participants received an invitation to complete the survey in addition to one follow-up outreach approximately one week later. A total of 37 out of 180 participants completed the survey, resulting in a 20.6% response rate. Key findings from the evaluation are noted below.

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

Rating	n	%
Strongly Agree	17	45.95
Agree	18	48.65
Disagree	2	5.41
Strongly Disagree	0	0
No Response	0	0

What did you learn during your service experience that is most meaningful or useful to you?

# of Topics Learned	n	%
1	21	56.8
2	9	24.3
No Response	7	18.9

The top four themes of the qualitative responses provided were: Significance or Value of Impact (n=11; 29.7%), History of Atlanta or Social/Service Issue (n=10; 27.0%), and Environmental Impact (n=20; 19%), and Specific, Project or Site-Based Skills (n=6, 16.2%).

6. What did you learn? :

Participants greatly valued the opportunity to connect with their peers and members of the larger Atlanta community in a meaningful way.

Offering an on-campus service project option that was also directly connected to a GT service through the (Students Temporary Assistance and Resources) STAR program was particularly meaningful for those who volunteered in that project.

While efficient in some ways, several participants reflected that overall group sizes at each project might have been too high for the amount of work available at the project sites.

Participants were interested in more formal introductions or ice breaker activities within their service project groups as a way to ensure connection from the start.

Introducing a group registration process allowed for increased commitment overall within the groups/organizations that registered, but also created more last minute changes in the roster.

7. Actions Taken :

Collaborate more closely with community partners to provide feedback regarding project capacity, instruction delivery, etc.

Develop a more organized introduction and welcome process so people within the same service teams can get to know each other better before leaving for the service experience.

Develop a more clear check-in process for the day of the event to ensure efficiency and proper training of volunteers assisting with the process.

Continue to develop service project partnerships with on-campus programs (Ex: Students' Temporary Assistance and Resources (STAR)).

Progress:

Completed

Providing Department:

Civic Engagement

Fraternity and Sorority Life

Hazing Awareness within Georgia Tech's Fraternity and Sorority Life (FSL) Community

Number:

Goal 1.

1. Operational/Learning Goal:

Staff in the Office of Fraternity and Sorority Life will strengthen the awareness and understanding of hazing within Georgia Tech fraternities and sororities.

2. Outcome (s) :

Programmatic Outcome:

As a result of Fraternity and Sorority Life programmatic efforts, 80% of the Greek chapters will participate in National Hazing Prevention Week through the various events over the week of September 23-27, 2019.

Learning Outcome:

At the conclusion of the 2019-2020 hazing prevention education by the Fraternity and Sorority Life department, 75% of Fraternity and Sorority Life students will be able to articulate the definition of hazing.

3. Evaluation Strategy :

Data will be collected through the administration of a survey. Data will also be collected through the tracking of events and social media engagement.

4. Method for Disseminating and Using Information for Improvement :

The data will be shared with the Director of Fraternity and Sorority Life, the Director of Office of Student Integrity, the Hazing Prevention Coalition and other Fraternity and Sorority Life stakeholders.

5. Summary of Results :

The data points were collected from a survey conducted by Fraternity and Sorority Life. The Survey was designed to examine students hazing perceptions and experiences. The following graphs are a reflection of the information collected from that survey. The questions are centered around students knowledge of GT and state regulations pertaining to hazing and where to report if they are aware of hazing happening.

Based on the survey responses, students identify Fraternity, Athletics, and Band as the top 3 places that hazing happens. Additionally, it shows that GT students are aware that hazing happens beyond fraternity and sorority. Indicating that hazing is a campus culture conversation, not just a Greek issue.

Lastly, we received responses from every council in the completion of the survey, but the data is heavily influenced by the Interfraternity Council (IFC) and Collegiate Panhellenic Council (CPC) perspective. Additionally, we had engagement from all of the chapters through National Hazing Prevention Week.

6. What did you learn? :

In 2018, Georgia Tech Fraternity and Sorority Life (FSL) hosted the first National Hazing Prevention Week in an effort to spread awareness of hazing and start more robust efforts to address cultures of hazing. Leading up to 2019, we conducted a Hazing Perceptions and Experiences survey to students. The goal of the survey was to understand what students understood about hazing and their experiences. This survey helped us understand what they already knew about hazing as well as shape our office's approach to hazing prevention. After the survey, we hosted the 2019 National Hazing Prevention Week where we were able to take responses from the survey and better tailor the week towards the needs of our students.

We learned that students had a baseline understanding of hazing, but needed more education of how a culture of hazing is started and how to interfere traditions from starting. We also learned that students were able to spot the "Big H" hazing. These are incidents that are very direct, but they had trouble identifying and understanding the "small h" hazing. These are incidents that are more covert and build over time.

7. Actions Taken :

Once we completed the survey, we shared this information out with various stakeholders. We are now able to participate in a larger campus study of hazing through the Hazing Prevention Coalition.

The Coalition was initiated and tasked at addresses hazing across campus through various departments and student groups. We identified that hazing is not only a Fraternity and Sorority Life issues, but an issue that permeates many sectors of student involvement. Within that coalition, the Hazing Programming and Prevention committee was enacted to continue to grow awareness of National Hazing Prevention Week as well as the understanding that hazing expands beyond Fraternity and Sorority Life.

Additionally, a partnership with GT Parent and Family Programs was established to bring awareness to parents about what hazing is and how to talk to their students about hazing as well as ways to report hazing. Through our assessment, we realized that parents are an important part of hazing prevention. In order to continue changing the culture around hazing, we will continue to educate parents and families.

Through this goal, we have successfully been able to increase the awareness of hazing and prevention efforts that span beyond Fraternity and Sorority Life.

Progress:

Completed

Providing Department:

Fraternity and Sorority Life

Dyad Strategies Brotherhood Assessment

Number:

Goal 2.

1. Operational/Learning Goal:

1. Redefining Brotherhood was developed based on Gentry McCreary, Ph.D. and Joshua Schutts' research regarding the nature of fraternal brotherhood. This questionnaire assesses their chapter's brotherhood and leads to a conversation on the four brotherhood schema Gentry and Josh identified through their research:

BROTHERHOOD BASED ON SOLIDARITY

BROTHERHOOD BASED ON SHARED SOCIAL EXPERIENCES

BROTHERHOOD BASED ON BELONGING

BROTHERHOOD BASED ON ACCOUNTABILITY

2. Outcome (s) :

1. Students will demonstrate increased awareness of the four schema of brotherhood.
2. Students will demonstrate gains in brotherhood based on accountability.
3. Students will demonstrate increased willingness to hold members of their chapter accountable for shared standards and expectations.
4. Students will gain knowledge and strategies related to improving levels of positive brotherhood within their organization.

3. Evaluation Strategy :

This will be evaluated by an Online Survey conducted by Educational Benchmarking.

4. Method for Disseminating and Using Information for Improvement :

The information will be shared with the Vice President for Student Life/Dean of Students, National Organizations, Student Leadership, Chapter Advisors and other FSL stakeholders.

5. Summary of Results :

Delayed due to COVID.

6. What did you learn? :

Delayed due to COVID.

7. Actions Taken :

Due to the USG closing campus in March 2020, this assessment project was postponed as it was scheduled to be distributed in late March to late April. We will be rescheduling for Fall 2020 or Spring 2021 depending on status of the Covid pandemic.

Progress:

Delayed

Providing Department:

Fraternity and Sorority Life

Dyad Strategies Sisterhood Assessment

Number:

Goal 3.

1. Operational/Learning Goal:

Redefining Sisterhood was developed from Sarah Cohen, Gentry McCreary, Ph.D., and Joshua Schutts' research regarding the nature of fraternal sisterhood. This questionnaire assesses their chapter's sisterhood and establishes a foundation for a discussion on the following five schema of sisterhood Sarah, Gentry, and Josh uncovered in their research:

SISTERHOOD BASED ON SHARED SOCIAL EXPERIENCES

SISTERHOOD BASED ON SUPPORT AND ENCOURAGEMENT

SISTERHOOD BASED ON BELONGING

SISTERHOOD BASED ON ACCOUNTABILITY

SISTERHOOD BASED ON COMMON PURPOSE

2. Outcome (s) :

1. Students will demonstrate increased awareness of the five schema of sisterhood.
2. Students will demonstrate gains in sisterhood based on accountability and sisterhood based on common purpose.
3. Students will demonstrate increased willingness to hold member of their chapter accountable for shared standards and expectations.
4. Students will gain knowledge and strategies related to improving levels of positive sisterhood within their organization.
5. Students will be able to identify barrier in their chapter that prevent more members from reaching transcendent levels of sisterhood.

3. Evaluation Strategy :

Students will take an online assessment.

4. Method for Disseminating and Using Information for Improvement :

This will be shared with the Vice President of Student Affairs/Dean of Students, National Organizations, Chapter Advisors, and Student Leaders.

5. Summary of Results :

Delayed due to COVID.

6. What did you learn? :

Delayed due to COVID.

7. Actions Taken :

Due to the USG closing campus in March, this assessment project was postponed as it was scheduled to be distributed in late March to late April. We will be rescheduling for Fall 2020 or Spring 2021 depending on status of the Covid pandemic.

Progress:

Complete

Providing Department:

Fraternity and Sorority Life

CPC Recruitment Counselor Training

Number:

Goal 4.

1. Operational/Learning Goal:

Staff in the Office of Fraternity and Sorority Life will strengthen the Recruitment Counselor (RC) Training program to better prepare RCs to counsel and connect with potential new members throughout the CPC recruitment process.

2. Outcome (s) :

As a result of attending Recruitment Counselor Training, Recruitment Counselors will:

1. Feel connected to the CPC #sheispowerful narrative and the larger Panhellenic community
2. Feel comfortable counseling a potential new member (PNM) through a difficult decision
3. Feel comfortable addressing conflict and finding resolutions
4. Feel confident in their ability to personally connect with each PNM and serve as a role model
5. Acquire a working knowledge of the CPC recruitment rules/policies

3. Evaluation Strategy :

An identical pre- and post-training survey will be given to Recruitment Counselors to assess their level of agreement with 10 different statements on a Likert scale (related to perceived ability to perform essential functions of the role).

4. Method for Disseminating and Using Information for Improvement :

The Office of Fraternity and Sorority Life staff and Collegiate Panhellenic Council officers will review the results and use it to inform future adjustments to the Recruitment Counselor Training program. Information will also be shared with the Vice President for Student Life/Dean of Students and other FSL stakeholders.

5. Summary of Results :

The data points of results are viewable in the following document. The graphs are a reflection of the information collected from pre- and post- training surveys to assess learning as result of attending Recruitment Counselor Training.

<https://docs.google.com/spreadsheets/d/1m6TgjkHQ-PV4bG4JNKIBH3I553C33CHZlqCs9o6Tsxw/edit?usp=sharing>

I feel like a part of the larger Panhellenic community at GT.	I feel connected to the CPC #sheispowerful narrative.	I feel comfortable counseling a PNM through a difficult decision.	I feel comfortable addressing conflict and finding resolutions.	I am confident in my ability to personally connect with each PNM.
I am confident in my ability to serve as a role model to each PNM.	I feel able to make an ethical decision when at a crossroads.	I understand how to leverage my Strengths in this role.	I know what is expected of me as a recruitment counselor.	I understand the formal recruitment rules.

The statements above were the statements RCs were asked to rate their level of agreement with from extremely false, false, neutral, true, and extremely true.

Our data suggests that some Recruitment Counselors may have already "Agreed" with the statements on some level, but largely felt stronger or more confident following the training.

6. What did you learn? :

We learned that Recruitment Counselors already feel a baseline connection to the larger Panhellenic community beyond just their chapter, but after participating in 3 days of training they report much higher levels of feeling connected to CPC. We also learned that our efforts related to leveraging Clifton Strengths and understanding the rules/policies/expectations were extremely effective, while our efforts to educate on counseling skills and conflict resolution had additional room to grow. While zero recruitment counselors felt "neutral" about their ability to counsel a potential new member, 24 felt comfortable, and 21 felt extremely comfortable, this is the key function of the role and additional training or support may be needed in this area while other areas of the training program are sufficient.

7. Actions Taken :

This year the Collegiate Panhellenic Council has hired a professional outside speaker to facilitate the counseling skills portion of Recruitment Counselor Training. The speaker has extensive experience in the Panhellenic recruitment world and specializes in building connection in the midst of COVID-19. We've realized that now more than ever (in a virtual recruitment model), having the ability to personally connect and counsel these women will be the most critical aspect of the job. We will continue to assess how our recruitment counselors perceive their ability related to this skill and we will also assess the PNMs to gain their feedback as the ones on the receiving end of it.

Progress:

Completed

Providing Department:

Fraternity and Sorority Life

Student Media

Technique Distribution Study

Number:

Goal 1

1. Operational/Learning Goal:

During the 2019-2020 academic year, the Technique student newspaper staff will track paper pick up rate, locations and returns of the paper on a week-by-week basis.

2. Outcome (s) :

By the end of Spring semester 2020, the newspaper will be able to:

- 1) Identify successful and/or underproducing distribution points;
- 2) Determine overall pick up rate verses printed issue ratio;

3. Evaluation Strategy :

The distribution manager for the student newspaper will record the status of each of the campus distribution points and account for:

- 1) Number of issues placed from week to week in the rack;
- 2) Number of issues collected following a week on the rack;

4. Method for Disseminating and Using Information for Improvement :

Assessment details were provided to:

- 1) Walton Press the newspaper printing company as justification for reducing the number of printed issues weekly and reduction in weekly invoices;
- 2) Student Government Association to determine funding for FY21;
- 3) Current (2019-2020) editorial staff for adjustments in story coverage and evaluation of distribution locations;
- 4) 2020-2021 Technique staff for changes in distribution points, number of issues printed and future funding requests.

The results of the Assessment Goal will also be shared with the Vice President of Student Life/Dean of Students.

5. Summary of Results :

During the 2019 Fall semester the pick up rate per week averaged approximately 73 percent across campus. During the first portion of the Spring 2020 semester, prior to the early closing due to COVID-19, rates decreased to nearly 60 percent. Due to a drop in pick up, the Technique dropped its print quantity from 5,500 issues weekly to only 5,000 to reduce waste and invoiced amounts.

6. What did you learn? :

While no specific reasoning was determined other than that the Fall semester has more large events which are covered (Freshman Issue, president inauguration coverage, Homecoming, football coverage, etc.). Because the Spring semester ended early, Spring data was not organized to be included in the data collection.

7. Actions Taken :

Due to the USG closing campus in March 2020, this assessment project was not completed as scheduled so accurate data was not available. We will be rescheduling for Fall 2020 and Spring 2021 depending on status of the Covid pandemic.

Progress:

Completed

Providing Department:

Student Media

Student Organizations and Leadership

GOLD Route Launch

Number:

Goal 1

1. Operational/Learning Goal:

Launch the GOLD (Guiding Organization Leader Development) Route program, a new leadership and engagement track for all GT students.

2. Outcome (s) :

As a result of launching the GOLD Route, the Center for Student Engagement will:

- 1) Deepen engagement opportunities with students who are already connected with our offices.
- 2) Create new engagement opportunities with students who are not already connected with our offices.

3. Evaluation Strategy :

We will track student engagement with the launch of the GOLD Route via the student registration in the program. The form, hosted in Engage, is the mandatory first step for students to begin the GOLD Route program. In addition to basic identifying information on the participant, the form gathers data on the following questions:

- 1) Of the items below, which would you most like to develop in this series? Please rank these in order of most important (1) to least important (4) to you. (Answers: Developing my sense of self and my personal leadership strengths; Growing or improving a team or organization of which I am a member or leader; Increasing my knowledge of issues and/or resources related to equity, inclusivity, and diversity; Increasing my level of experience in leadership roles or exposure to leadership opportunities)
- 2) I can articulate my personal leadership strengths and identify ways in which they benefit teams of which I am a leader or member. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)
- 3) I can identify experiences which have impacted my leadership development. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

4) Of the leadership experiences I have had, I can articulate how they have effected my personal development and leadership style. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

5) When working with a team or organization, I can identify areas of growth or development which will create meaningful change for that team or organization. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

6) When faced with a challenge or opportunity for growth in my team/organization, I am able to identify resources and/or strategies which will support creating meaningful change. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

7) When my team/organization has implemented a strategy to grow or improve, I am able to identify at least one way we can measure the success of implementing that strategy. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

8) When I or my teammates are in need of additional support or resources, I know which departments or staff members can assist. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

9) I am aware of my personal social identities and aware of the social identities my peers or colleagues may hold. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

10) I possess the knowledge and skill necessary to work with people who are different from me. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

11) I possess strong interpersonal "people" skills and demonstrate my ability to work collaborative and communicate effectively. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

12) I possess emotional awareness, have the ability to identify and manage my own emotions. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

13) I consistently show consideration and respect for others. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

14) I have the knowledge and skill necessary to be an effective leader. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

15) Considering how you ranked which areas you are most interested in improving, what would your ideal workshop, event, or program involve? What would the topic be, who would attend, and how would it help you develop? (Answer: Open Response)

4. Method for Disseminating and Using Information for Improvement :

Primarily, the members of the CSE team need to review the data to best steer future curricular opportunities on the GOLD Route. Additionally, this data needs to be shared with our department partners, who host GOLD Route events, to ensure we're providing experiences which meet the needs and expectations of participants.

5. Summary of Results :

See Attached GOLD Route Assessment

6. What did you learn? :

As a result of the assessing the launch of the GOLD Route, we gained valuable insight into the expectations and desires of students in their co- and extra-curricular engagement opportunities.

While some obvious take-aways appear in our data (i.e., students show a very strong preference for criteria in Pillar One of the program: Personal Leadership and Development), they also provided seemingly contradictory data points. For example, while 38 of 90 students said their first priority in completing this program is "Developing my sense of self and personal leadership strengths," 67 of 90 students also Agreed or Strongly Agreed with the statement "I can articulate my personal leadership strengths and identify ways in which they benefit teams of which I am a member or leader."

7. Actions Taken :

Due to the at times conflicting data we received from registrations, we will need to continue to assess students' experiences and perspectives as they move through the course. To collect this on-going data, we have implemented a post-assessment survey for each event a participant attends on the GOLD Route.

Progress:

Completed

Providing Department:

Student Organizations and Leadership

Charter Training

Number:

Goal 2

1. Operational/Learning Goal:

Student participants in the AY2020 charter trainings will be equipped with the knowledge necessary to identify the necessary steps and timeline to charter a new Registered Student Organization (RSO).

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

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

The attendees were asked to respond to 5 multiple choice questions which were posed around important components and dates of the chartering process. For the AY2019-20 charter windows, 7 trainings were offered. 73 students completed the assessment, and 73 unique organizations were represented.

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

Spring 2019: 42 of 43 students responded correctly (97.7%)
AY 2019-20: 72 of 73 students responded correctly (99%)
Percent Change: +1.3%

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

Spring 2019: 43 of 43 students responded correctly (100%)
AY 2019-20: 72 of 73 students responded correctly (99%)
Percent Change: -1.0%

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

Spring 2019: 38 of 43 students responded correctly (88.3%)
AY 2019-20: 53 of 73 students responded correctly (73%)
Percent Change: -15.0%

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

Spring 2019: 40 of 43 students responded correctly (93%)
AY 2019-20: 70 of 73 students responded correctly (96%)
Percent Change: +3.0%

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

Spring 2019: 46 of 43 students responded correctly (83.7%)
AY 2019-20: 51 of 73 students responded correctly (70%)
Percent Change: -13.7%

6. What did you learn? :

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

7. Actions Taken :

Due to a significant change in Institute policy, the training assessment as conducted previously will strongly shift in AY2020-21. This will be the last time this format of assessment for charter training occurs. Nonetheless, the lessons learned continue to be: provide additional clarity around the final step of charter training AND the timeline (including deadlines) of the charter windows.

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

Progress:

Completed

Providing Department:

Student Organizations and Leadership

Counseling Center

Provision of Effective Counseling Services

Number:

Goal 1

1. Operational/Learning Goal:

Provide measurably effective counseling services to students that successfully address alleviation of students' presenting concerns.

2. Outcome (s) :

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

3. Evaluation Strategy :

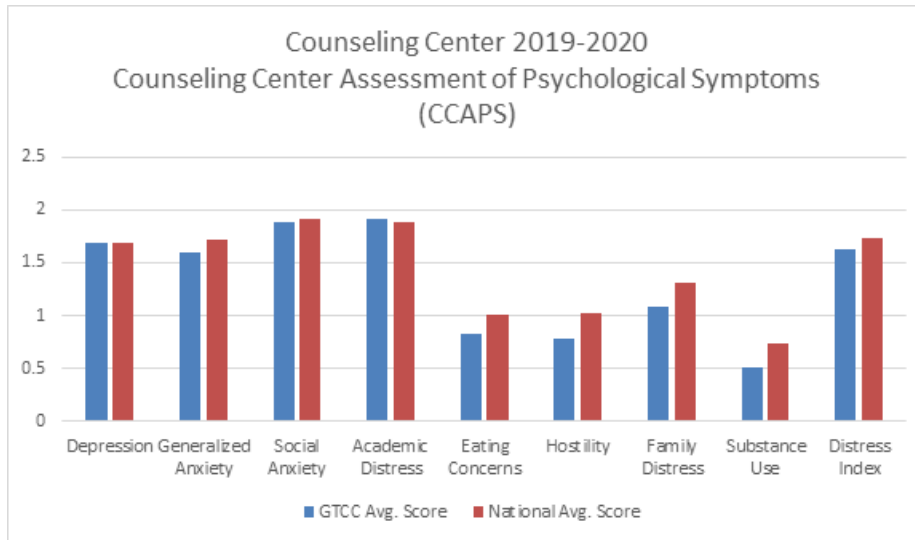
The Counseling Center will assess counseling outcomes using the CCAPS-62 and CCAPS-34 assessment forms (Counseling Center Assessment of Psychological Symptoms). The CCAPS-62 is administered to all incoming students at their first contact, usually in GT CARE. The CCAPS-34 is used in subsequent appointments, and this information is provided to the client's therapist in an ongoing manner.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with Student Life Administration and other Counseling Center-related stakeholders.

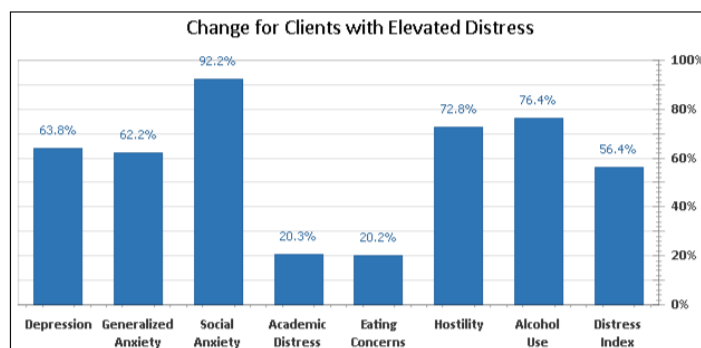
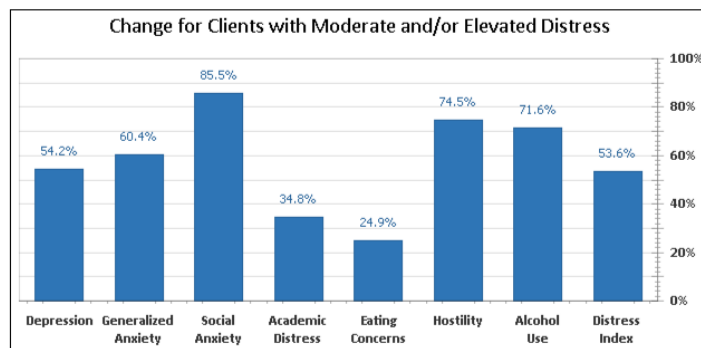
5. Summary of Results :

The Counseling Center Assessment of Psychological Symptoms (CCAPS) is a self-report screening tool used in multiple University Counseling Centers across the nation. The first table below shows aggregate data comparing Georgia Tech Counseling Center client self-report of symptoms with aggregate data from University Counseling Centers across the nation.



The two tables below show the percentage of change over multiple CCAPS administrations, and indicate that GT students seeking counseling services with the GT Counseling Center (GTCC) are, in the aggregate, experiencing substantive symptom remission or resolution. Note that the data pool contains 461 individual GTCC clients who took at least 2 administrations of the CCAPS over the course of their counseling experience. Symptom remission or resolution strongly suggests that GT students who seek counseling with the GTCC experience substantive improvement over their course of counseling.

CCAPS National Comparison — Pre-Post Change Ver. 5/2017
Based on 461 unique local clients, with at least 2 CCAPS Administrations from 08/01/2019 to 07/31/2020. The clients in the resulting sample have an average of 5 administrations.



6. What did you learn? :

Although individual experience of counseling will vary, as will individual rates of improvement, data indicates that, in aggregate, our services are effective for our clients.

7. Actions Taken :

GTCC is pleased with the effectiveness of our services and plans to continue evaluating service effectiveness through measuring symptom relief for our clients over AY20-21.

Progress:

Completed

Providing Department:

Counseling Center

Improve Student Access to Mental Health Services

Number:

Goal 2

1. Operational/Learning Goal:

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

2. Outcome (s) :

There will be a 50% reduction in the use of GTCC's triage hours from the time of the opening of the Center to measurement in July 2020.

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

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

Information learned from the Assessment results will also be shared with Student Life Administration and other Counseling Center-related stakeholders.

5. Summary of Results :

A comparison of appointment statistics for the utilization of triage hours was made between AY2018-19 and AY2019-20. GT Center for Assessment, Referral and Education (CARE), the single access point for mental health services, began operations on the first day of the Fall 2019 semester. GT CARE became the first line of defense for emergent student crisis. The goal of a 50% reduction in the use of triage hours within the GTCC was achieved.

In AY2018-19 the GTCC had 1526 triage contacts (measured within the categories "Brief Contact" and "Crisis Intervention"). In AY2019-20 the GTCC had 642 triage contacts, representing a slightly more than 60% reduction.

6. What did you learn? :

The GT CARE walk-in model has allowed non-client students in crisis to access immediate support, and thus reducing the need for crisis intervention by the Counseling Center. As the CARE and GTCC collaboration continues to develop it is anticipated that this reduction in crisis management by the GTCC will increase the amount of available counseling appointment to students in need of counseling.

7. Actions Taken :

As a result of this success, the GTCC has been able to identify a more targeted use of our triage hours. Over AY2020-21 the GTCC triage hours will be oriented to serving established clients in crisis as well as parents or members of the campus community seeking mental health consultation for students about whom they are concerned.

Progress:

Completed

Providing Department:

Counseling Center

Establishment of New Center for Mental Health Services

Number:

Goal 3

1. Operational/Learning Goal:

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

2. Outcome (s) :

GTCC staff will cooperate with the director of GT CARE in developing policies and procedures; assisting with hiring and orientation of the staff of the new center; and establishing optimal process flow patterns between GT CARE and GTCC. "Optimal" is operationalized as the reduction to zero over the course of the academic year of staffing and on-site consultation support by the GTCC for GT CARE.

3. Evaluation Strategy :

A successful outcome will be measured by (1) the launch of the center, and, (2) GT CARE's staffing and process flow independent from the GTCC.

Ongoing qualitative evaluation of the collaborative and cooperative relationship between GT CARE and GTCC will be conducted and modified as needed. Methods will include group discussion, brainstorming and examination of utilization data.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with Student Life Administration, GT CARE Administration and other Counseling Center-related stakeholders.

5. Summary of Results :

1. GT CARE was successfully launched the first day of the Fall, 2019 semester. CARE staffing patterns were assisted by the participation of GTCC staff in initial consultations. GTCC also engaged with CARE in discussions of process flow, recommendations for service maturation, and direct assistance as needed.
2. By the end of the fall semester CARE had organized its process flow, hired sufficient staff, and become increasingly fully functional. Collaborative efforts continued into the spring semester. In March, 2020 with the global COVID-19 pandemic, new (remote) operational procedures were collaboratively evolved allowing both centers to continue offering modified services to the GT community.

6. What did you learn? :

Processes developed nicely over time and appeared increasingly effective. COVID-19 altered the service medium envisioned (i.e., in-person service), yet the collaboration established over the first semester of the AY held firm and students continued to be served through remote means.

7. Actions Taken :

Collaboration between CARE and GTCC continues and a well-defined set of remote services has been established by both departments. GTCC is looking forward to an eventual return to standard operations.

Progress:

Completed

Providing Department:

Counseling Center

Establishment of a Satellite Counseling Program

Number:

Goal 4

1. Operational/Learning Goal:

During AY2019-20 the GTCC will hire and place 3 embedded counselors in the School of Engineering and the School of Computing.

2. Outcome (s) :

GTCC will successfully develop an inaugural satellite program in two Colleges within the Institute.

3. Evaluation Strategy :

A successful outcome will be measured by all 3 counselors scheduling at least 50% of their Full Time Equivalents (FTEs) in core clinical services (IT, GT, Consultation, Outreach services) as reflected by Titanium report.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with Student Life Administration and other Counseling Center-related stakeholders in the Assessment Report and at our annual retreat.

5. Summary of Results :

This goal was met as evidenced by completion of each identified sub-goal: 3 counselors were hired and placed within two different college. Their schedules reflect achievement of a more-than 50% focus on direct services (i.e., IT, GT, Consultation and Outreach).

6. What did you learn? :

Satellite counselors were warmly welcomed by their host departments. The effort to hire mid-career professionals who had experience operating independently appeared, in retrospect, a beneficial effort. Satellite counselors have also been active in identifying recommended start-up processes for potential future satellite offices.

7. Actions Taken :

A start-up guide for opening satellite offices will be developed and added to the Counseling Center's Policies & Procedures Manual.

Progress:

Completed

Providing Department:

Counseling Center

Dean of Students Main Office/Vice President for Student Life

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

Number:

Goal 1

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

At the conclusion of the Fall 2019 semester, results will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

5. Summary of Results :

Due to COVID-19 and the shifting to online services, we will postpone this assessment goal to FY21.

6. What did you learn? :

Delayed due to COVID.

7. Actions Taken :

Delayed due to COVID.

Progress:

Completed

Providing Department:

Dean of Students Main Office/Vice President for Student Life

Improve the Provision of Services for Online Students.

Number:

Goal 2

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

At the end of each semester, Fall 2019 and Spring 2020, a report in Accommodate will be generated to assess the needs of online students to learn trends for this student population related to academic or non academic issues.

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

During the Fall 2019 and Spring 2020 we had 175 students submit a request for assistance in an online program. Of those 175 requests, 136 were academic in nature, and 36 were non academic. Of the requests that were for (non) academic issues the following trends were identified. The top three reasons online students reached out to

the Dean of Students Office are: medical, personal, and death in the family. Subsequent reasons were: military responsibilities, grievance, technology, work, religious, travel.

6. What did you learn? :

We learned the following about student request for assistance in an online program. The top three reasons online students reached out to the Dean of Students Office are: medical, personal, and death in the family. Overall, students were referred to our office as face to face students would be via their faculty for verifications of an absence. Regardless of whether a student is taking all online classes, there are still issues that can arise and impact their class work.

7. Actions Taken :

The information learned was shared with the Vice President for Student Affairs, Deans, and Academic Affairs for further assessment of the services for online students.

Progress:

Completed

Providing Department:

Dean of Students Main Office/Vice President for Student Life

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

Number:

Goal 3

1. Operational/Learning Goal:

Main office staff will improve the design and functionality of the main office of the Division of Student Life related to class absence procedures.

2. Outcome (s) :

There will be an improvement in the design and functionality of the main office of the Division of Student Life related to class absence procedures.

3. Evaluation Strategy :

Main office staff will participate in an individual interview with Dr. B. Woods, Director of Research and Assessment for Student Life, during the Fall 2019. The 1:1 interview is intended to gather evaluation regarding the main office redesign and functionality for improvements related to class absence procedures.

4. Method for Disseminating and Using Information for Improvement :

Results of the individual interviews will be synthesized and shared with main office staff and the Vice President of Student Life for improvement and changes for Spring 2020.

5. Summary of Results :

Based on an individual interview with Dr. B. Woods, Director of Research and Assessment for Student Life and the main office staff the following information was learned about the main office redesign. Overall, all main office staff articulated there were benefits of having the kiosk for student access. It was further noted that we could improve in articulation of our services, but overall, students, faculty, and staff know to send students to our office.

6. What did you learn? :

Overall, we learned that the kiosk has been helpful in managing the foot traffic inside the main suite. It has helped to reduce the amount of paperwork submitted inside the main office, and allow for students to submit documentation after hours. We have learned that there are still students who come into the office with questions, but can be redirected outside to the kiosk. The overall design of the suite has been noted as welcoming and a positive work environment.

7. Actions Taken :

We have continued to use the kiosk during the Spring 2020 semester, as well as Summer 2020. It will continue to be useful as we move to hybrid services and allow for students to submit documentation, and a request for assistance outside the main office area to reduce foot traffic inside the suite.

Progress:

Completed

Providing Department:

Dean of Students Main Office/Vice President for Student Life

Development, Parent Giving & Student Life

Raise Fiscal Resources for the Parents Fund

Number:

Goal 1

1. Operational/Learning Goal:

The staff in the Office of Development, Parent Giving, and Student Life will increase the Parent Fund giving by 8%.

2. Outcome (s) :

The Office of Development, Parent Giving, and Student Life will report an increase in the fiscal resources for the Parent Fund.

3. Evaluation Strategy :

Parent Funds solicitations and gifts will be tracked.

4. Method for Disseminating and Using Information for Improvement :

Parent funds raised and solicitation strategies will be shared with the Division of Student Life leadership, Student Life cabinet members, and Parent Advisory Board members.

5. Summary of Results :

The Parent Fund raised a total of \$241,182.71. This is a decrease of 48,778.16 (16%) from FY19 (raised \$289,960.87).

Additionally, by partnering with the Office of Student Engagement, the Parents Fund has increased its presence on campus and issued 66 (a 10% increase) Parent Fund Grants totaling \$195,691.70 (34% increase).

6. What did you learn? :

The value of personal visits and targeted email solicitations was shown in the spring semester. Once the COVID-19 outbreak came and our personal interactions and email outreach became limited we saw a steep decline in parent giving. We were able to pivot and send soft solicitations based on support for the Student Emergency Relief Grant but our overall results remained lower than our stated goals.

7. Actions Taken :

We changed our solicitation focus to the Student Emergency Relief Fund and are continuing to include it in our messaging as we move into the next fiscal year. Given the current environment, we expect that personal visits will continue to be limited so we are using other available options (virtual meetings/phone calls/etc) to create the relationships required to drive giving.

Progress:

Completed

Providing Department:

Development, Parent Giving & Student Life

Personal Visits with Prospective Donors

Number:

Goal 2

1. Operational/Learning Goal:

Staff in the Department of Development, Parent Giving, and Student Life will increase the number of personal visits with prospective donors.

2. Outcome (s) :

Staff in the Department of Development, Parent Giving, and Student Life will provide evidence of an increase in the number of personal visits with prospective donors.

3. Evaluation Strategy :

The Staff in the Department of Development, Parent Giving, and Student Life will keep track of the number of personal visits to prospective donors.

4. Method for Disseminating and Using Information for Improvement :

The information learned from the Assessment data will be shared with the Institute's Office of Development, Vice President of Student Life/Dean of Students, and other stakeholders relevant to the Department of Development, Parent Giving, and Student Life.

5. Summary of Results :

Members of the Development Team held 109 in person meetings with donors during the fiscal year. This was cut short in the spring as trips and visits were cancelled with the COVID-19 outbreak.

6. What did you learn? :

We learned that donors who are met in person are not only more likely to give, but are also more likely to give larger amounts and continue to engage with the Institute in other (equally valuable) ways. The COVID-19 outbreak also made it clear that a consistent and active contact strategy for parent contact would be required to drive positive results.

7. Actions Taken :

We shifted our plans around the FASET Orientation program to include more personal (virtual) visits with incoming parents. We have already seen continued excitement around engagement this year as a result.

Progress:

Completed

Providing Department:

Development, Parent Giving & Student Life

Increase Donors to the Parents Fund by 10% and Increase \$1,000+ Donors to the Parents Fund by 10% for a Total of 600 Donors and 85 \$1,000+ Donors

Number:

Goal 3

1. Operational/Learning Goal:

The staff in the office of Development, Parent Giving, and Student Life will increase donors to the Parents Fund by 10% and increase \$1,000+ donors to the Parents Fund by 10% for a total of 600 Donors and 85 \$1,000+ donors.

2. Outcome (s) :

The office of Development, Parent Giving, and Student Life will report an increase of their FY 20 goal, their FY 20 stretch goal, and their FY 20 actual by at least 10%.

3. Evaluation Strategy :

Parent Funds solicitations and gifts will be tracked.

4. Method for Disseminating and Using Information for Improvement :

Parent funds raised and solicitation strategies will be shared with the Division of Student Life leadership, Student Life cabinet members, and Parent Advisory Board members.

5. Summary of Results :

The Parents Fund received 569 donors and 76 donations of \$1,000 or more.

Total Gifts:	574
Total Dollars:	\$241,182.71
Gifts of \$1,000 or more:	76
Median Gift Amount:	\$100.00

6. What did you learn? :

We were on track to meet our goals prior to the COVID-19 outbreak. We learned that it is difficult to make accurate predictions in light of the fluidity of the situation. We also learned that with parents are still willing to support the fund, provided that the fund's mission remains clear and student focused.

7. Actions Taken :

We have adjusted our goals for the fiscal year of 2021 to reflect this ambiguity. We will emphasize engagement, first time donors, and gifts over \$1,000. We also will remain focused with our messaging and be sure to include how the Parent Fund is interacting directly with students.

Progress:

Completed

Providing Department:

Development, Parent Giving & Student Life

GT C.A.R.E.

GT CARE 2021

Number:

Goal 1.

1. Operational/Learning Goal:

GT CARE opened in August 2019 post deadline for uploading Assessment goals. GT CARE staff have uploaded FY 21 into Planning and will be reflected accordingly in the '20-'21 Division of Student Life, Final Assessment Report.

Progress:

Completed

Providing Department:

GT C.A.R.E.

Health Initiatives

Health Education

Increase Student Engagement with Health Education through Outreach and Presentations

Number:

Goal 1

1. Operational/Learning Goal:

Increase student engagement with Health Education through outreach and presentations

2. Outcome (s) :

Over the course of academic year 2019-2020, track and establish a baseline for the participation and engagement with Health Education programs and services through Health Initiatives.

3. Evaluation Strategy :

Track the number attendance/participants in 2 areas:

1. Presentation Requests
2. Outreach Events

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with the director of Health Initiatives and the Vice President for Student Life.

5. Summary of Results :

Presentations

- Total Presentations: 83
- Total Attendance: 3217 students

Outreach

- Total Outreach Events - 62
- Total Attendance 3719 students

6. What did you learn? :

We learned where our baseline lies for outreach and presentation requests, and look forward to being able to compare and grow this over the next few years. Given that COVID-19 has created a different context for offering presentations and conducting outreach, we might have to place extra consideration into how we accurately compare future statistics.

7. Actions Taken :

Continuation of current practice.

Progress:

Completed

Providing Department:

Health Education

Increase Student Participation in Healthy Lifestyle Behaviors

Number:

Goal 2

1. Operational/Learning Goal:

Increase student participation in healthy lifestyle behaviors.

2. Outcome (s) :

Maintain or Increase the percent of students and employees who report positive well-being data with regards to the following 3 indicators:

1. Number of days per week that students managed their stress in healthy ways.
2. Number of days per week that students got at least 7 hours of sleep.
3. Number of days per week that students took a break to talk with someone supportive.

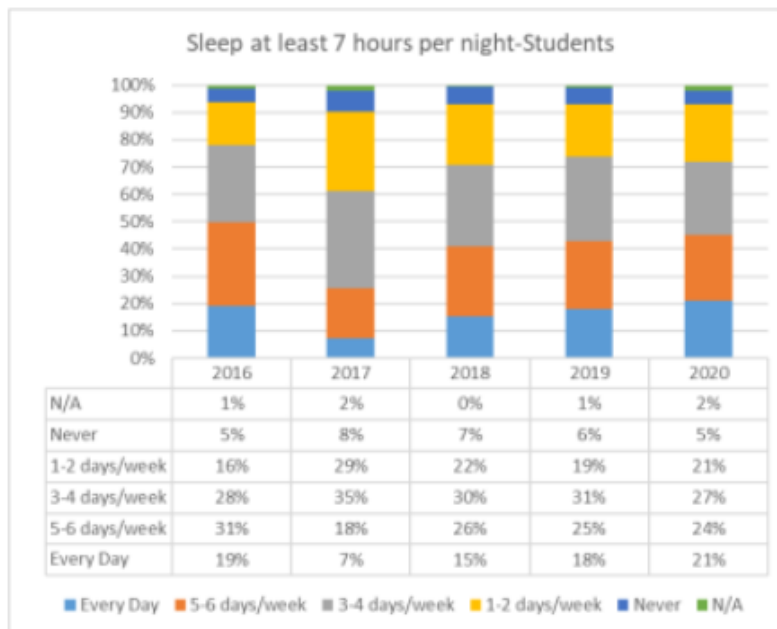
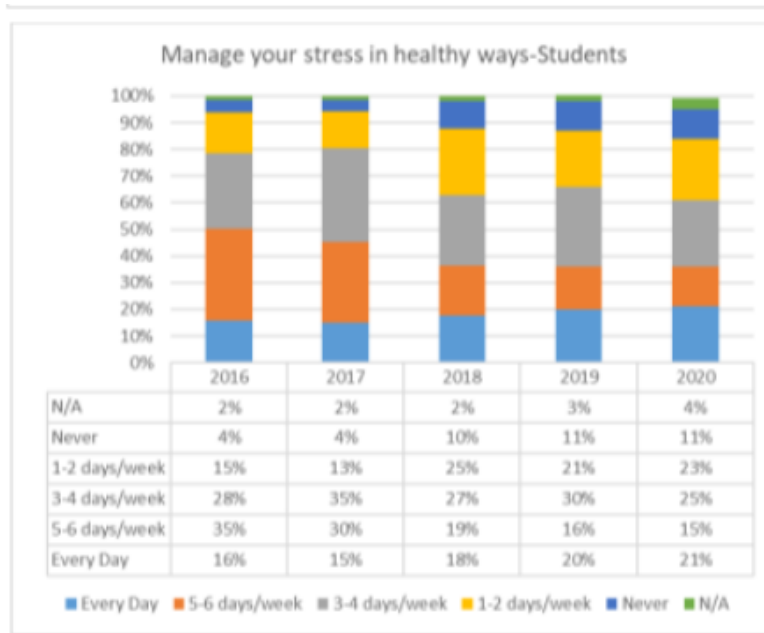
3. Evaluation Strategy :

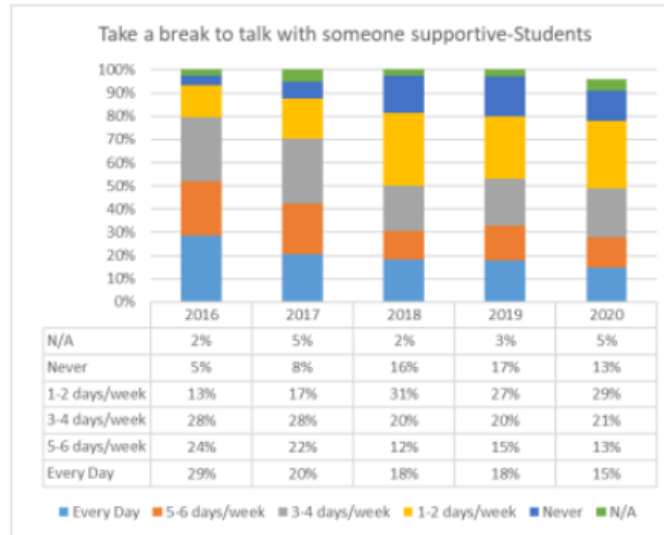
Utilize the questions in the Campus Services Assessment 2019-2020.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with the Director of Health Initiatives, Vice-President for Student Life, and the Center for Assessment Referral & Education (CARE).

5. Summary of Results :





6. What did you learn? :

Managing stress in healthy ways - We have seen a maintaining of levels in the past 2-3 years with the number of days that students are managing their stress in healthy ways. It must be noted that these levels are lower/worse than the data from 2016 & 2017. This indicates that students have encountered perhaps more stress and also face additional challenges to managing their stress in healthy ways.

Sleep - Our data indicates similar levels of reported adequate days in comparison to recent years. It is notably not the year with the lowest levels of sleep, but is also not the highest. It falls very much in the average range.

Social Connection -We have seen a maintaining of levels in the past 2-3 years with the number of days that students are reaching out for support from others. It must be noted that these levels are lower/worse than the data from 2016 & 2017. This indicates that students have may face additional challenges to social connecting with others.

7. Actions Taken :

Given the data showing potential extra stressors and barriers to stress management, we have increased our number of programs and resources to students to help manage and buffer their stress.

Given the data that shows a maintenance of sleep behaviors - we will continue to implement sleep education programs to encourage healthy sleep, including Sleep Week and Social Media Messaging.

Given the data that shows potential barriers to social connection, we will continue to educate students on the importance of social connection in relation to well-being, and work to reduce the stigma related to help-seeking behaviors.

Progress:

Completed

Providing Department:

Health Education

Increase the Percent of Students Who Use Protective Alcohol Strategies.

Number:

Goal 3

1. Operational/Learning Goal:

Increase the percent of students who use protective alcohol strategies.

2. Outcome (s) :

Maintain or increase the percent of incoming students reporting using a positive behavioral intention after completing AlcoholEdu from pre to post assessment.

3. Evaluation Strategy :

The data will be measured by the AlcoholEdu Pre and Post Surveys, retrieving the percentage from the post survey.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with the Director of Health Initiatives, the Vice President of Student Life, and the Alcohol & Other Drug Committee.

5. Summary of Results :

Percent that use protective alcohol strategy-POST SURVEY	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Set a limit	73%	73%	65%	74%	72%
Alternate drink type	72%	72%	72%	72%	70%
Pace drinks	64%	64%	65%	65%	64%
Reduce # of drinks	56%	56%	57%	55%	56%
Reduce frequency of drinking	52%	52%	52%	50%	52%

6. What did you learn? :

We met our goal of maintaining or increasing the percent of students reporting using a positive protective alcohol strategy after completing AlcoholEdu in 5 out of the 5 protective strategies (+/- 2%).

7. Actions Taken :

This indicates that we will continue to utilize AlcoholEdu and continue programming through the academic year, including the following events/programs. Given that this year will be significantly impacted by COVID, we hope to maintain programs since extra barriers exist to improving many of our strategies.

- AlcoholEdu
- CHOICES (Alcohol and Harm-Reduction Program)
- Parent Handbook ("Talking with Your Student about Alcohol")
- Alcohol Prevention Messaging Campaigns
- Social Media Prevention Messaging
- Alcohol & Other Drug Committee
- Arrive Alive DUI Simulator
- Think Fast Trivia

Progress:

Completed

Providing Department:

Health Education

Nutrition

Increase Participation in/Attendance at Programs Offered by Community Nutrition

Number:

Goal 1

1. Operational/Learning Goal:

Increase participation in/attendance at programs offered by Community Nutrition.

2. Outcome (s) :

Increase the number of participants/attendees from the FY19 number 8,920 to greater than or equal to 9,000.

3. Evaluation Strategy :

Keep track of the number of program participants/attendees.

4. Method for Disseminating and Using Information for Improvement :

The data learned from this Assessment Goal will be shared with the Director of Health Promotion, the Vice President of Student Life/Dean of Students, and other Health Initiatives related stakeholders.

5. Summary of Results :

Fall semester, Community Nutrition reached 1,438 people through presentation requests, ~1,400 from Fuel for Finals, and 373 from the Flavorful Fridays cooking demos. Nearly 900 people were reached for three Blender Bike events, as well as 1,700 students from a variety of campus events. Fit to Thrive added 30 people. Through these outreach events, we reached 5,841 people Fall semester.

Spring semester brought challenges, as campus shut down in March due to the pandemic. Our in-person presentations reached 1,098 people, and outreach events reached 2,397. Once we moved to a virtual environment, we reached 316 people through presentation requests, 90 people from Fuel for Finals on Instagram, and a total of 154 live participants in Flavorful Fridays, and 1,104 video views. This brings our Spring totals to 4,843 people reached both in-person and virtually.

This brings our FY20 total to 10,684 people reached.

6. What did you learn? :

We learned that we are able to reach as many people virtually as in-person. It's helpful that many of our events, particularly Flavorful Fridays, were able to be viewed after the live event. We were able to pivot with relative ease to meet our goal, despite of the unique challenges that Spring and Summer 2020 brought.

7. Actions Taken :

Given that we are starting this year providing virtual programming, we feel we are well-prepared to continue our current practice.

Progress:

Completed

Providing Department:

Nutrition

Continue to Decrease the Wait-Times for a Student's First Appointment with a Registered Dietitian

Number:

Goal 2

1. Operational/Learning Goal:

Continue to decrease the wait-times for a student's first appointment with a Registered Dietitian.

2. Outcome (s) :

Average wait-time for first appointment with a dietitian will be less than or equal to 10 days.

3. Evaluation Strategy :

The wait times for first appointments with a dietitian will be tracked.

4. Method for Disseminating and Using Information for Improvement :

The data learned from this Assessment Goal will be shared with the Director of Health Promotion, the Vice President of Student Life/Dean of Students, and other Health Initiatives related stakeholders.

5. Summary of Results :

Fall and Spring semesters, our wait times averaged 8.81 days while we were on campus. Urgent appointments had a 3.67 day wait. Once we moved to a virtual appointment environment, our wait times were reduced to 7.26 days from March to June. Typical wait times were 3-4 days once we were fully virtual in the summer. We did reach our goal of having wait times less than or equal to 10 days.

6. What did you learn? :

In the transition to a virtual environment, we did have students postpone their appointments until we were able to have them in-person. Based on the results, having fewer students does help reduce wait times. We also managed our own appointment schedules, which brought more flexibility in working with our and students' schedules.

7. Actions Taken :

We will continue to provide appointments virtually as long as needed. We will also continue to schedule our own appointments to best serve students.

Progress:

Completed

Providing Department:

Nutrition

Improve Georgia Tech Community Awareness of the Non-Dieting Approach to Eating

Number:

Goal 3

1. Operational/Learning Goal:

Improve Georgia Tech community awareness of the non-dieting approach to eating.

2. Outcome (s) :

There will be 5 or more presentations that discuss Intuitive Eating.

3. Evaluation Strategy :

Keep track of the number of presentations discussing Intuitive Eating.

4. Method for Disseminating and Using Information for Improvement :

The data learned from this Assessment Goal will be shared with the Director of Health Promotion, the Vice President of Student Life/Dean of Students, and other Health Initiatives related stakeholders.

5. Summary of Results :

We provided 9 Intuitive Eating presentation requests. In addition, the concept of Intuitive Eating was weaved through all of our presentations, regardless of topic. In addition, we received Joint Allocation Committee (JAC) funding to support bringing The Body Positive to campus, which aligns a great deal with Intuitive Eating.

6. What did you learn? :

Participants appreciated the alternate approach to eating healthfully. The principles set forth in Intuitive Eating allow for a more realistic, gentle, and evidence-supported perspective to nourishing well.

7. Actions Taken :

We will continue to follow and support an Intuitive Eating approach. We will also plan to increase our programming efforts through Body Positive GT.

Progress:

Completed

Providing Department:

Nutrition

Increase the Number of Collaborative Programs between Community Nutrition and Campus Partners

Number:

Goal 4

1. Operational/Learning Goal:

Increase the number of collaborative programs between Community Nutrition and campus partners.

2. Outcome (s) :

The number of collaborative programs and presentations will increase to 10 or more.

3. Evaluation Strategy :

Keep track of the number of collaborative programs and presentations.

4. Method for Disseminating and Using Information for Improvement :

The data learned from this Assessment Goal will be shared with the Director of Health Promotion, the Vice President of Student Life/Dean of Students, and other Health Initiatives related stakeholders.

5. Summary of Results :

Data shows that we collaborated with a number of campus partners. This includes Scheller (Excel), Housing (including individual dorms and apartments), SAA, APPH, Campus Sustainability, Greek Life, College of Computing, SkyGT, Women's Resource Center, CRC, Stamps Health Services, Klemis Kitchen, and Dining. When including Body Positive GT collaborations, we can include Healthy Jackets, Athletics, LGBTQIA Resource Center, Counseling Center, CARE, and individual members of the GT student body. In total, we have collaborated with 18 campus departments.

6. What did you learn? :

We learned that campus is eager to learn more about both general nutrition and weight-neutral, non-diet approaches to nutrition, like Intuitive Eating and Body Positivity. By highlighting these topics, we have been able to increase our campus collaborations.

7. Actions Taken :

We will continue to support and educate campus departments in all matters of nutrition.

Progress:

Completed

Providing Department:

Nutrition

Increase Student Awareness of Healthy Nutrition Options Available on Campus

Number:

Goal 5

1. Operational/Learning Goal:

Increase student awareness of healthy nutrition options available on campus.

2. Outcome (s) :

65% of students will eat healthier food options on campus at least 3-4 days/week.

3. Evaluation Strategy :

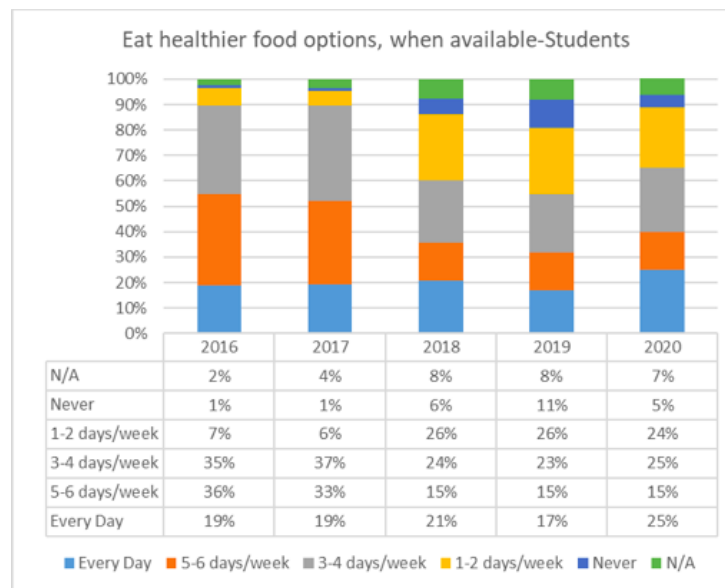
Campus Services Satisfaction Survey - Percent of students who "Eat healthier food options on campus" 3-4 days/week

4. Method for Disseminating and Using Information for Improvement :

The data learned from this Assessment Goal will be shared with the Director of Health Promotion, the Vice President of Student Life/Dean of Students, and other Health Initiatives related stakeholders.

5. Summary of Results :

According to the Campus Services Satisfaction Survey, 65% of students choose to eat healthier foods when available at least 3-4 days/week.



6. What did you learn? :

We learned that there was an increase in the number of students who choose more healthy options, from 55% in 2019, so 65% in 2020. This could be due to the change in Dining vendors and menu, as well as our individual appointments, outreach, and collaboration with Dining.

7. Actions Taken :

We will continue to support healthful eating on campus, and promote it through individualized guidance as well as outreach and collaboration with Dining.

Progress:

Completed

Providing Department:

Nutrition

VOICE

Increase Education Programming to Primarily Comprised of Students Who Identify with the Under-Represented Populations

Number:

Goal 1.

1. Operational/Learning Goal:

Staff in the Department of Health Initiatives, VOICE, will increase Education Programming to primarily comprised of students who identify with the under-represented populations, which will include graduate students, international students, student athletes, and predominately masculine-identified student groups.

2. Outcome (s) :

Between July 1, 2019 and June 30, 2020, VOICE will complete 8 educational programs for 4 groups primarily comprised of students who identify with the under-represented populations we identified.

3. Evaluation Strategy :

We collected data by keeping records of demographic information for each of the groups we presented to.

4. Method for Disseminating and Using Information for Improvement :

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students and other relevant VOICE stakeholders.

5. Summary of Results :

- MCM Workshop- Housing 8/12/2019
- MCM Workshop- Housing 8/14/2019
- MCM Workshop-Housing 1/3/2020
- Chem 8002 VOICE/ Title IX presentation 1/28/2020
- MCM Workshop- (International) Housing 3/11/2020
- Jump Start Jackets 6/10/2020
- BC8100 Preventing, Reporting, and Responding to Sexual Misconduct 4/2/2020
- ChBE Bringing in the Bystander 7/14/2020

Between July 1, 2019 and June 30, 2020, VOICE completed 8 educational programs for 4 groups primarily comprised of students who identify with the under-represented populations we identified.

6. What did you learn? :

We learned that there needs to be an increase in programming to the underrepresented groups.

7. Actions Taken :

In order to continue to increase the amount of students reached in the underrepresented groups, we will create greater targeted campaigns to the specific groups.

Progress:

Completed

Providing Department:

VOICE

Achieve at Least a 4.0/5.0 for Each Survey Item

Number:

Goal 2.

1. Operational/Learning Goal:

Based on the instruments we created for the program evaluation surveys outcome performance measurement (OPMs), our goal was to achieve at least a 4.0/5.0 for each item measured. There are 8 separate surveys based on incident type and primary or secondary victimization. We utilized 4 survey types for FY20.

2. Outcome (s) :

The surveys will yield responses of 4.0/5.0 for each item measured.

3. Evaluation Strategy :

We will utilize 4 survey types for FY20 and keep track of the responses.

4. Method for Disseminating and Using Information for Improvement :

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students and other relevant VOICE stakeholders.

5. Summary of Results :

In Summer 2020, we received a total of 7 responses for all surveys. The low response rate yields a challenge in analyzing the numbers. The pandemic may have had a negative impact on response rate.

Title	Respondents	Number of Questions*	Number of Questions achieving 4.0/5.0
VOCA OPM Domestic/Dating Violence Survey	1	11	10
VOCA OPM Sexual Assault Survey	3	7	7
VOCA OPM Stalking Survey	2	11	9
VOCA OPM Sexual Assault Survey-Secondary	1	7	7

*Excluding "N/A" and unrelated questions.

6. What did you learn? :

Collapsing all the responses and excluding "N/A" responses, we "completed" this benchmark for all of the responses for all of the surveys.

7. Actions Taken :

These surveys will be distributed again in Fall 2020 and Spring 2021, but we will be more strategic in the timing of when the survey is sent to increase the response rate.

Progress:

Completed

Providing Department:

VOICE

Provide Educational Programming

Number:

Goal 3.

1. Operational/Learning Goal:

VOICE staff will increase the number of education presentation programming offered.

2. Outcome (s) :

Between July 1, 2019 and June 30, 2020, VOICE will complete over 66 education presentation programming.

3. Evaluation Strategy :

VOICE staff will document and track all programs.

4. Method for Disseminating and Using Information for Improvement :

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students and other relevant VOICE stakeholders.

5. Summary of Results :

Direct Programming: 53 VOICE programs offered, 459 students and employees engaged

Indirect Programming: 4 VOICE programs offered, 3,132 students and employees engaged

This is a decrease of 9 programs from the previous year. Last year VOICE provided 66 programs.

6. What did you learn? :

We did not quite reach our goal, but we are making great progress. We learned we need to do more outreach and have stronger marketing so that the GT community has greater knowledge of the programming VOICE can offer.

7. Actions Taken :

Due to the pandemic and the closing of campus for "in person" learning, many of our Spring programs were cancelled and we did not "complete" this benchmark. This goal will carry over into FY21.

Progress:
Completed

Providing Department:
VOICE

Measure the Effectiveness of VOICE Presentations

Number:
Goal 4.

1. Operational/Learning Goal:

Achieve at least a 4.0/5.0 on program evaluation feedback surveys for the VOICE Presentations.

2. Outcome (s) :

The staff in the Department of Health Initiatives, VOICE, will demonstrate a rate of 4/5 on the program evaluation feedback surveys.

3. Evaluation Strategy :

Based on the instruments we create for the presentation surveys, we will use the benchmark of 4.0/5.0 on a Likert scale.

4. Method for Disseminating and Using Information for Improvement :

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students and other relevant VOICE stakeholders.

5. Summary of Results :

For the surveys completed between July 1, 2019 and June 30, 2020, the averages were as follows:

Goal A: 4.29

Goal B: 4.17

Goal C: 4.09

6. What did you learn? :

Since we did not use the same learning objectives across all programs, it was difficult to compare specific benchmarks across programs. Our model is to include one objective that measures if participants learned a concept, one that measures if participants learned a new skill; and one that measures if participants learned about resources. As a note, some of our Likert scales varied and we had to convert them in order to make comparisons.

We learned that we are doing well and have more work to do.

7. Actions Taken :

We will be more aggressive at gathering survey feedback. We will implement new strategies for ensuring the ease and accessibility for participants to take and complete the survey. We will have codes at the end of over presentation for someone to complete the survey. We will have surveys at each and every presentation. Lastly, we will inform participants of the opportunity to complete the survey at the beginning and once during the presentation.

For next year, we have standardized our learning objectives so they can be more effectively compared across presentations.

Progress:
Completed

Providing Department:
VOICE

Human Resources Business Partner

OneUSG HCM Implementation and Training

Number:

Goal 1

1. Operational/Learning Goal:

Assist with the implementation and training of the OneUSG HCM (University System of Georgia, Human Capital Management) systems and processes for the Division of Student Life.

2. Outcome (s) :

The Student Life Human Resources Business Partner (SL HRBP) will demonstrate assistance by implementation and training of the OneUSG HCM (University System of Georgia, Human Capital Management) systems and processes for the Division of Student Life.

3. Evaluation Strategy :

The HRBP will:

- Make observations
- Track the average time to complete a transaction
- Track the number of errors

4. Method for Disseminating and Using Information for Improvement :

Feedback will be shared with the system users, the Georgia Tech Human Resources Centers of Excellence, the GT Human Resources and HCM Team, as well as other relevant HRBP stakeholders.

5. Summary of Results :

- OneUSG HCM Implementation- "go live" date changed from January 2020 to March 2020. Enterprise Resource Planning team needed more time to make sure data was accurate before moving to new system
- All mandatory training was completed by employees, managers, students and provisioned initiators
- Average time to complete a transaction was 2-4 weeks

By the system "go live" date of March 16, 2020:

- Participated in approximately 15 training sessions for OneUSG HCM.
- Served as a HCM Lead Change Agent for the Division of Student Life.

- Served on the HCM Transformation Committee (HTC) for the Institute.

After the HCM system is live:

- Offered 1:1 virtual training for approximately 30 Student Life managers and provisioned initiators
- Consolidated work instructions and distributed to Student Life Managers and Provisioned Initiators

6. What did you learn? :

The OneUSG system was implemented to provide more efficient HR processes and visibility to Managers of their staff.

The system was implemented 4 months ago. We have seen some areas that have improved (manager visibility) and some items that still need to be improved (new employee onboarding and position management).

There were some challenges during the system conversion. Not all records were moved over the correct data. This caused additional work for the HRBP, HR Coordinator and Provisioned Initiators, who had to resubmit changes that would have otherwise not be necessary.

7. Actions Taken :

The HRBP will continue to aid the Division of Student Life with OneUSG HCM.

Progress:

Completed

Providing Department:

Human Resources Business Partner

Staffing for Newly Created GT CARE Center

Number:

Goal 2.

1. Operational/Learning Goal:

The HRBP will plan and implement the employee infrastructure for a new department within the Division of Student Life.

2. Outcome (s) :

The HRBP will hire new members to staff the new department, GT CARE.

3. Evaluation Strategy :

The HRBP will keep track of new hires and the average time to fill each position.

4. Method for Disseminating and Using Information for Improvement :

- Regularly met with CARE Director to provide updates on the position development and hiring process.
- Met weekly with VP of Student Life and reviewed updates and new recommendations

5. Summary of Results :

The CARE Center opened the beginning of Fall 2019 and was fully staffed by the end of the semester Fall 2019 and the GT CARE implementation team was recognized with a GA Tech "Creating the Next" staff award.

The HRBP collaborated with GTHR Compensation and Talent Acquisition to create job descriptions, pay grades and targeted salaries for each vacant position. The HRBP successfully assisted with the creation of a new department. Hired 6 staff members to work in the CARE Center: Director (1); Case Manager (4); Admin Professional (1).

The HRBP Regularly met with CARE Director to provide updates on the position development and hiring process and met weekly with VP of Student Life and reviewed updates and new recommendations

The average time to fill each position was approximately two to four months

6. What did you learn? :

We learned additional positions were needed for the CARE Center based on the student need and demand.

7. Actions Taken :

To fulfill the additional positions needed, the HRBP has created 2 more Case Manager positions.

Progress:

Completed

Providing Department:

Human Resources Business Partner

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

Needs Assessment with LGBTQIA Faculty

Number:

Goal 1

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

Center staff will use the data from the focus group to design and implement programs, services, and resources that better meet the needs of LGBTQIA faculty. The information learned from this Assessment Goal will also be shared with the Vice President of Student Life/Dean of Students and other LGBTQIA Resource Center stakeholders.

5. Summary of Results :

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

6. What did you learn? :

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

7. Actions Taken :

Unfortunately, Center staff were not able to complete this goal. LGBTQIA Resource Center Faculty/Staff Liaisons assisted Center staff to create a plan, a layout, questions to ask, and a way to recruit LGBTQIA faculty to participate in FY2019. The goal was to continue this goal for the 2019-2020 academic year and conduct the focus group with a new Director of the LGBTQIA Resource Center. However, a new Director did not begin until May 2020. The goal is to continue this goal for the 2020-2021 academic year.

Progress:

Completed

Providing Department:

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

Trans 101 Inclusive Language

Number:

Goal 2

1. Operational/Learning Goal:

Trans 101 training will educate employees and students, and provide them with the language that is vital in creating a more inclusive campus environment for transgender, non-binary, genderqueer, agender, and gender questioning peers.

2. Outcome (s) :

As a result of completing Trans 101 training, participants will be able to identify 6 key terms related to gender.

3. Evaluation Strategy :

Participants will complete a pre-test and post-test that asks them to identify the correct term for a given definition. All terms will be related to sex assigned at birth, gender identity, and gender expression.

4. Method for Disseminating and Using Information for Improvement :

The data will be shared with the Trans 101 facilitator team as well as staff in the LGBTQIA Resource Center. We will use this information to determine whether the program is successful at teaching participants to recognize and define trans-inclusive terms. If participants are not able to list the correct terms to match the definitions, the program will be modified to communicate this information in a clearer way.

The information learned from this Assessment Goal will also be shared with the Vice President of Student Life/Dean of Students and other LGBTQIA Resource Center stakeholders.

5. Summary of Results :

Term (Total n=73)	Pre-Test (n=correct response)	Post-Test (n=correct response)
Transgender Woman	30	51
Non-Binary	20	21
Transgender Man	27	51
Cisgender Man	19	54
Agender	4	5
Cisgender Woman	22	53

There was an increase in correct responses between the pre-test and post test for all 6 of the terms.

6. What did you learn? :

The attendees still had a low level of knowledge of gender-related terminology. Looking at the data, 1/3 of participants still did not know how to describe a trans woman, a trans man, a cisgender man, and a cisgender woman. However, the least impressive result is the term agender. Out of 73 participants, only 5 knew how to define that term by the end of the training. As the correct responses on the post-test increased across every term, the training is clearly increasing knowledge, but not at a rate that shows large amounts of participants deeply understood the content. These results are significant enough to cause concern with training content and delivery.

7. Actions Taken :

We will not continue to deliver the training in the same way as we have in the past. We will have to analysis the training in its entirety, assess our facilitators, and look at our knowledge-sharing techniques. This upcoming academic year, the Center staff will have to focus a lot of energy and time on updating and shifting this training. This could look like splitting up Trans 101 into talking about sex vs. gender language and how to be trans-inclusive in classroom/department spaces. We might explore splitting Trans 101 into shorter, more digestible pieces that can also be translated to an online format. We are interrogating the reasoning behind why these numbers seem so low, i.e. not explaining the terminology in a way the participants are understanding or digging deep enough to break the assumptions that people are coming with into the workshop.

Progress: Completed

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

Level Up Level 2 Evaluation/Assessment

Number:

Goal 3

1. Operational/Learning Goal:

Through presentations from the instructors and guest speakers, short readings, a field trip, and class discussions, participants will gain a greater understanding of the many forms that allyship can take, as well as an appreciation for the intellectual, political, and social contributions of the scholars and activists of the LGBTQIA community.

2. Outcome (s) :

As a result of participating in Level Up Level 2, the participants will report feeling confident in their ability to address topics and be allies related to intersex activism, non-monosexual identities/monosexual privilege, queer-related legislation in Georgia, difficult dialogues related to LGBTQIA identities, and queer Atlanta history.

3. Evaluation Strategy :

Participants will complete an evaluation/assessment after completing 5 sessions focused on intersex identities, non-monosexual identities, legislative advocacy, difficult dialogues, and queer Atlanta history.

4. Method for Disseminating and Using Information for Improvement :

Program organizers from the Center will review the evaluation data and use responses to create future programs that speak to the needs of participants. The information learned from this Assessment Goal will also be shared with the Vice President of Student Life/Dean of Students and other LGBTQIA Resource Center stakeholders.

5. Summary of Results :

Question	How Participants Rated Themselves (n= agree and strongly agree; total n=7)
As a result of completing this training, I can describe more accurately terms relating to intersex.	N strongly agree = 3 N agree = 4
As a result of completing this training, I can describe how and why intersex conditions are subjected to medical interventions.	N strongly agree = 5 N agree = 2
As a result of completing this training, I can describe the purpose and demands of intersex activism.	N strongly agree = 6 N agree = 1
As a result of completing this training, I can more accurately define	N strongly agree = 5

asexuality, aromanticism, pansexuality, bisexuality, and related terms.	N agree = 2
As a result of completing this training, I can debunk myths and stereotypes that can be harmful to people with these identities.	N strongly agree = 5 N agree = 2
As a result of completing this training, I can better describe how these identities often get erased in favor of discussing monosexual orientations such as gay and lesbian.	N strongly agree = 6 N agree = 1
As a result of completing this training, I can better describe how the legislative process works at the state level.	N strongly agree = 3 N agree = 2 N neither agree nor disagree = 1
As a result of completing this training, I am better equipped to engage in effective advocacy with elected officials, particularly regarding LGBTQIA issues.	N strongly agree = 3 N agree = 1 N neither agree nor disagree = 2
As a result of completing this training, I can better identify opportunities to intervene with and on behalf of oppressed groups.	N strongly agree = 2 N agree = 4
As a result of completing this training, I am better equipped to educate others about LGBTQIA issues.	N strongly agree = 2 N agree = 4
As a result of completing this training, I can adapt talking points for different audiences.	N strongly agree = 2 N agree = 4
As a result of completing this training, I can outline the work of at least four organizations serving the LGBTQIA community.	N strongly agree = 4 N agree = 1 N neither agree nor disagree = 1
As a result of completing this training, I can describe at least two ways to support the work of those organizations.	N strongly agree = 3 N agree = 1 N neither agree nor disagree = 2

6. What did you learn? :

The results are deeply promising, as most participants felt confident in their ability to address topics and be allies related to intersex activism, non-monosexual identities/monosexual privilege, queer-related legislation in Georgia, difficult dialogues related to LGBTQIA identities, and queer Atlanta history. Some of the “neither agree nor disagree” may be due to having to switch to a remote format for the final session and for all the make-up sessions. Additionally, I think we can glean from the results that people felt more confident in their abilities when we focused on specific populations within LGBTQIA communities, such as intersex activism and non-monosexual identities.

7. Actions Taken :

For now, as we continue to deliver and curate our Level Up Level 2 programming, we do not think these results should lead to any changes for now. Only 7 participants responded to the assessment out of nearly 30 total participants, so hopefully during a semester where faculty and staff are not trying to figure out how to move to a remote format, we will see more engagement with our assessment. And based on that, we may shift our practice.

Progress:

Completed

Providing Department:

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

Student Diversity Programs

GT1000 and Intergroup Dialogue

Number:

Goal 1

1. Operational/Learning Goal:

The Office of Student Diversity Programs will gain insight about students' readiness and willingness to participate in potential intergroup dialogue through the assessment of the GT1000: diversity, inclusion, and social justice section. This GT1000 is heavily discussion-based and addresses divisive topics which would parallel an intergroup dialogue.

2. Outcome (s) :

The Office of Student Diversity Programs will be able to identify whether or not having conversations around inclusion allow students to consider new perspectives and if it makes them think about their own identities.

3. Evaluation Strategy :

The Office of Student Diversity Programs implemented a survey at the end of the Fall semester once the students completed their GT1000 class. This was done in order for the students to ensure students experienced the full breadth of topics the class offered. The survey was also delivered at the end of the semester during the final celebration when food was offered as well as free time to socialize with classmates.

4. Method for Disseminating and Using Information for Improvement :

In order to implement a true Intergroup Dialogue Program as modeled through the University of Michigan, the Office of Student Diversity Programs would have to partner with academic units and other trained facilitators from offices such as the Women's Resource Center and the LGBTQIA Resource Center. When the Office feels equipped to propose an Intergroup Program, the results of the assessment will serve as evidence to academic departments as well as facilitators of the potential program.

The information learned from this Assessment Goal will be shared with the staff in the Office of Student Diversity Programs, the Vice President of Student Life/Dean of Students and other Student Diversity Programs stakeholders.

5. Summary of Results :

The survey was administered to Karen Yiu's Fall2019 GT1000 class. There were 16 students in the class and seven students completed the survey in class when given time

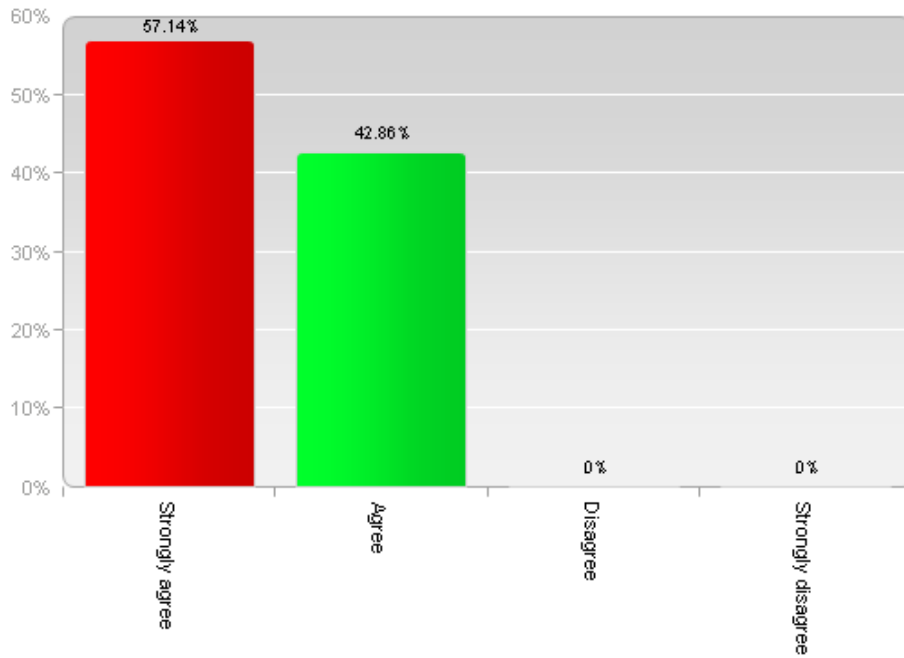
to fill out the survey for a 44% completion rate. The GT1000 section is heavily discussion based and addresses divisive topics which would be similar to a potential intergroup dialogue discussion.

100% of the students who participated in the survey said they agreed or strongly agreed that their experience in GT1000 encouraged them to think about perspectives other than their own. Additionally, when given the opportunity to share more in regard to this question, three students responded positively, saying that they considered perspectives they rarely think about on a weekly basis, and it gave them a larger perspective of Georgia Tech and those around them. All of the students agreed or strongly agreed that the conversations in the GT1000 class inspired them to reflect on their own identities and personal experiences. When asked if they would like to continue having conversations similar to the ones held in class, 85% agreed or strongly agreed, while one student (14% of respondents) disagreed. All of the student survey participants agreed or strongly agreed that they are more comfortable interacting with people who hold different identities.

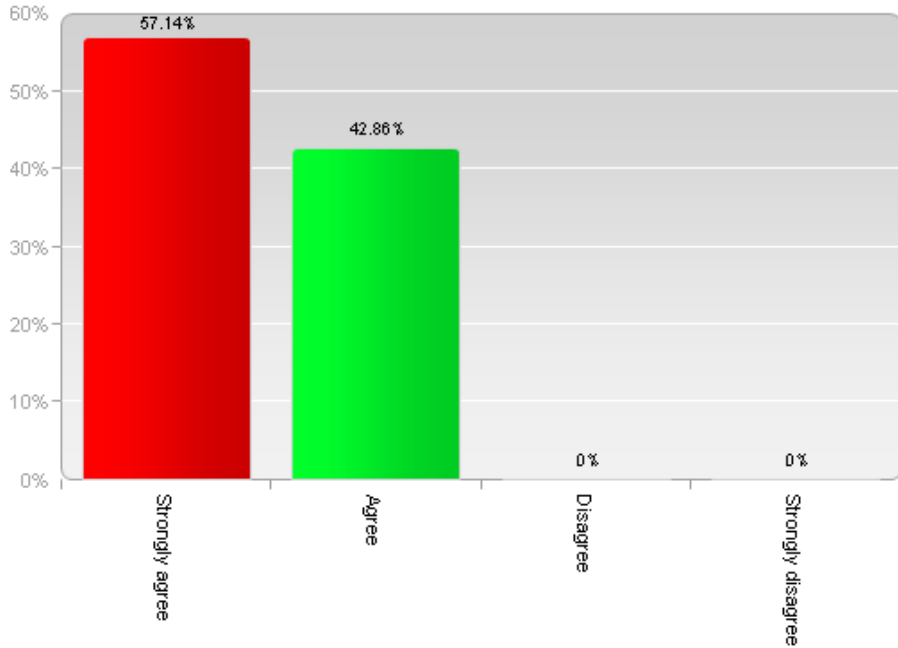
The survey had two final write-in questions which 6 of 7 students completed. The first question asked, "To what extent, if at all, has your GT1000 experience impacted your first-year, full-time Georgia Tech experience?" All of the students responded positively citing the usefulness of resources such as study abroad and resumes. They also said they learned a lot in regards to diversity and inclusion at Tech as well as being more open and understanding to people who are different from themselves.

The final question was recommended by the Director of Research and Assessment because research suggests that closing a survey with an open-ended question allows respondents to express their voice affirms the fact that they've invested time in completing the survey. Therefore, the final question is an open-ended question asking students, "If you could send a one sentence, guaranteed-to-be-read message to the GT administration, what would you say?" 32% of respondents said thank you for pushing them hard, while another 32% addressed the seriousness of diversity and mental health on campus. While one student addressed parking, a final 16% believed that they would want a GT1000 during their final year at Georgia Tech. The answers to the final questions of the assessment showed the students were thinking about their GT1000 experience and how the impact it had on them as students.

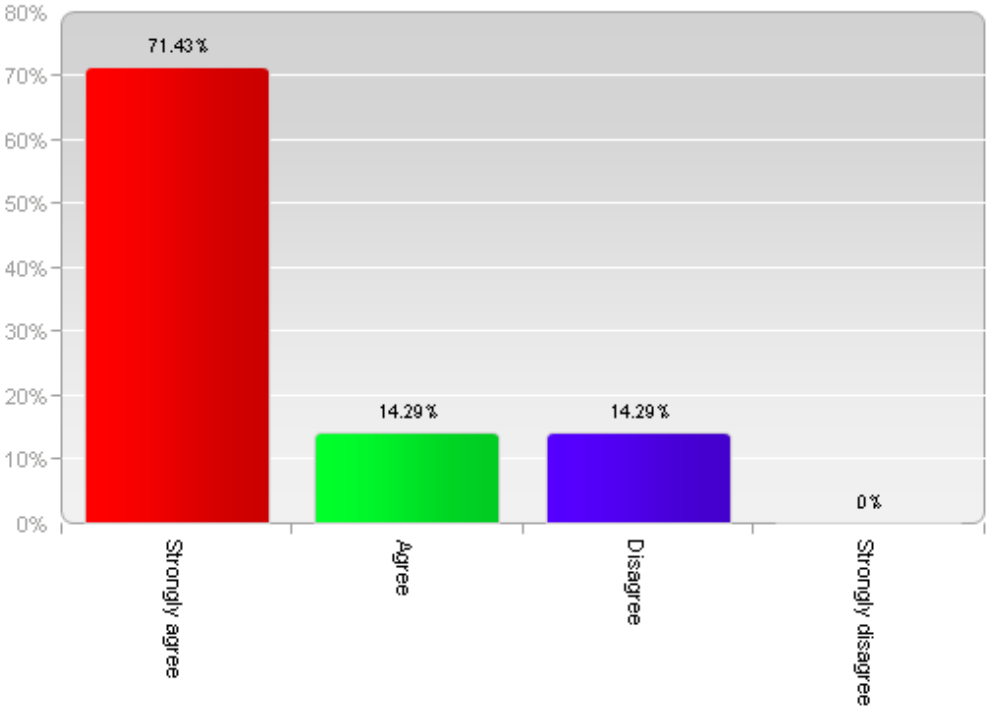
Q1. Please indicate your level of agreement with the following statement: My GT1000 experience encouraged me to think about other perspectives other than my own.



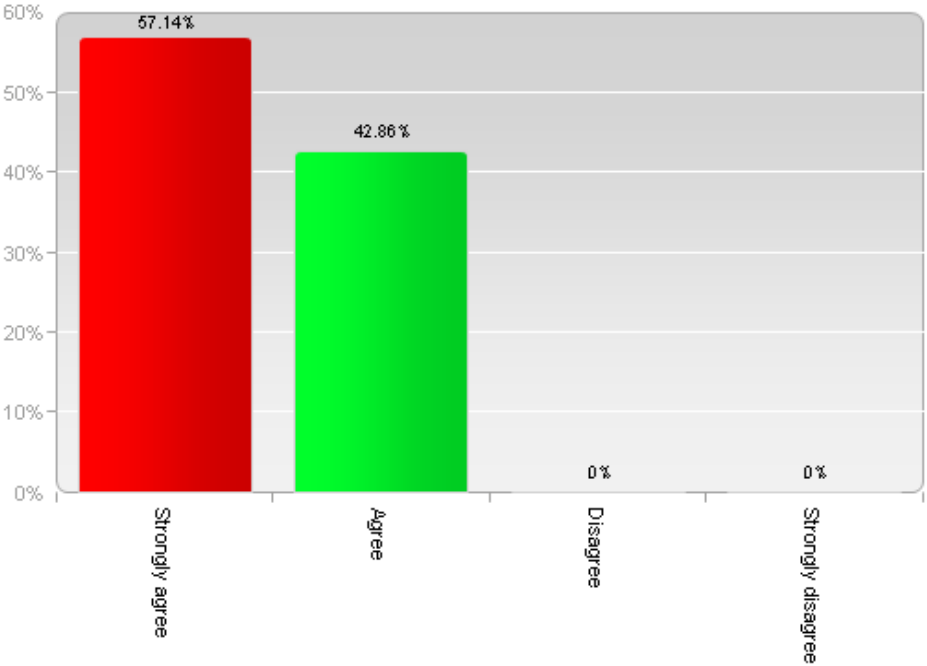
Q3. Please indicate your level of agreement with the following statement: The conversations in GT1000 inspired me reflect on my own identities and personal experiences.



Q5. Please indicate your level of agreement with the following statement: Due to my GT1000, I would like to continue having conversations similar to the ones we had in class.



Q7. Please indicate your level of agreement with the following statement: I am more comfortable interacting with people who hold different identities.



6. What did you learn? :

From the survey results, students enjoy learning and dialoguing with their peers about topics around diversity, inclusion, and personal identities. Students enjoy hearing multiple perspectives and having the opportunity to learn about people and identities different from the ones they hold while allowing the space to reflect on their own. Additionally, when distributing the evaluation tool, time needs to be set aside for the students to take the survey tool in class otherwise they will not take the survey.

7. Actions Taken :

As of now, the office has not established an Intergroup Dialogue program, however, this assessment has proven that we are able to move forward due to interest from students.

Progress:

Completed

Providing Department:

Student Diversity Programs

Black Staff

Number:

Goal 2

1. Operational/Learning Goal:

The Office of Student Diversity Programs and the Multicultural Competence Committee will increase their knowledge of the needs of Black staff from the Division of Student Life.

2. Outcome (s) :

The Office of Student Diversity Programs will be able to identify specific needs indicated by Black staff, and provide feedback to the Vice President for Student Life and Dean of Students regarding next steps.

3. Evaluation Strategy :

The Office of the Dean of Students and the Multicultural Competence Committee invited Black staff from the Division of Student Life to join a BlueJeans conversation to check-in and be in community with each other after the double pandemic, COVID-19 and the lost of Black Lives to police brutality. Three staff members moderated the conversation, and participants were able to vocalize their concerns as well as use the chat function.

4. Method for Disseminating and Using Information for Improvement :

The information learned from this Assessment Goal will be shared with the staff in the Office of Student Diversity Programs, the Vice President of Student Life/Dean of Students, the Multicultural Competence Committee, and other Student Diversity Programs stakeholders.

5. Summary of Results :

Information gathered from Black staff can be mapped into the following categories:

- Fair Treatment
- Promotion
- Microaggression
- Responsibility & Accountability
- Representation
- Education & Training
- Support for Themselves & Black Students

6. What did you learn? :

The Office of Student Diversity Programs and the Multicultural Competence Committee learned that Black staff from the Division of Student Life are hurting; they want to be treated fairly; they want staff to hold themselves responsible, and they want Division leadership to hold staff accountable.

7. Actions Taken :

After sharing the results with the Vice President of Student Life and the Dean of Students, an advisory board was formed to meet with the VP and Dean on a regular basis to advise him about Division culture and climate. In addition, the VP and Dean indicated education will begin at the cabinet level. To date 4 cabinet members have shared their life story to build community.

Progress:

Completed

Providing Department:

Student Diversity Programs

Perceived Division Commitment to Diversity and Inclusion

Number:

Goal 3

1. Operational/Learning Goal:

Student Diversity Programs will escalate the degree to which Student Life staff demonstrate, through the provision of programs and services, a continuous commitment to diversity and inclusion.

2. Outcome (s) :

Student Life staff will report an increase in observation of mindful, intentional evidence of its embracement of diversity and inclusion.

3. Evaluation Strategy :

In collaboration with the Director of Research and Assessment for Student Life, Student Diversity staff, will develop a brief survey to measure the extent to which Student Diversity Programs' stakeholders perceive an increase in evidence of a movement forward of diversity and inclusion.

4. Method for Disseminating and Using Information for Improvement :

Information gained will be shared with Division of Student Life leadership, Student Diversity Programs staff and stakeholders.

5. Summary of Results :

Due to early departure in March due to COVID-19, this goal was not completed. This goal will be repeated in FY2021.

6. What did you learn? :

Due to early departure in March due to COVID-19, this goal was not completed. This goal will be repeated in FY2021.

7. Actions Taken :

Due to early departure in March due to COVID-19, this goal was not completed. The goal will be repeated in FY2021.

Progress: Complete

Providing Department: Student Diversity Programs

Staff Commitment to Diversity and Inclusion

Number:

Goal 4

1. Operational/Learning Goal:

Student Diversity Programs will escalate the degree to which Student Life staff demonstrate, through the Multicultural Competence (MCC) Working Group, established in Fall 2019, an increased commitment to diversity and inclusion.

2. Outcome (s) :

Student Life staff members of the MCC Working Group members will report findings of their MCC-related work.

3. Evaluation Strategy :

Student Diversity Programs' staff will track the numbers of MCC-related trainings, programs, etc. In the event the MCC Working Group makes the decision to reignite the MCC Certification Program, participation of staff completion of programs toward certificate attainment will be recorded.

4. Method for Disseminating and Using Information for Improvement :

Information gained will be shared with Division of Student Life leadership, Student Diversity Programs staff and stakeholders.

5. Summary of Results :

Due to early campus departure in March due to COVID-19, the goal was not completed.

6. What did you learn? :

Due to early campus departure in March due to COVID-19, the goal was not completed.

7. Actions Taken :

Due to early campus departure in March due to COVID-19, the goal was not completed.

Progress:

Delayed

Providing Department:

Student Diversity Programs

Veterans Resource Center

Student Veteran Student Organization

Number:

Goal 1

1. Operational/Learning Goal:

Student Veterans will improve the function of the student veteran student organization with recommendations for future activities and function of the organization.

2. Outcome (s) :

As a result of attending student veteran monthly meetings, participants will be able to identify three activities selected for the student veteran student organization

3. Evaluation Strategy :

Student veterans will participate in monthly student veterans meetings.

4. Method for Disseminating and Using Information for Improvement :

Results will be used to improve the student veteran student organization. The results will be shared with Admission, Registrar's Office, the Vice President of Student Life/Dean of Students, and other stakeholders.

5. Summary of Results :

There were six student veteran meetings conducted throughout the past year. there were a total of 26 student veterans that participated in the meetings, with 23 males and 3 females. Additionally the group consisted of 4 graduate students and 22 undergrad students. The participants discussed their experiences of attending Tech and provided feedback and suggestions for yearly activities.

The most prominent suggestions for three activities were opportunities from future employers, information about benefits and fun moral boosting outings to include family members.

6. What did you learn? :

The Veterans Resource Center (VRC) staff learned that student veterans on campus are seeking more information about potential employment and career opportunities. The staff also learned that students are seeking more information about Veterans benefits

and campus resources. Student are also wanting to participate in outing to sporting events and possible amusement parks.

7. Actions Taken :

With this information the plan for the upcoming new Veterans Resource Center (VRC) will center on connecting with potential employers for information sessions with the Student Veterans. Additionally the VRC will continue to host visits from the Veterans Administration and Disabled American Veterans and other Veteran Advocated that can provide valuable information. The VRC will also create programs focusing on boosting moral and providing fun activities for Student Veterans and families.

Progress:

Completed

Providing Department:

Veterans Resource Center

Student Veterans FASET Session

Number:

Goal 2

1. Operational/Learning Goal:

The Veterans Resource Center (VRC) will increase student veterans knowledge about campus resources during FASET sessions for transfer student veterans.

2. Outcome (s) :

As a result of attending the Veterans FASET session, participants will be able to identify 2 campus resources.

3. Evaluation Strategy :

Participants will complete a post-test survey after attending the VRC's FASET session. The post-test will consist of five questions related to available campus resources.

4. Method for Disseminating and Using Information for Improvement :

The results from the tests will be used to assess participant learning and improve the FASET session. The results from suggestions and feedback will be used to improve the session and results will be shared with Admission, Registrar's Office, the Vice President of Student Life/Dean of Students, the Financial Aid Office, and other related stakeholders.

5. Summary of Results :

The VRC staff was able to complete three Veterans Transfer FASET sessions throughout the past year. With a total of 16 Participants including 14 Student Veterans and 2 dependent students. The participants were given surveys after the completion of each session to determine effectiveness of session. The participants were asked to identify on campus resources and programs that there were unaware of before the session. The results indicated that 12 of the participants were able to identify only one resource, and that they were aware of most of the resource provide during the session

6. What did you learn? :

The VRC staff learned that participants were aware of most of the resources available on campus. However, there were a few participants who indicated that they were unaware of certain programs such as Klemis Kitchen.

7. Actions Taken :

The VRC staff will continue to solicit feedback from participants during FASET sessions. Additionally, the VRC will continue to provide new information about programs and services on campus as needed.

Progress:

Completed

Providing Department:

Veterans Resource Center

Needs Assessment Survey

Number:

Goal 3

1. Operational/Learning Goal:

The VRC will identify support services and resources utilized by student Veterans and areas for improvement.

2. Outcome (s) :

As a result of a student Veteran needs assessment the VRC will identify support services and resources utilized by student Veterans and areas for improvement.

3. Evaluation Strategy :

An online survey will be administered to student Veterans during the spring, 2020 semester. The survey will be repeated during the Summer, 2020 semester with new students.

4. Method for Disseminating and Using Information for Improvement :

Results will be shared with Admission Office, Bursar, Registrar's Office, the Vice President of Student Life/Dean of Students and campus partners who support student veterans with direct services. Additionally, data will be shared with departments which have the potential to support student Veterans.

5. Summary of Results :

The needs assessment survey was not administered during the assessment cycle, however a needs assessment was conducted in conjunction with the Student Veterans focus group for the construction of the new Veterans Resource Center. During the focus group participants gave feedback about what they want at Tech and their experiences at Georgia Tech.

Key themes from the feedback were:

- More information about resource on campus and in community
- Resource fair, with campus offices
- Career opportunities from companies and industry
- Tutoring and academic assistance

6. What did you learn? :

The VRC staff learned student veterans were not aware of all of the support and services available on campus, and students were looking for opportunities to meet and network with employers and with other student veterans.

7. Actions Taken :

With the construction of the new Veterans Resource Center the staff will provide new opportunities for career and employment. Additionally to increase student Veterans knowledge of campus resources and services, the VRC will continue to collaborate with the Office of Admission, Center for Academic Success, and the Communication Lab to coordinate awareness of services to student veterans. And to support the opportunity for student veterans to network, the VRC continued to pursue new ways to encourage student veterans meetings and engagements. For example, the VRC hosted visits from the Veterans Administration and opportunities for student Veteran meet and greet outings at a local restaurant on campus. In addition, The VRC partnered with an external organization FourBlock, a career service company that assists veterans with

employment networking, resume writing, and interviewing skills. Additionally, the VRC added a page to the VRC's website to include career opportunities for military and veterans.

Progress:

Completed

Providing Department:

Veterans Resource Center

Women's Resource Center

Council for the Advancement of Standards (CAS) Review and Evaluation

Number:

Goal 1

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 (FY'2020-2025). Information will also be shared with the Vice President of Student Life/Dean of Students and other Women's Resource Center stakeholders.

5. Summary of Results :

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Part 1: MISSION

Suggested Evidence and Documentation:

Current mission statement, brief description of how it was developed, and date of last review

Additional goals, values, and statements of purpose

Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)

Institutional/divisional mission statements (e.g., map program mission to broader mission statements)

Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)

Institutional demographics, description of student population served, and information about community setting

3

1.1 Program Mission and Goals

The purpose of Women's and Gender Programs and Services (WGPS) is to advance gender equity, educate the campus community about women's and gender issues, and promote a supportive and safe environment for women and all campus constituents facing gender-based oppression.

Rationale:

WRC Mission

The Georgia Tech Women's Resource Center advances gender equity across identities by cultivating opportunities for community building, transformative learning, and collaborative leadership among women and their allies.

WRC Vision

We envision a university environment where all people share collective responsibility for gender equity and inclusion.

We envision a university environment where all people share collective responsibility for gender equity and inclusion.

3 1.2 Mission Implementation and Review

WGPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

The WRC just completed a mission review and revision. We will revisit the mission and vision statements in annually as part of ongoing strategic plan alignment. Our mission statement is used in trainings, programming, and in our printed and web-based materials.

3 1.3 Mission Statement

The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

6. What did you learn? :

We are still in the process of completing the CAS Assessment as our priorities shifted when campus went to remote learning (all of our programming and services had to be re-imagined and restructured to accommodate this new mode). For the portions of the assessment that we have completed:

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Part 2: PROGRAM

Suggested Evidence and Documentation:

Program student learning and development outcomes, and brief description of how they were developed

List of current collaborations across the institution that facilitate student learning and development

Map of program activities and ways they connect to student learning and development outcomes

Map or report of outcome assessment activities, including results

Strategic plans program design and enhancement

Specifications or requirements (if applicable)

Criterion Measures:

3

2.1 Program Contribution to Student Learning and Development

- Women's and Gender Programs and Services (WGPS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- WGPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- WGPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

3

2.2 Assessment of Learning and Development

- WGPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- WGPS uses evidence to create strategies for improvement of programs.

22

2.3 Program Design

- WGPS bases its work on intentional student learning and development outcomes.
- WGPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- WGPS incorporates dimensions of identity beyond gender identity and expression, such as race; ethnicity; nationality; religious affiliation; sexual orientation; disability; age; and relationship, social, economic, or veteran status into programs and services.

- WGPS emphasizes the needs of women and all constituents facing gender-based oppression including transgender women, transgender men, and gender diverse individuals.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- WGPS actively works to eliminate problems of power and privilege within WGPS work.
- WGPS promotes unrestricted access for full involvement of women and all constituents facing gender-based oppression.
- WGPS provides programs and services that actualize the core tenets of the WGPS mission to address gender equity through education, advocacy, and support.

3

2.4 Collaboration

- WGPS collaborates with others across the institution in ways that benefit students.
- WGPS collaborates with colleagues and departments across the institution to promote an inclusive campus climate free of discrimination, harassment, and other barriers to success.
- WGPA collaborates with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of gender bias and discrimination.

2

2.5 Education

WGPS provides educational programs, offers experiential opportunities, and engages in informal education that:

- Promotes awareness of the ways gender is culturally constructed and how this shapes society and the individual experience.
- Increases understanding of systems of social privilege and oppression and the interrelationship between sexism and the systems of power and privilege associated with other marginalized social identities and experiences.
- Empowers participants to create strategies for success within existing social structures.
- Elevates participants' capacity to confront and transform individual and institutionalized inequality and discrimination.

- helps campus constituencies identify and create equitable practices.
- empowers students and other constituents served by the WGPS mission to engage in gender-related activist causes.
- Facilitates attitudinal and behavioral change.

3

2.6 Advocacy

WGPS provides opportunities for individuals within the institution to collectively transform institutional culture related to improving the lives of women and all people facing gender-based oppression.

- WGPS advocates for a campus culture that eliminates barriers, prejudice, and bigotry, and creates a hospitable climate for women and all constituents facing gender-based oppression.
- WGPS advocates for institutional accountability for assessing and monitoring campus climate in areas of gender bias and discrimination.
- WGPS advocates for the elimination of institutional policies and practices that result in an inequitable impact on students or employees based on their gender identity and/or gender expression.
- WGPS advocates for curricular change to consistently and comprehensively include the concerns and contributions to society of women and all people facing gender-based oppression.

3

2.7 Support

- WGPS provides advocacy for/with individuals as a form of direct support.
- WGPS provides opportunities that create support systems and communication networks for women and all constituents facing gender-based oppression.
- WGPS provides culturally appropriate and relevant information, resources, and referrals for promoting the success, health and holistic well-being of all constituents served by the WGPS mission including those from under-represented or under-served communities.
- WGPS addresses the provision of culturally appropriate and relevant support services including crisis intervention, counseling, advocacy, resources, accommodation, referrals and information about related institutional practices and policies to individuals who experience gender equity, bias, discrimination or hostile climate concerns in institutional

learning, working and living environments, and to constituents who experience sexual assault and other forms of sexual violence, intimate partner violence, stalking, sexual harassment, and pregnancy discrimination.

- WGPS provides information about the availability of adequate, accessible, affordable, and flexible child and family care.

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

Diversity statements

Goals and objectives related to diversity, equity, and access

Training plans and agendas for personnel

Lists of programs and curriculum related to diversity, equity, and access

Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)

Facilities audit

Assessment results such as participation rates, demographics, campus climate, and student needs

3

7.1 Inclusive Work Environments

- Women's and Gender Programs and Services (WGPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- WGPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

1

7.2 Structural Aspects of Equity, Access, and Inclusion

- WGPS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- WGPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- WGPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

2

7.3 Ensuring Diversity, Equity, and Access

- WGPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- WGPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- WGPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- WGPS is intentional about addressing intersecting identities in WGPS educational programs and services as well as in institutional policies and practices.
- WGPS provides gender-related expertise, critique, and perspective on issues of diversity, equity, and access and how these issues are addressed in institutional policies and practices.
- WGPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

Budgets and the budget process

Financial statements and audit reports

Student fee process and allocation (if applicable)

Financial statements for grants, gifts, and other external resources

1

9.1 Adequate Funding

- Women's and Gender Programs and Services (WGPS) has funding to accomplish its mission and goals.
- Permanent institutional funding is commensurate with other units/departments that have similar scope.

3

9.2 Financial Planning and Implementation

- WGPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- WGPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

3

9.3 Policies, Procedures, and Protocols

- WGPS administers funds in accordance with established institutional accounting procedures.
- WGPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

7. Actions Taken :

1. To better address needs of access to WRC resources, we will conduct an ADA assessment of our web-based communications during the 20-21 academic year. (Part 7.2 and 7.3)
2. In order to offer more tangible experiential identity and leadership development the WRC will launch RISE, a first year leadership organization focused on gender equity and social justice. (Part 2)
3. In order to offer programming that more clearly connects to issues of civic engagement through the lens of race and class, the WRC will collaborate on a multidisciplinary, year long programming initiative, called Context. Context will situate issues of social justice within the framework of how they show at Georgia Tech and in Atlanta. Students will explore social justice related to voting, environmental racism, borders and immigration, and food insecurity. (Part 2)
4. The WRC needs additional funding to support our programming and resource needs. We have developed a document that details our top 3 funding requests/needs to share with interested donors. In our strategic plan we have made a goal to seek out grant opportunities, and each year we make budget requests to increase our funding from the Institute.

Progress:

Completed

Providing Department:

Women's Resource Center

Programs and Services for Graduate Women

Number:

Goal 2

1. Operational/Learning Goal:

The WRC will learn about specific programming and supportive resources desired by Graduate women.

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

Information gathered from focus groups will be shared with the Women's Resource Center will be used to inform program planning for FY'20-'21 and the WRC's new 5-year strategic plan. Information will also be shared with the Vice President of Student Life/Dean of Students, the campus partners who collaborate to serve graduate women, and other Women's Resource Center stakeholders.

5. Summary of Results :

As a result of COVID-19 we did not conduct focus groups with graduate women this year. We have moved this goal to FY'21 and will use a survey instead of focus groups to collect the data.

6. What did you learn? :

N/A

7. Actions Taken :

We have rescheduled this assessment goal for FY 21 and will use a different data collection method.

Progress:

Completed

Providing Department:

Women's Resource Center

Graduate Women's Discussion Group

Number:

Goal 3

1. Operational/Learning Goal:

The WRC will host discussion groups to improve the sense of community and belonging for Graduate women students.

2. Outcome (s) :

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

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

We will share this information the student leaders who facilitate the discussion groups, with Women's Center staff to inform the structure and content of future discussion groups, the Vice President of Student Life/Dean of Students, and other Women's Resource Center stakeholders. We will also use this data to determine if graduate women are gaining a sense of belonging from this method of program delivery.

5. Summary of Results :

Significant Data Points

As a result of attending the Women's GradChats...

- 100% of participants "Strongly Agreed" or "Agreed" that they feel more connected to other graduate women at Georgia Tech.
- 100% of participants "Strongly Agreed" or "Agreed" that they feel like they belong on this campus.
- 100% of participants "Strongly Agreed" or "Agreed" that they see themselves as part of the graduate women's community.
- 23% of participants "Disagreed" that they are more knowledgeable about mental health resources at Georgia Tech.
- 15% of participants "Disagreed" that they are knowledgeable about resources for graduate students at Georgia Tech.
- 15% of participants "Disagreed" that they are more knowledgeable about resources for women at Georgia Tech.

In what ways, if at all, do you feel like you have benefited from attending the Women's GradChats?

- "Developing a community and having meaningful discussions about pertinent issues facing graduate women helps me to increase my support system."
- "I joined the Women's GradChats because I found it difficult to identify with people from my cohort (mostly males) so I thought the GradChats could be a space to share experiences that are relevant to people with whom I can identify. I enjoyed very much attending the session, it was an opportunity to take a break from school work and just chill with very interesting people."

- “It was really refreshing to know I wasn’t alone in experiencing the microaggressions I receive as the only woman Grad student in my lab. It was really hard for me to adjust my first semester and while it was frustrating to hear that others also experienced this it was nice to know I wasn’t alone. I also feel like the other women there helped me realize points where I should speak up for myself.
- “I really enjoyed the community and dialogue. I felt like I really connected with other women and wish there were other activities to interact with that community more often.”

Is there anything else you would like the Women's Resource Staff to know?

- “I think it might be nice to have programming for LGBTQIA womxn. The queer resources on campus are often generic and I feel like they don’t always focus on intersecting womxn and queer issues on campus.”
- “Very grateful you hosted it. Please expand and find a more attractive room that is equally safe and intimate.”
- “I cannot eat Panda Express (an MSG intolerance), so I wish the dinners were announced in advance, so that I would know to eat beforehand.”

6. What did you learn? :

The Women’s GradChats, co-sponsored by the Women’s Resource Center and the Graduate Student Government Association, are dialogue spaces specifically designed for graduate women to build community with one another, share about their experiences, find resources, and develop a greater sense of belonging at Georgia Tech. To assess the impact of the Women’s GradChats on participant’s sense of belonging, we employed a Sense of Belonging scale and customized the instrument to align with the program outcomes.

NOTE

Due to the campus shifting to an entirely remote platform as a result of the COVID-19 pandemic, we were not able to host the remaining Women’s GradChats sessions planned for the Spring. We were also not able to distribute our survey in the manner we originally planned and shifted to an email survey. We believe this contributed to a lower participant response rate.

7. Actions Taken :

Conclusion

Based on survey responses, as a result of attending the Women’s GradChats, participants felt more connected to other graduate women and to Georgia Tech. They expressed appreciation for an opportunity to share community and dialogue about their specific experiences as women and graduate students. While attending sessions, they found other graduate women who affirmed their experiences and offered validation,

emotional support, and practical advice for navigating their relationships and environments at Georgia Tech.

Moving forward, the Women's GradChats should continue to design and implement peer-led dialogues that highlight the specific experiences and issues that graduate women face while also improving or adding the following components:

- Name and describe on-campus resources around mental health, women's support, and graduate student programs and services.
- Explore topics with a specific intersectional lens (queer women, transgender women, Black women, etc.)
- Consider the impact of the environment (comfort, privacy, physical accessibility) and food needs (allergies, cultural requirements) at each event.

The Women's Resource Center will continue to survey future Women's GradChat participants with the goal of accurately assessing the program impact, expansion, and justification for funding.

Progress:

Completed

Providing Department:

Women's Resource Center

Leadership, Education and Development

Global Leadership Practice | Working Across Cultures (Tokyo Tech) - International Students will Develop Individual and Team Leadership Skills within a Multi-Cultural Learning Environment

Number:

Goal 1

1. Operational/Learning Goal:

In partnership with Tokyo Institute of Technology, GT Leadership Education and Development (LEAD) was invited once again (for a 3rd year) to refine and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report.

The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 44 students and 9 graduate student teaching assistants (3 – Georgia Tech students). It is important to note that this course was delivered in a remote format due to travel restrictions around COVID-19.

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

2. Outcome (s) :

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

3. Evaluation Strategy :

LEAD will measure learning outcomes related to the development of individual and team leadership skills by performing a qualitative analysis on participating student individual written reports at the end of the course.

4. Method for Disseminating and Using Information for Improvement :

Report will be disseminated among LEAD and Tokyo Tech stakeholders as well as the Vice President of Student Life/Dean of Students.

5. Summary of Results :

A qualitative analysis was performed on the students' individual written report submissions at the end of the course and then compared to the learning outcomes of the course.

- Identify similarities and differences in multi-cultural perceptions of leadership
- Write reflectively on topics related to leadership, experience and professional goals
- Build/enhance leadership skills through gaining self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives
- Illustrate what makes multi-cultural teams effective, high performing while testing solutions to common team challenges
- Construct a system of multi-cultural leadership that seeks to innovate, change, grow and improve future organizations.

The individual written report is a culmination of your learnings during the Global Leadership Practice experience. The report contains the following sections:

- **My Perception of Leadership** | Think about your definition of leadership before you started this class. Review your blog entries, class notes and learnings from your team project. How has your perception of leadership evolved?
- **Who Am I?** | Based on the Values Card Sort, the Student Leadership Practices Inventory and the leadership experiment reflection, what did you learn about yourself (e.g. strengths, values, passion and purpose, etc.)?
- **The Secret to Multi-cultural Teams** | What are some of the common elements to multi-culture teams that make them cohesive and high-performing? What needs to be avoided? What are the skills you need to continue to develop to improve your collaboration skills? Reference our speaker's presentation, blog entry, reflection on how you and your team performed on your team project, etc.
- **A Vision for My Leadership Future** | Identify 3-5 major lessons you learned about leadership from this global leadership experience and outline concrete ways that you will apply what you learned in your daily leadership life (e.g. in future teams, places of employment, the classroom, etc.). Be sure to include references to your "system" of leadership and one or more of the five exemplary practices

Overall, students' perception of leadership has evolved extensively over the course of the class sessions. Before the class started, students thought of leadership as one directional, someone who has direct authority and gave orders ("like the captain of a pirate ship"), or "defined by a need to have some sort of successful endeavor/venture

that you could proudly wear as your badge of leadership”. Reflecting on their assignment submissions (including blog entries surrounding their learning), the students indicated that their perception evolved into a broader, more multi-dimensional, fluid concept that can be learned and is accessible to all.

Students also focused on seeking understanding of differing cultural views and backgrounds. They also highlighted the importance of developing and practicing the exemplary leadership practices as outlined by Kouzes and Posner’s research – model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. “Leadership is a muscle you can strengthen.” In addition, students identified the criticality of fostering psychological safety – “it’s also important for leaders to encourage the group members to speak out and strengthen the relationships of everyone in the group. Highlighted the importance of fostering psychological safety within the group through inclusive conversations.”

Students learned a lot about themselves and were consistently growing throughout the two-week intensive. Through increased self-awareness, consistent leadership growth and development and learning from others’ perspectives, students increased in self-confidence and leadership self-efficacy. As one student indicated, “By focusing too much on the results, awards, and positions to qualify the achievement of leadership, I had artificially undermined my ability to thrive in this world. The act of periodically introspecting your values and leadership practices, in addition to setting concrete plans and actions to act upon any learnt lessons appears to be a crucial part of the journey to build solid principles and foundations for enhancing my leadership capabilities; engaged others to contribute to discussions; remained calm and objective even in heated discussions; tried to not hold grudges or degenerate my treatment of others; maintained a growth mindset; extended apologies where I thought I could’ve done better; and stood by for my team even in tough circumstances.”

The students have a strong understanding of the common elements of effective multicultural teams. They seek understanding of team member diverse perspectives and step into the discomfort of feedback, even though direct feedback may go against cultural norms. They are developing into more compassionate leaders. As one student expressed – “Every team member can be encouraged by getting them to express their ideas, carefully listening and identifying issues, through team building, recognizing strengths and weaknesses and by solving problems. “ In other student’s view – “Respecting others means many things. Respecting the differences between cultures. Respecting others’ skill of speaking languages. Respecting others’ lifestyles. Respecting others’ families. There should be a lot of respects when you talk to others and working together.”

In identifying key lessons learned from the experience, we have captured a few quotes from our students’ submissions that outline the overall themes and trends:

- Students took risks in their development and presented their own applied definitions of the five exemplary practices. “Working with my group, we were able

to develop our own definitions for the 5 exemplary practices. I will list them down as follows:

- Model the way - Identification of real problems and brainstorming possible solutions
 - Inspire a shared vision - proposing our ideas to each other and having discussions respecting each other's views, working as a team
 - Challenge the process - Realizing what makes our idea different from other's and trying to come up with a better solution and taking up calculated risks
 - Enable others to act - attending meetups and looking for collaborations, encouraging people to join our cause
 - Encourage the heart - Catching up on each other regularly, discuss new ways of improvements, celebrating successes. Excellent learning portrayed through examples and application of the key concepts of the course."
- Students learned about the impact of unconscious bias and how increased awareness is an important step to reducing bias – “From this class, I learned how to work with international students, Japanese and Chinese, in a schoolwork project. I also learned how unconscious bias can affect your leadership position and can also affect those around you. My system of leadership is to first value yourself and value others. Second is to encourage others to work with you and inspire them. Third is to collaborate and allow others to share ideas so that we can deliver a positive outcome. Fourth is to acknowledge others for their contributions and provide them with good positive feedback. Fifth to celebrate about our accomplishments.”
 - The importance of ongoing growth and development - “Leadership is a skill that needs to be honed and practiced”
 - Students learned a lot through this course, especially around establishing strong relationships, communication skills, collaboration and challenge. “Importance of accepting the challenge, failures are the source of growth. Our team analysis of global leaders (Elon Musk and Anita Borg) helped me to realize that good leaders become great after they learn from their failures rather than from success.” In other students' words – “My vision of leadership is to maximize the abilities of all the members of the group and realize it on the world stage. To that end, improving the areas that I am not good at with the five elements of leadership learned in this class. It's okay to make mistakes. Growth as a global leader involves learning languages so you can communicate at a deeper level.”

6. What did you learn? :

The students are clearly learning a lot from the two-week intensive and learnings are aligning with the stated learning outcomes:

1. Identify similarities and differences in multi-cultural perceptions of leadership

2. Write reflectively on topics related to leadership, experience and professional goals
3. Build/enhance leadership skills through gaining self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives
4. Illustrate what makes multi-cultural teams effective, high performing while testing solutions to common team challenges
5. Construct a system of multi-cultural leadership that seeks to innovate, change, grow and improve future organizations.

Reflecting on the experience this year, we have learned that we can be innovative and creative in our approach in a remote learning environment. A considerable amount of effort was taken to build a strong teaching team that supported each other well in an online environment. The entire team was trained in moderation, assessment and feedback allowing everyone to grow in the process. Students commented that the course was well structured, engaging and they learned a lot about exemplary practices of leadership and what it takes to create a cohesive, high-performing team. They also realized that leadership is hard work and that teams will face challenges, but challenges can be overcome through building trust, engaging in productive conflict, committing to decisions, holding one another accountable and focusing on collective results.

7. Actions Taken :

Reflecting on the results achieved, we are excited about our progress to date. Students are learning a lot in the course and despite our sudden shift to remote learning due to COVID-19, we have continued to make innovative changes to the structure of the course. Some areas of improvement I see are in the following areas – incorporating a clear definition of what class participation means in the course manual – demonstrating engagement and fostering psychological safety (I incorporated this in the 2nd session this year and it produced immediate results); extending the session on Overcoming Team Challenges so students can develop even more strategies and have the opportunity to conduct action steps within their teams; and developing a clear assessment for individual and team leadership growth incorporated into the student's final grade. These will be implemented fully in Summer 2021.

We are also looking at additional opportunities to bring our students together for multi-cultural learning. Here is a summary of the potential opportunities that we are currently exploring:

- Fall 2020 | Collaborating in Multi-Cultural Teams 2-part Learning Series (Professor Kumara's Cultural Class | Stacey's Foundations of Leadership Class)
- Spring 2021| Advanced Course for Global Scientists and Engineers – Interviews with Japanese and US Students on an issue they face – identifying similarities, differences and reasons behind
- Spring 2021|2022 - Language Tandem with Georgia Tech Japanese class and Tokyo Tech GSEC students and beyond

- New Course Spring 2022 | Sustainable Development Goals – Collaborative problem solving while working to solve a global issue | sharing cultural perspectives on the issue | multi-cultural collaboration
- Inclusion of current Global Leadership Practice course in the leadership development program at Tokyo Tech

It is important to note that over the course of the FY 2021 we will be conducting our analysis of the Multicultural Leadership Assessment and the Leadership Capacity Survey over the past couple of years to gain more insight into learnings – specifically around exploring the degree to which participants in The Global Leadership Practice course report changes in leadership self-efficacy, motivation to lead and leadership skills, as well as multicultural effectiveness – including Cultural Empathy, Open-mindedness, Emotional Stability, Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

Progress:

Completed

Providing Department:

Leadership, Education and Development

Grand Challenges

Students in Grand Challenges will Engage with Faculty Both Inside and Outside the Classroom

Number:

Goal 1

1. Operational/Learning Goal:

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

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

Students in Grand Challenges will engage with faculty both inside and outside the classroom.

2. Outcome (s) :

All 220 Grand Challenges participants take Public Policy 1142 "Teams and Collaboration" in the fall term and Georgia Tech 1201 "Exploring Grand Challenges" during the spring term. These courses were curated specifically for the Grand Challenges Living Learning Community by the faculty co-directors, and are only available to GCLLC students each semester. With the expansion from 110 to 220 students, the faculty co-directors teach two sections of each course and students are assigned their section based on their residence hall. The co-directors take turns leading the course in the fall and in the spring, but both professors are present in all sections.

Public Policy 1142 focuses on students developing the interpersonal, team, and design thinking skills necessary for making progress against wicked problems. Through simulations, collaborative assignments, team challenges, and constructive feedback, this class creates an environment where students learn how to succeed in multidisciplinary teams. The design skills taught in the fall semester serve as the building blocks for the spring course, which is comprised of the teams exploring and learning more about their problem space. Throughout the semester, the teams interview experts, go on field trips, and design innovative experiments to test key assumptions. By the end of the first year, the teams will create a pitch to receive funding to continue their ideas and to explore possible solutions.

Faculty Engagement

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

3. Evaluation Strategy :

Method 1: To assess this outcome, four Grand Challenges students participated in a focus group led by the Director of Research and Assessment for Student Life. Participants consisted of three males, one female, from Georgia (2), Texas(1), and California (1). Students' majors represented Electrical and Mechanical Engineering, and Psychology.

Students were asked questions regarding their experiences in Grand Challenges. The focus group was audio recorded and transcribed verbatim. The moderator, using qualitative content analysis to look for themes regarding student-faculty engagement, then analyzed transcripts. This same focus group data are used in Outcomes two, three, four, and five.

Method 2: Of the 200 first-year students in Grand Challenges, 67 students completed a survey in mid-spring semester 2020 regarding their experience in Grand Challenges over the past two semesters. Students were asked to respond to questions about their interactions with instructors both inside and outside of the classroom, as well as given the opportunity to provide additional comments.

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

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

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

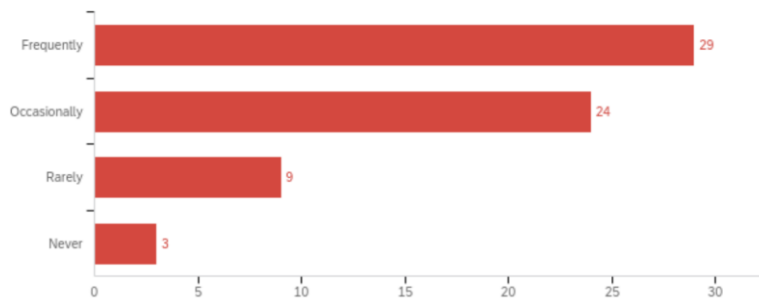
Students were asked to reflect on the extent of their interactions with the LLC instructors both inside and outside of the classroom. Of the 65 respondents, 29 students reported their in-class interactions with the LLC instructors as “frequent” and 24 students reported “occasionally”. In regard to their interactions with the LLC instructors outside of

the classroom, but still pertaining to the course, 7 students reported “frequently” and 18 students reported “occasionally” out of 63 respondents. Of the 61 respondents, 15 students reported with interactions with the LLC instructors outside of the classroom and course discussions occurred “rarely” and 17 students reported “never”.

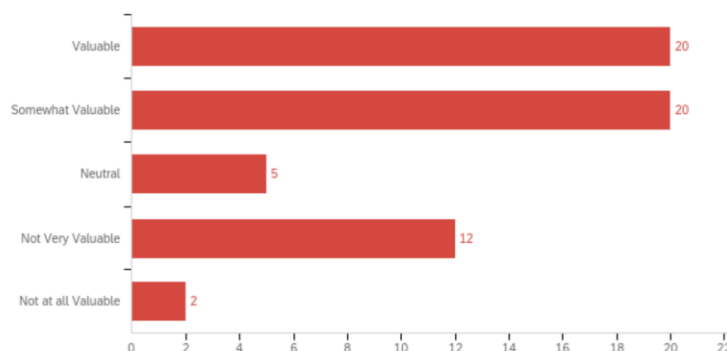
Students were then asked to respond to their perceived value of their interactions with the LLC instructors inside and outside of the classroom and course discussions. Of the 59 respondents, 40 students (67.8%) reported their in-class interactions with the LLC instructors were “valuable” or “somewhat valuable”. Of the 50 respondents, 30 students (60%) reported their interactions with LLC faculty outside of the classroom (but still pertaining directly to the course) were “valuable” or “somewhat valuable”. Of the 42 respondents, 27 students (64.28%) reported their interactions with LLC faculty beyond the course were “valuable” or “somewhat valuable”.

Students were also asked to provide additional comments on their interactions with the LLC faculty inside and outside of the classroom. One student stated, “Wes and Jeff both bring two very different perspectives on the topics of the class. It is really nice to receive advice from both sides of the spectrum.” Another participant said, “Instructors are very approachable and are keen to help out students.” In regard to our Faculty Fellows program, one student stated, “Faculty Fellows gave me perspective on being a student outside of class I didn’t expect.”

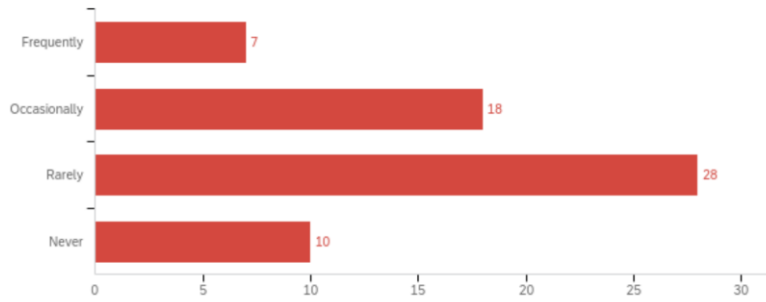
Q3 - Please rate the average extent of your in-class interactions with your GCLLC instructor(s) over the course of last fall and/or this spring (e.g. answering questions during class, engaging in class discussions, asking questions after class, etc.):



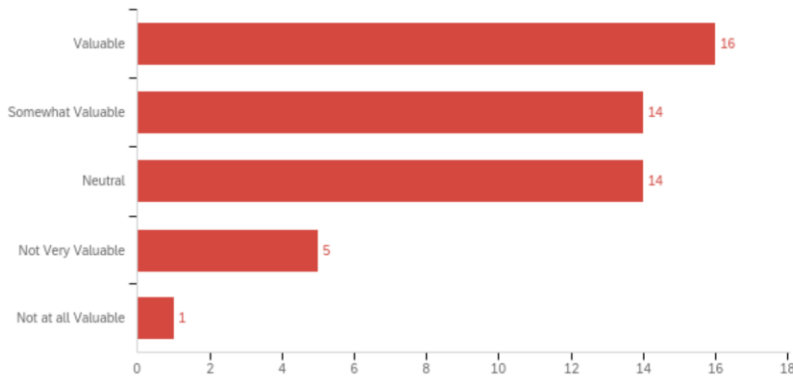
Q4 - Please rate your perceived value of your in-class interactions with your GCLLC instructor(s):



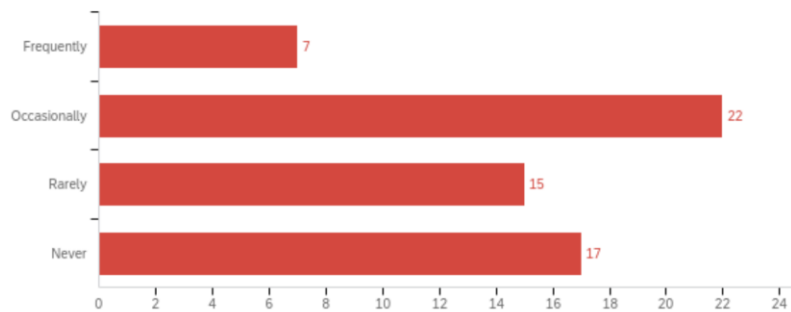
Q5 - Please rate the average extent of your interactions (in-person or electronic) with your GCLLC instructor(s) outside of the classroom (but pertaining directly to the class you were taking) over the course of the last fall and/or this spring (e.g. visits to ask questions during office hours or asking questions via email):



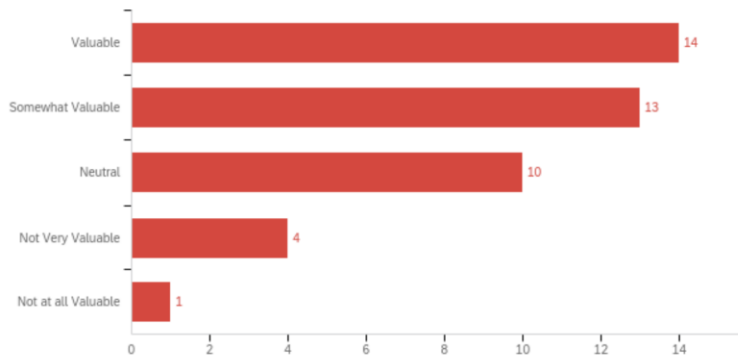
Q6 - Please rate your perceived value of outside-the-classroom interactions with your instructors pertaining to your GCLLC class(es):



Q7 - Please rate the frequency of your interactions (in-person or electronic) with your GCLLC instructor(s) that did not pertain directly to your GCLLC class (for example, attending an GCLLC sponsored event, chatting with your instructor on or off campus, requesting letters of recommendation, discussing graduate or professional school or career options):



Q8 - Please rate your perceived value of these outside-the-classroom interactions with your GCLLC instructor(s) that did not pertain directly to your class(es):



6. What did you learn? :

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

7. Actions Taken :

We plan to decrease repetitive events and we are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty co-director.

Progress:

Completed

Providing Department:

Grand Challenges

Students in the Grand Challenges Living Learning Community Will Work Collaboratively with Other Students.

Number:

Goal 2

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group led by the Director of Research and Assessment for Student Life. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 2: foster collaboration among students consisted of 65 For more information on this method, see Goal 1, Method 2.

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

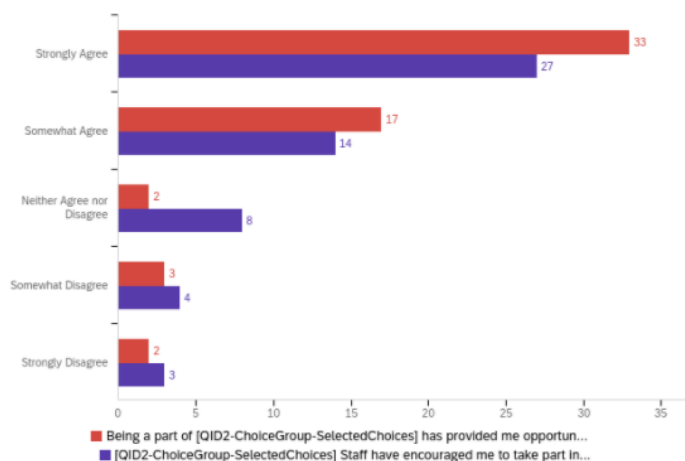
Method 1: The focus group data did not produce enough material to provide a conclusive analysis on Outcome 2 and therefore could not be used in the final results.

Method 2: Students were asked to reflect on their interactions with peers, through collaboration and the ability to participate in activities. Of the responses, 33 (57.89%) students reported they "strongly agree" and 17 (29.82%) students "somewhat agree" that by being a part of Grand Challenges they were provided opportunities to collaborate with their peers. In regard to being encouraged to take part in activities with

their peers, 27 (48.21%) students reported they “strongly agree” and 14 (25%) students “somewhat agree.”

Students were also asked to provide any additional comments on their interactions with their peers in the survey. Throughout the comments, many students reiterated the tight-knit community and valuable friendships they made over the year. One student stated, “My relationships in GC are a lot stronger than [my relationships] outside [of] GC because we all have a similar drive that brings us together.” Another participant stated, “Nearly everything we do is based around cooperation and interaction with our peers. That has been one of my favorite things about Grand Challenges.”

Q10 - Please rate the following statements:



#	Question	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Total
1	Being a part of [QID2-ChoiceGroup-SelectedChoices] has provided me opportunities to collaborate with my peers.	57.89% 33	29.82% 17	3.51% 2	5.26% 3	3.51% 2	57
2	[QID2-ChoiceGroup-SelectedChoices] Staff have encouraged me to take part in activities with my peers.	48.21% 27	25.00% 14	14.29% 8	7.14% 4	5.36% 3	56

6. What did you learn? :

Based on student feedback and witnessing a sense of competition between the two cohorts the previous year, the program directors and staff allowed students to choose their course time based on their personal schedules to allow for a combination of Howell and Cloudman residents in both course cohorts. Through this, we witnessed a decrease in the level of competition between the two cohorts, and sensed more cohesiveness in the community as a whole.

7. Actions Taken :

The directors and staff would like to instill a heightened sense of community across buildings in both the academic and co-curricular realms of the program. We will be implementing "student teams", in which the GC First Years can volunteer to participate in different student committees. These committees will be divided into three sections: event-planning team, service team, and sustainability team. The students who are taking part in these committees will have an integral role in planning and executing events for the community, community service opportunities, and sustainability education and incentives. By having GC First Year students be so involved in the planning process, we will have more of a connection to what the students need and want to see out of the Grand Challenges community, giving them more of a hand in shaping their GC experience.

Progress:

Completed

Providing Department:

Grand Challenges

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

Number:

Goal 3

1. Operational/Learning Goal:

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

2. Outcome (s) :

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

3. Evaluation Strategy :

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group led by the Director of Research and Assessment for Student Life. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 5: ease both the social and academic transition to college consisted of 65. For more information on this method, see Goal 1, Method 2.

4. Method for Disseminating and Using Information for Improvement :

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

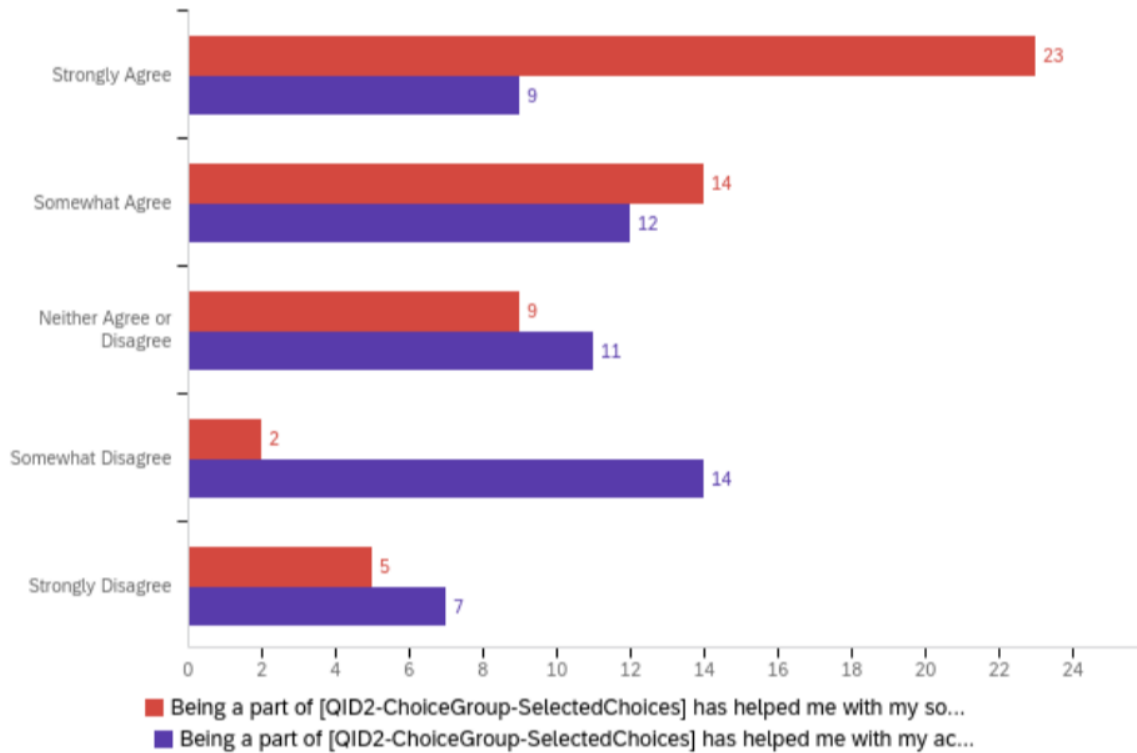
5. Summary of Results :

Method 1: The focus group data did not produce enough material to provide a conclusive analysis on Goal 3 and therefore could not be used in the final results.

Method 2: Students were asked to reflect on how their participation in the Grand Challenges Living Learning Community impacted their academic and social transition to college. Based on the student survey results, Grand Challenges participants felt that by being a part of this living learning community positively impacted both their academic and social transition to college. Of the 53 respondents, 69.82% either “strongly agreed” or “somewhat agreed” that Grand Challenges helped with their social transition to college. The data shows that Grand Challenges had less of an impact on the students’ academic transition to college. 39.62% of students either “strongly agreed” or “somewhat agreed” that Grand Challenges helped with their academic transition.

Students comments on their transition to college related to their participation in Grand Challenges. “It has provided a great environment to be forced to meet people and make friends, which is often the most difficult part of starting college.” one student commented. Another student said, “Having a group right-off-the-bat was extremely helpful in my entire transition to college.” However, one student stated, “The social environment with Grand Challenges was exceptional and definitely had a positive impact on my social transition. I can't really say there was an academic impact outside of the Grand Challenges class itself, although I did learn things about leadership and working on teams that could be useful in other classes.”

Q12 - Please rate the following statements:



#	Question	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Total
1	Being a part of GCLLC has helped me with my social transition to college.	43.40% 23	26.42% 14	16.98% 9	3.77% 2	9.43% 5	53
2	Being a part of GCLLC has helped me with my academic transition to college.	16.98% 9	22.64% 12	20.75% 11	26.42% 14	13.21% 7	53

6. What did you learn? :

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

7. Actions Taken :

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

Progress:

Completed

Providing Department:

Grand Challenges

Students in the Grand Challenges Living Learning Community Will Participate in Campus and Civic Activities

Number:

Goal 4

1. Operational/Learning Goal:

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

2. Outcome (s) :

Enhance campus and civic engagement. Grand Challenges students attend both a fall and spring semester retreat as an opportunity to bond and build community with their 220 peers. During the mandatory fall semester retreat, students participated in a community service activity, proposed their ideas to create a tight-knit community, engaged in design thinking, and went white water rafting. The spring semester retreat was proposed by an upperclassman years ago as a way to reconnect the students after the winter break and serves as a community builder. This year, students came together and went to a complex that had a trampoline park, an obstacle course, go-kart track, and many other fun team activities. Grand Challenges students also have the opportunity to participate in a large-scale community program per month and additional activities within their space and on campus. These activities included: group hiking, Atlanta sporting events, museums, service opportunities and holiday celebrations. Many activities are proposed by the students, working with the coordinators and student assistants to meet the needs of the community.

3. Evaluation Strategy :

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group led by the Director of Research and Assessment for Student Life. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 4: enhance campus and civic engagement consisted of 65. For more information on this method, see Goal 1, Method 2.

4. Method for Disseminating and Using Information for Improvement :

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

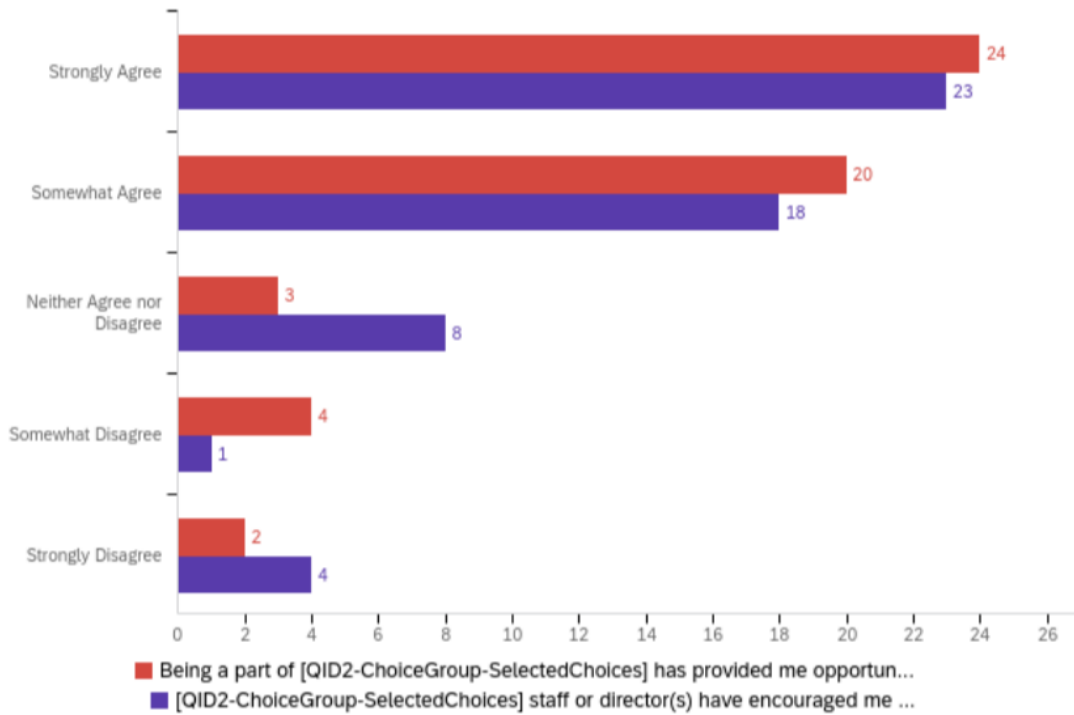
5. Summary of Results :

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

Method 2: Students were asked to reflect on the campus, service, and civic events and activities that were provided and/or encouraged through participating in Grand Challenges. Based on the survey results, students felt that by being a part of Grand Challenges provided them with opportunities beyond the living learning community. Of the 53 respondents, 83.02% either “strongly agreed” or “somewhat agreed” that the community provided them with opportunities across campus and Atlanta. 75.92% of the respondents reported they “strongly agreed” or “somewhat agreed” that LLC directors or staff encouraged them to participate in campus, service, or civic events.

The students were also asked to provide additional comments on their campus involvement in relation to their participation in Grand Challenges. "While I haven't partaken in much personally, the Grand Challenges team is always presenting new opportunities to get involved and get experience, which I really appreciate." said one student. Another stated, "I am amazed by the depth and number of opportunities this program has provided me with this year." Though, one student did mention, "We do a ton of stuff within the Grand Challenges community. I feel like there could definitely be a push to involve us in campus involvement experiences outside the "bubble" our LLC provides us."

Q11 - Please rate the following statements:



#	Question	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Total
1	Being a part of GCLLC has provided me opportunities to participate in campus, service, or civic events or activities.	45.28% 24	37.74% 20	5.66% 3	7.55% 4	3.77% 2	53
2	GCLLC staff or director(s) have encouraged me to take part in campus, service, or civic events or activities.	42.59% 23	33.33% 18	14.81% 8	1.85% 1	7.41% 4	54

6. What did you learn? :

Overall students felt Grand Challenges provided and encouraged civic and campus activities but requested more encouragement from staff to get involved elsewhere.

7. Actions Taken :

To help students feel more supported in their across-campus activities, GC coordinators plan to strengthen our partnerships with departments across campus, so that we may have a better grasp of events that we can encourage our students to take part in.

Progress:

Completed

Providing Department:

Grand Challenges

Leading Edge

2020 Spring Semester - How did coaching change due to the immediate shift to remote coaching due to COVID-19

Number:

Goal 1

1. Operational/Learning Goal:

Due to the immediate shift from in-person to remote coaching, we wanted to assess the impact of the change to the coaching relationship and to identify adjustments that may need to be made for the 2020 Fall Semester should we need to offer the option of remote coaching.

2. Outcome (s) :

Leading Edge (One-on-One Leadership Coaching) is a leadership development experience for currently enrolled undergraduate and graduate students at Georgia Tech where participants work with a leadership coach to intentionally explore and grow their leadership skills. Leadership Fellows (Coaches) sharpen and enhance their existing leadership and coaching skills by assisting in the development of GT students who are also eager to improve their leadership abilities. Fellows will also have the opportunity to learn from their peers at regular training sessions. In this environment, Fellows are able to actively reflect on their own previous leadership experiences and identify areas of improvement within themselves while coaching others. The reason for becoming a Leadership Fellow is quite simple: Develop yourself while developing others.

We anticipate that the Coaches will experience a much greater need to actively listen (and this will be harder with a virtual environment) and engage with students that are facing uncertainty that resulted from a global pandemic. Coaches will need to be more flexible, show grace and understanding while sharpening their empathy skills. Since we are all going through this event, Coaches will need to demonstrate vulnerability to maintain trust and show empathy with their Coachees.

3. Evaluation Strategy :

LEAD will measure effects of the shift to remote coaching by performing a qualitative analysis on participating Coach surveys at the end of the semester.

LEAD will measure outcomes related to the change by analyzing survey responses to three questions below:

- How has your coaching relationship changed in the past one month? (Tell us about your interactions over email, phone, or calls including actual sessions. What did Coachees need most from you?)
- Describe one or more situations where you noticed you were actively listening (Look beyond your coaching sessions. Share any instances where you found yourself engaging with others as a Leadership Coach).
- When did you think you showed or witnessed leadership in this last month? (Think about a time you or someone made a change, big or small, consciously in the last month for yourself or others)

This survey was only administered to the Coaches in the program.

4. Method for Disseminating and Using Information for Improvement :

Report will be disseminated among LEAD Stakeholders and the Vice President of Student Life/Dean of Students.

5. Summary of Results :

Summary of Themes

Active listening = empathy + understanding + something more essential in the energy of the person

True ACTIVE listening means...

A Pause-

He was asking for advice but I wanted him to come to his own solutions and solve his problems internally, much like I do with my coachees. As he started the process of thinking out loud I actually stopped walking so I could listen better. Reflecting on that now, I'd say I was listening as actively as I could over the phone. – P9

Resizing chunks-

I had him describe his definition of success in grad school and break that down into skill needed to achieve that success (this is all in the context of research). [...] Another example was a career exploration session with a colleague. We were able to break down their job search to things they would value in a future job. – P4

I have also noticed that in team meetings lately I am more diligent about summarizing others' points to ensure we are all on the same page. – P10

Active listening can be conflated with level 2 listening-

Expectations to stop at participative/understanding question level

I had to go deep down and put myself in his shoes to understand his position. I realized how important it is to actively listen and understand the person. – P5

Sometimes when I find myself at a level one in a personal conversation, I will intentionally switch into active listening mode and use the RASA method as we are talking and then ask questions to keep the conversation going. – P10

I think this has become a habit! Often I talk to friends, and I used to be that person with a piece of advice, knowing what they wanted to listen. Now I just ask more questions and listen very intently. – P1

With the shift to remote coaching

Most coaches pivoted towards daily support because of the abrupt shelter in place-

I think being able to quickly shift priorities during the last coaching sessions was very useful to coachees. I realized that, for them, it did not make a lot of sense to talk about topics that we covered at the beginning of the semester. – P13

It seemed like my coachees and myself appreciated having someone to talk to on a regular basis. – P15

All in all, I have found my role as a coach move to more of an “encourager” role over the past 6-7 weeks. – P8

Coaching Remotely can...-

Feel difficult and fuel self-doubt

The relationships have been strained in some cases and nonexistent in others. Two of my four students were hard to reach before the shutdown and it worsened as time went on. As for the others, it felt very difficult to connect over the phone. I don't feel it was very productive and a lot of times I was inconveniencing them. – P7

I found it more difficult to stay on topic, but I'm not sure if it was because I felt sympathetic about their rants (i.e., let them vent) or if I was not as engaged. – P4

Because it is harder to engage in active listening-

In general coaching sessions, I let coachees talk most of the times but as the virtual sessions start, I find myself say more things to engage effectively. – P6

It became more reciprocal in a way. I found myself talking more than usual because my coachee would ask questions about how I was doing. – P4

It has been more difficult with all interaction being remote. You lose the sense of connectedness and all the energy that is present when you are in a room together. – P8

Yet, coaches who adapted to technology found greater flexibility in remote formats-

It was [a] good experience to talk to them face to face. My coachees were flexible in attending sessions. And I think it is unique yet great experience as we use the technology nicely. – P5

Since everyone's schedules and responsibilities changed during the last few months, it was very important to be as flexible as possible to schedule coaching meetings. I used texting more often to schedule and reschedule meetings, particularly at the beginning of the new work setup. – P13

Our relationship has shifted from more professional touch points to quicker, more frequent, more personal 30 minute conversations. -P11

Some even used the format to challenge themselves beyond their habits-

An offer I've made to previous coachees that I forgot to extend to my coachee this semester was different means of communication. He apparently preferred to communicate by text though we set up most of our meetings by email. I found that to be useful feedback. – P9

In this virtual context, this weekend we had a video call with a group of friends with whom I had not met in person in a couple of years. I found that every time I caught myself planning my answer or planning the next question, I would stop and remind myself to listen harder. I have moved my question formulation time to after they are done saying things. – P1

Although I still prefer to hide in my home unbothered by the world, setting up group chats and virtual lunch dates has been beneficial to some, so I'll probably keep at it. – P9

The quarantine made coaches grateful

Due to a reflection on their pre-dispositions-

Now, over the past few weeks, I have realized that I lacked the talent of being a good follower and a good supporter. What I have started doing is to listen to my friend's ideas and encourage them and follow them. - P1

Appreciation of others' ability to care-

I've seen my partner step up in ways that have shown immense growth in his ability to calmly and meaningfully take charge to find solutions in interpersonal family dynamics issues. – P2

I tend to take charge, and get whatever is done that needs to be done, however I was feeling extremely overloaded with the change in curriculum/my research in quarantine. So I let my roommate take charge, and they did a great job at executing the tasks without even being asked to, and actually leading me into a task that they new I could handle given my workload. – P3

For their ability to initiate positive action for everyone-

After my first status update in our research group's group chat a number of others came forward and said they'd like to do their part as well. I didn't necessarily volunteer initially to be a leader, I just wanted to help the group, but what I found was that I was leading by example and this prompted others to do so as well. – P7

Made some cookie deliveries over the last couple days to quarantined friends, which were rewarded with Facebook posts thanking the anonymous giver. – P9

Most notable is the need to widen/prepare coaches for a change in focus-

There are also experiments and coaching exercises you can't do as effectively remotely.– P8

Another of my coachees is a member of a large class team as well as a board member in a GT org, so they wanted advice on managing their teams remotely. – P10

It was more difficult to challenge the coachees since they were not in group and leadership roles as often. – P15

6. What did you learn? :

As a result of this study our Coaches broadened the definition of active listening to include empathy, understanding and something more essential in the energy of the person. Coaches realized that they need to be more diligent in conducting reflective inquiry and asking questions. Coaches felt compelled to check-in more frequently and to be flexible as there was a shift in priorities given all the uncertainty in the world. What seemed important for Coachees prior to COVID-19 was no longer the case and there was a need to be prepared for a change in focus. Coaches had to adapt quickly taking on more of an encourager role.

In a virtual environment, Coaches found that it was harder to engage in active listening as they felt the need to talk more and/or Coachees were asking them more questions about how they were doing during these uncertain times. The environment fueled self-

doubt (similar to when they were first starting out) and was much more difficult than in person. They also needed to adopt greater flexibility, grace and understanding with their Coachees and themselves. When you are not in the room together, you tend “to lose the sense of connectedness and all the energy that is present.” Some Coaches even used the virtual format to challenge themselves beyond their habits – checking in on preferred communication habits, practicing active listening with friends on virtual chats and connecting with loved ones more frequently

When asked how they thought they showed or witnessed leadership during this time, Coaches realized the importance of their own growth and development (as blind spots were uncovered), taking the time to slow down, notice and appreciate other’s ability to care, initiating positive action for those around them (e.g. anonymous cookie deliveries and leading by example). This shift underscored the impact of the quarantine in that it made the Coaches more grateful.

7. Actions Taken :

This assessment provided us with adjustments/additions in three main areas as it relates to training and preparation for the 2020 Fall Semester of coaching and facilitation:

1. Coach the person not the problem | Reflective Inquiry - thoughtfully reflecting clients' words and expressions back to them so they see themselves and their world through new eyes.
2. Coaching in uncertain times | virtually – outlining the skills and characteristics of coaching | facilitating virtually
3. Developing empathy
 - Warm Up Exercise: Check-in with your emotions (especially if not everyone welcomes the concept of empathy) - Spend up to five minutes concentrating on how they’re feeling. You can leave this free-form, or provide prompting questions like, “What’s your mood like right now, and why?” This can either be a thought exercise, or something the team writes down. If you have your team jot down their responses, be sure to carve out time during weekly meetings to give people the chance to volunteer to share. This can be especially helpful if the team is working to meet a tight deadline or confronting challenges.
 - Exercise: Weekly Highs and Lows - Part of what makes empathy such a powerful skills our ability to understand another’s situation. And a surprising way to train ourselves to do that, is by allowing our colleagues to be empathetic toward us, as well. The problem is that many of us have been conditioned to believe that work is work, and that we shouldn’t take things personally when we’re on the clock. Sometimes it can be helpful to sprinkle a little personal information around here and there to help develop

empathy in teams. Each person shares one high and one low from the past week, both in their personal and professional lives.

- Hmwk: Curious George or Georgina - A great way to get people to flex their creative muscles is to encourage their curiosity about a stranger. Normally on long flights we keep to ourselves and avoid any contact with the person sitting next to you. But on this flight I stepped out of my comfort zone and made an attempt to learn more about the people sitting next to me. After introducing ourselves, I tried asking a few questions and made a point of listening and asking more questions. I learned a lot about two total strangers and had achieved rare insight into their lives that I wouldn't have if I hadn't been curious. Find three pieces of information about a total stranger. Some examples could be; Find out where a person grew up, their favorite food or restaurant, where they'd go on vacation if they could go anywhere for free. Your team can come up with the questions together, or they can be assigned by a manager. Once the deadline has been reached, gather the team to share what everyone had learned, and how the conversation impacted them.

These changes will be implemented in the 2020 Essentials Skills Training August 7-8, 2020

Progress:

Completed

Providing Department:

Leading Edge

Minor in Leadership Studies

Compare Growth in the Business, Global Engineering, and Public Policy Tracks and Identify the Top Three Majors Represented

Number:

Goal 1

1. Operational/Learning Goal:

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

2. Outcome (s) :

Increase student enrollment in the Minor of Leadership Studies; with a detailed analysis of tracks/majors.

3. Evaluation Strategy :

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

4. Method for Disseminating and Using Information for Improvement :

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

5. Summary of Results :

Since LEAD starting tracking in 2013, we have admitted more than 330 students in the Minor in Leadership Studies with nearly 75% of them graduated. We graduated our largest graduating class thus far with 47 students from various majors and increasingly more Computer Science majors than in prior years. The Global Engineering Track has prepared these engineers to contribute and lead effectively in domestic and global contexts in solving global grand challenges and other societal problems, working effectively across cultures while the Business Track has provided our recent graduates with in-depth knowledge of leadership theory, skills, and practical experience through a rigorous, multi-disciplinary program of study.

The Business track continues to have the highest current enrollment at 36 students with Global Engineering at 28. Within the business track, the strongest percentages of enrollment are coming from Business Administration (25%), Industrial Engineering and

Computer Science coming in both at 14% and Industrial Engineering at 11%. This would indicate that awareness continues to increase outside of the College of Business. Within the Global Engineering track 65% of the current enrollment are Civil and Environmental Engineering (CEE) majors with Environmental Engineering students representing 31% of the total. The awareness continues to be highest within our Minor partner colleges, however, we are starting to see an increase in enrollment from other colleges as well.

In AY19-20, we graduated 38 students in Business, 9 students in Global Engineering Tracks. The highest percentage of graduates came out of Business Administration (BA) (31%), with Biomedical Engineering (BMED) (17%), and Industrial Engineering (IE) (14%) following suit for the Business Track. and CEE (78%), Electrical Engineering (EE) and Mechanical Engineering (ME) (11%) for the Global Engineering Track. Public Policy did not have a graduate this year.

In AY19-20, we found that the majority of students are learning about the Minor through GT Staff and Students (32%), Academic Advisors (26%) and the Eastern and Central Student Abroad experience and GT websites (19%). We are continuing to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomores), however, the majority of students declare the Minor when they are in their Junior and Senior year. What is interesting to note is that more students are aware of the Minor in Leadership Studies due to students talking about their experiences in the Minor. We will continue to have a LEAD representative in GTAAN (Georgia Tech Academic Advisors Network), publish additional current and longitudinal stories from our students as well as promote within classrooms within the colleges, and conduct the Minor Fair & Showcase in partnership with Office of Undergraduate Education (OUE).

6. What did you learn? :

While we are continuing to place more targeted marketing messaging in place, we believe getting in front of students in their first-year and second-year with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. We also learned that we need to take a hard look at the course offerings within the Public Policy and Business track. We are also looking to potentially approach other colleges for the development of a track within their curriculum (e.g. Computer Science (CS) and Literature, Media, and Communication (LMC)).

7. Actions Taken :

We will also be conducting a virtual Minor Social and a 2021 Spring Minor Graduation Dinner to recognize our graduates.

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

addition, we are rolling out a new validated assessment to assess skill development starting in the 2020 Fall Semester and will continue to explore the potential for a longitudinal study.

Progress:

Completed

Providing Department:

Minor in Leadership Studies

Increase Awareness of the Minors GT Offers earlier in the Students' College Careers while Identifying Ways Students can Differentiate Themselves for Future Internships and Job Opportunities

Number:

Goal 2

1. Operational/Learning Goal:

Students will attend Georgia Tech's first ever Minor Fair and Showcase where they can learn about the 60+ minors that Georgia Tech has to offer, all in one location at one time! Through this event, they will have the opportunity to chat with current students in the minor as well as faculty and staff. Academic projects will be on display for them to see the opportunity present within minor programs. By attending, they will be able to make better-informed decisions about what academic minor programs you would like to pursue.

2. Outcome (s) :

We anticipate that the Minor Fair and Showcase will give students increased awareness of the minors GT offers earlier in the students' college careers, the opportunity to explore all the Minors at one event, the ability to identify ways they can differentiate themselves for future internships and job opportunities, and assist minors in achieving their growth and awareness goals.

3. Evaluation Strategy :

A feedback survey was administered to the participants following the event.

4. Method for Disseminating and Using Information for Improvement :

Information learned from the Assessment results will be shared with LEAD Leadership, Vice President of Student Life/Dean of Students, as well as other key stakeholders.

5. Summary of Results :

Statistics

Registered: 412 students

Attendance: Estimated at @ 450 students (not everyone registered)

- 1st years – 79%
- 2nd years – 12%
- 3rd years – 25%
- 4+ years – 2%

Colleges represented: 6

Minors represented: 54

Minors not present: 5 (economics, energy systems, materials science and engineering, physics, and psychology)

Response Rate:

- Students – 57 (14%)
- Reps – 2 (4%)*

How did students hear about the Minor?

Top 3 sources were faculty members, email, Weekly and Daily Digest

What was your reason for attending the Minor Fair & Showcase? (check all that apply)

Most of the students attended the fair to explore their options while many had a specific targeted minor they were interested in speaking with. A handful of students also attended to speak to their minor representatives to explore the opportunities they had within their minor – e.g. study abroad.

Which minors did you speak with at the fair?

Conversations were happening all over the fair, the more popular ones included Robotics, Leadership Studies, Engineering & Business, Computing & Devices, Physiology, Industrial Design and Spanish. On the interest forms, other major areas of interest included Math, Computational Data, computing and Intelligence and Aerospace Engineering.

Do you think you will pursue adding a minor after attending the Minor Fair & Showcase?

96% will be pursuing adding a minor after attending the Minor Fair & Showcase. 3% indicated probably not.

What is your goal in pursuing a minor?

While the goals varied, a lot of students were seeking to:

- Study an area of interest
- Increase breadth of knowledge in specific areas

- Add a specialization to major
- Become a more well-rounded individual for future internship and job opportunities | Diversify academic background, experience and expertise | Differentiate myself
- Expand career options
- Increase global awareness and conversational skills in language areas Develop skills beyond the technical

At the fair, did you digitally access the Program PDF which held a table map for the event as well as descriptions of each of the minors present?

The majority of students did access the pdf with their devices, but many of them did not know about the program pdf and how to access it. There was a lot of instructions provided at the registration table and this point was easily lost in the process. In the future we recommend putting a QR code on all the tables and posters for the pdf to remind students of the resource.

Did you have the opportunity to visit all the tables you were planning to visit?

Although many students did indicate that they were able to visit the tables they wanted (46%), many students were rushed for time (33%) and some students wished their minor was represented at the fair (10%). Part of the challenge here was the registration lines | process and potentially the short time frame of 11am-1pm. Possibly an opportunity to consider an extended timeframe of 10am-2pm.

Of the students that attended the breakout sessions, how effective was the session in determining your interest in pursuing a minor?

100% of respondents (3 that completed survey) indicated that the session was moderately to extremely effective in determining their interested in pursuing a minor.

Would you like to see C2D2 continue to sponsor a workshop during the Minor Fair & Showcase?

100% of respondents indicated yes. One student suggested that they would like to see opportunities for students to speak with students with first-hand experience in one-off sessions following this session. In fact, this was happening organically on the third floor after the session.

What did you find most beneficial about the Minor Fair & Showcase?

Students uncovered the following benefits:

- Ability to talk to minor fair representatives (a lot of them were there so exposure was nice)
- Environment was conducive for asking questions, learning and sharing
- I learned a lot about what the wide variety of minors GT has available (including the ones they didn't know existed)
- Information provided on each minor
- Learning from other students who were part of the program – can't always find those experiences online

What did you learn that you did not know before attending?

The learnings, included but were not limited, to the following:

- Uncovered minors they did not know existed (e.g. Physiology | Sustainable Cities)
- Course offerings
- Difference between minors and concentrations and the number of credit hours that would be required for a minor
- Many minors have a study abroad component
- Eligibility requirements
- Where to find information
- Just information in general because sometimes it's hard to do all the research for the minors on top of doing everything else and being a college student.
- The summer program has some specific minors offered every summer

What would you have improved about the Minor Fair & Showcase?

- Pdf access (knowing about this) – affected minor location identification – sending out the link or providing QR code everywhere would have been really useful
- One place (construction and space availability were a factor)
- Minor representatives' preparation (spiel | examples on how the minor might be useful) – held a logistics / expectations meeting, but not all representatives attended (@20 reps in the room)
- Longer amount of time
- Registration line was long
- Quality table signage for minors
- Table map have names in lieu of numbers
- More food

Would you attend an event like this again?

98% indicated that they would attend an event like this again with 100% indicating they would recommend the Minor Fair @ Showcase to other students.

6. What did you learn? :

As a result of the the Minor Fair and Showcase students' awareness increased of the minors GT offers and earlier in the students' college careers (79% of the students were 1st years). A lot of minors were represented at the Fair, increasing exposure for the representatives and aiding students' in researching a variety of minors in one event. Students identified ways they could differentiate themselves for future internships and job opportunities and minor representatives gained a considerable amount of student leads for their programs. Since this was the 1st Annual Minor Fair and Showcase we did not know how many students to expect. Our original estimate was 200 students, but that more than doubled causing longer registration lines and a shortage of food 1/2 way through the event. Despite these minor bumps, 100% of survey respondents would

recommend the event to other students. This is encouraging as we go into the Fall Semester.

It is important to note that we conducted a Summer roadshow with all minor representatives. We believe this effort was integral to getting minor representatives on board and gather their valuable feedback and buy-in on the event.

7. Actions Taken :

For the 2020 Fall Semester Minor Fair and Showcase, we will be taking the following actions:

- Determine who needs to be involved moving forward (Beth Spencer and DeMorris Walker)
- Maintenance/enhancement of campus-wide materials
- Decide what other types of breakout sessions should be offered
- One location (For Fall 2020 we will conduct this event virtually on an online platform)
- Extend duration of the fair – 10am-2pm
- Quick registration process (provide registration ahead of time). Raffles available
- More food options (in the future)
- Online table map revisions | signage throughout the platform
- Improve Minor representative participation in logistics meeting (possibly offer two times)
- Improve assessment response rate by offering incentives | more targeted questions for representatives

Progress:

Completed

Providing Department:

Minor in Leadership Studies

Gain a Theoretical Understanding of Students' Learning in PUBP 4140 Foundations of Leadership

Number:

Goal 3

1. Operational/Learning Goal:

For the 2020 Spring Semester, staff chose to focus on student concept maps as a form of assessment focused on encoding and storing within my Foundations of Leadership class. The purpose of the student concept maps was to gain a theoretical picture of the students learning. Staff's goal was to conduct a pre-and-post concept map exercise to

compare, contrast and assess how student understanding and application of the course material changes over the course of the semester. Additionally, staff hoped to identify common misconceptions of leadership and adjust course material to directly address them. As staff approached new sections of the course, staff decided to develop course roadmaps to assist students in visualizing learning pathways for the course.

With the advent of remote learning due to the coronavirus, Staff took a moment to pause and reflect. With everything that was happening around us, we decided to change the focus question of the concept map to “Who am I as a leader” in lieu of “What is leadership”.

2. Outcome (s) :

Students will experience leadership development and growth, alongside a global pandemic, that will propel them into applying many of the leadership behaviors they were learning in the class.

3. Evaluation Strategy :

A pre-and-post concept map exercise was used to compare, contrast and assess how student understanding and application of the course material changes over the course of the semester. For the 2020 Spring Semester, alongside COVID-19, we focused on the question "Who am I as a leader?"

The assignment read as follows:

Concept Map #1 (immediately following extended Spring Break) - Create a concept map around the focus question – Who Am I as a Leader? (Prior to COVID-19). This tutorial (<https://www.youtube.com/watch?v=8XGQGhli0I0>) will help you create this map (feel free to use technology or take a picture of a sketch)

Concept Map #2 - Every day, in every facet of our lives, opportunities to lead call us out. At work, school, in our local communities, the chance to make a difference beckons. Yet often, we hesitate. But it is possible to put ourselves on the line, respond effectively to risks, remain fiercely engaged, use stress productively and maintain focus (Leadership on the Line, Heifetz and Linsky, 2002). Part II of this assignment is to put together another concept map (similar to the first concept map) that includes changes in your leadership behavior that highlight strategies in surviving and thriving amidst COVID-19. We are encouraging you to address often-neglected aspects of our leadership, such as how you have managed personal vulnerabilities and sustained your spirit through this new reality. In other words, how are you leading courageously and confidently – without losing yourself? You can also include a section on growth and development for the future.

4. Method for Disseminating and Using Information for Improvement :

The Faculty Learning Community Critical Reflection will be shared with USG Stakeholders, LEAD Leadership, the Vice President of Student Life/Dean of Students, and other key stakeholders.

5. Summary of Results :

After we received the Concept Map #1, we noticed a few underlying patterns and themes in the maps. Despite the multitude of ways that leadership has been conceptualized, the following components have been identified as central to the phenomenon and central to my students' concept maps:

- Leadership is a process (not a trait or characteristic that resides in a leader, but rather a transactional event that occurs between the leader and the followers; bi-directional, becomes available to everyone) | *Students consistently mapped leadership to experiences (past and present) and identified opportunities where they did not necessarily hold a position of power or authority and place. Futuristic competencies and aspirations | challenges indicated a desire for continued growth and development; noting that leadership can be learned and is a journey not an event.*
- Characteristics did show up, but mostly in the context of transformational, authentic, adaptive and servant leadership approaches – *students were eager to develop their followers and motivate them to act in ways that support the greater good rather than their own self-interests. They consistently had a positive mindset that included giving others an encouraging word to motivate them during times of struggle. In addition, students show a deep desire to serve others.*
- Leadership involves influence (how the leader affects followers and the communication that occurs between leaders and followers; without influence, leadership does not exist) | *Students focused on family, friends and mentors that shaped the way they viewed leadership and in turn, identified ways that they are currently influencing and learning from others. For example, students are engaged in creative problem solving and collaborating more closely with their peers. Conversations and coaching opportunities are on the rise, even within families, where students are asking questions, being patient, trusting intuition and encouraging them to trust theirs. This is getting students to think about how they lead in their personal lives as well.*
- Where they showed up as a leader not only included professional, but personal lives as well. *They visualized their leadership in the context of home and their communities.*

Staff realized that for many of my students they were grasping the underlying concepts around leadership well. We would have liked to have seen more integrated concepts/terms from class lectures and readings, especially at this stage. On this initial implementation We wanted to leave it open to see what direction they would take the

assignment. We believe this caused some confusion which was illustrated through the variability in the submissions.

Upon analyzing Concept Map #2, we noticed some prominent behavioral themes in the maps that tied to servant, authentic, transformational and adaptive leadership. We will briefly define these behaviors along with an example or two of how these were put into practice (as illustrated in student concept maps).

Servant leader behaviors (based on Liden et. Al.'s research (2008)| Northouse, 8th Ed 2019)

- **Conceptualizing** – refers to the servant leader's thorough understanding of the organization – its purposes, complexities and mission. Students were much more attentive to the world around them during the pandemic
 - *Engaging in difficult conversations with peers, family, student and organization members*
 - *Increased awareness and attention to the safety and needs of self, family and broader community*
- **Emotional healing** – being sensitive to the personal concerns and well-being of others. Students make themselves available to others, stand by them, and provide them with support
 - *Driven to provide resources to peers and family members*
 - *Putting others needs ahead of your own and being more willing to sacrifice for others*
 - *Making intentional steps to build relationships and reconnect*
 - *Being considerate of others | understanding and perspective - increased patience (giving people time to handle things and make decisions without explaining themselves; being patient when people are late or having connectivity issues)*
 - *Selfless acts – helping others with their workload | COVID-19 struggles*
- **Putting followers first** – using actions and words that clearly demonstrate to followers that their concerns are a top priority, including placing followers' interests and success ahead of those of a leader
 - *Deliberately affirming thoughts of others*
 - *Shift from caring about results to caring more about people*
 - *Being present in every moment, even the little ones*
- **Helping followers grow and succeed** – knowing followers' professional and personal goals and helping them to accomplish those aspirations
 - *Better aware of limitations – willing to ask for help when overwhelmed – a necessity for success and to allow others to be successful as well (growth mindset)*
 - *Enhanced development and growth for self and investment in others*
 - *Identifying the challenges and focusing on growth from there*
 - *Focus on healthy team dynamics – encourage empathy, kindness among members, reminders of the importance of lifting each other up, being forgiving of others*

- *Seeking and giving feedback without judgement*
- **Behaving ethically** – doing the right thing in the right way – holding to strong ethical standards, including being open, honest, and fair with followers. *Negative aspects of leadership identified as areas of growth. One student felt like an imposter if they didn't include these aspects as opportunities for development*
- **Empowering** – allowing followers the freedom to be independent, make decisions on their own and be self-sufficient
 - *Open-mindedness and composed demeanor lead to more empowerment of the people they are leading*
 - *Increased flexibility with teammates – allowing team members to set their own timelines, being flexible with extensions, consider lowering workloads*
- **Creating value for the community** – consciously and intentionally giving back to the community. They are involved in local activities and encourage followers to also volunteer for community service. *Philanthropic | service mentality – helping elderly neighbors with groceries, volunteering for tutoring, more % of savings to local charities, and spreading awareness for mental health resources*

Authentic leader behaviors (based on Bill George's *Authentic Leadership Approach* (George & Sims, 2007) | Northouse, 8th Ed 2019)

- **Strong sense of purpose | passion** – know what they are about and where they are going. Students are inspired and intrinsically motivated about their goals. They have a deep-seated interest in what they are doing and truly care about their work.
 - *From short-term to more long-term thinking – what does this mean for me, discernment about personal, club and academic pathways*
 - *Importance of showing up for classes, friends, family*
 - *Philosophical beliefs exemplified (Buddhism | existentialism) through service and care for others*
- **Strong values** – having a clear idea of who they are, where they are going, and what the right thing is to do. For students, values have either strengthened or come to the forefront during COVID-19
 - *Gratitude, mindfulness, faith, humor (levity in times of seriousness), and loyalty as recurring personal values*
 - *Self-care – important to take care of you so we can take care of others well*
 - *Increased loyalty to friends and family, lending a helping hand to family more than ever, how important family environments are to their leadership style*
- **Relationships | Connectedness** – have the capacity to open themselves up and have a connection with others. Students are willing to share their stories with others and listen to other's stories
 - *Increased transparency*
 - *Seeking virtual connections with friends, family and community and being more intentional about building stronger relationships*

- *Relying on others and asking for help – increased psychological safety showing up in many environments*
- **Self-discipline** – the quality that helps leaders to reach their goals. Self-discipline gives students focus and determination
 - *Continuous personal development - learning to be a better leader from this experience*
 - *Overcoming the challenges of working remotely on teams.*
 - *Being more curious about the world and the people we are interacting with*
 - *In moments of crisis is where greatest growth happens*
 - *Taking initiative – trying new things – experimentation | hobbies, networking, etc.*
 - *Overcoming physical, mental and spiritual challenges will allow me to further embrace change*
- **Compassion and heart** – being sensitive to the plight of others, opening one's self to others, and being willing to help them
 - *Empathy – you don't have to be 100% all the time*
 - *Equity in modes of communication – respect all options: network connection vs. no connection*
 - *Not everyone is experiencing this crisis in the same way*
 - *Including feelings and appreciations in communication – being more vulnerable – “be a little more human”*
 - *Being truly compassionate means forgiving circumstances that originate both inside AND outside the work environment.*
 - *Flexibility - open to varying perspectives*
 - *Increased compassion, care and support for their teams*

Transformational leadership is a process that changes and transforms people. It is a process whereby a person engaged with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Northouse, 8th Ed, 2016). One of my students exhibited this by speaking out for Asians in a time of racism; depoliticizing the situation and raising awareness through social media. In this instance, the student is encouraging their peers and communities of which they are a part of to reflect a more humane standard of fairness and justice.

Adaptive leadership – how people change and adjust to new circumstances. Students that adapt engage in activities that mobilize, motivate, organize, orient, and focus the attention of others. The goals of adaptive leadership are to encourage people to change and to learn new ways of living so that they may effectively meet their challenges and grow in the process (Northouse, 8th Ed, 2016)

- *highlighting different areas of strength and opportunities for growth*
- *Being dependable doesn't mean never letting others down, but rather leaving them with the knowledge that you did what was asked of you to the best of your abilities at that time (focus on doing well, not on avoiding mistakes)*
- *increased confidence that we can adapt to difficult situations and overcome challenges*

It is interesting to note that students' self-confidence and resilience increased during this time and they were actively seeking healthy ways to manage their stress by cooking, exercising, checking in with loved ones, sleeping, reading and doing the things they enjoyed.

Throughout this exercise, my students had the opportunity to reflect on the impact of the COVID-19 crisis on their leadership behaviors. They were able to see how they grew during this time and identified future opportunities for growth and development. I received a number of comments indicating how helpful this exercise was in their leadership development.

6. What did you learn? :

Overall, we believe this exercise exceeded my expectations. We were weary of the change in focus question and was not sure what to expect, but as we analyzed the pre-and-post concept maps, we quickly realized that my students were experiencing substantial growth alongside a global pandemic that basically propelled them into applying many of the leadership behaviors they were learning in the class.

With the transition to remote learning, we learned that reviewing the learning objectives at the beginning of class and then revisiting what we learned 5 minutes before class is over is extremely helpful for my students to gauge my intentions for each class. In addition, showing the roadmap to Act Like a Leader and a "we are here" indicator gave my students information to better direct their learning efforts and monitor their progress. Honestly, the roadmap helped me as well as we were making decisions regarding revisions to my syllabus. We also implemented a weekly summary email and class summary videos in the event that students were having issues with connectivity or were unable to make it to class. We are hopeful with the learning objective wrappers, weekly summary emails, class summary videos, roadmaps and concept maps we will be able to draw stronger connections with the material in future semesters.

7. Actions Taken :

As we look long-term, we have decided to go back to our original focus question, "What is leadership?" with the hope that we can conduct a pre-and-post semester concept map to gain a more thorough theoretical picture of our students learning. Additionally, we hope to identify common misconceptions of leadership from the onset and adjust course material to directly address them. Expanding upon this project, we would like to complete our roadmaps with the understanding that they may change over the course of the semester depending on the students needs.

This Faculty Learning Community provided us with valuable insights into brain-based learning/teaching along with a diverse perspective of practical strategies to assess and enhance student learning. We already see the huge impact it has on our teaching and our students' learning. We particularly like the multi-disciplinary aspects and the connectedness of our FLC. The majority of our group has decided to meet over the

summer to share remote strategies and learnings and we hope to see this group continue in subsequent years. We are also inspired to learn more about brain-based learning. We plan on reading How Learning Works (in its entirety) over the summer.

Progress:

Completed

Providing Department:

Minor in Leadership Studies

Marketing and Communications

Communications Audit for Student Life

Number:

Goal 1.

1. Operational/Learning Goal:

The communications and marketing team for the Division of Student Life hosted a communications audit to assess the usage of audience engagement and communication channels. This information will be used to help improve our communication efforts and better understand our audience needs and communications preferences.

2. Outcome (s) :

This information will be used to help improve our communication efforts and better understand our audience needs and communications preferences. The Communications Director will use the data to help the Division make informed decisions on preferred communications channels and strategies.

Part of the survey were questions directed to the improvement of service from the communications team to division staff and departments. This information will be used to adjust our behavior and services as needed across the division and within specific departmental needs.

3. Evaluation Strategy :

The communications audit will be run through a survey to all department directors, departmental website content managers, and departmental social media managers. Additional information will be gathered through 1:1 interviews with departments as needed.

4. Method for Disseminating and Using Information for Improvement :

The results will be reported to the Vice President for Student Life and Dean of Students and shared with necessary stakeholders as needed to improve communication strategy.

Part of the survey were questions directed to the improvement of service from the communications team to division staff and departments. This information will be used to adjust our behavior and services as needed across the division and within specific departmental needs. The Communications Director and Communication Officer will

work together to review and incorporate this feedback and suggestions into our service model and client response.

5. Summary of Results :

Q2. If your name did not appear in drop down above please write below.

Count	Percent
5	100.00%
5	Respondents

Q3. Email:

Count	Percent
26	100.00%
26	Respondents

Q4. Department:

Count	Percent	
0	0.00%	Business Operations
1	3.70%	Center for Assessment, Referral and Education (CARE)
1	3.70%	Center for Student Engagement
1	3.70%	Civic Engagement
1	3.70%	Counseling Center
1	3.70%	Dean of Students Main Office/Vice President for Student Life
2	7.41%	Development, Parent Giving & Student Life
1	3.70%	Disability Services
1	3.70%	Fraternity and Sorority Life
1	3.70%	Health Initiatives
1	3.70%	Information Technology
2	7.41%	Leadership, Education and Development
1	3.70%	Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center

Q4. Department:

Count	Percent	
1	3.70%	New Student and Transition Programs
1	3.70%	Office of Student Integrity (OSI)
2	7.41%	Office of the Arts
2	7.41%	Parent and Family Programs
1	3.70%	Research and Assessment for Student Life
1	3.70%	Student Diversity Programs
1	3.70%	Student Media
2	7.41%	Student Organizations
1	3.70%	Veteran's Resource Center
1	3.70%	Women's Resource Center
27		Respondents

Q5. Does your department create, produce or distribute marketing or communications collateral?

Count	Percent	
25	92.59%	Yes
2	7.41%	No
0	0.00%	Unsure
27		Respondents

Q6. Web address(es):

Count	Percent	
24	100.00%	
24		Respondents

Q7. Who is responsible for managing/updating the content on your site(s) within your department? (Please list all persons responsible.)

Count	Percent	
24	100.00%	

Q7. Who is responsible for managing/updating the content on your site(s) within your department? (Please list all persons responsible.)

Count	Percent
24	Respondents

Q8. How often is content updated?

Count	Percent	
2	8.33%	Weekly
10	41.67%	Monthly
8	33.33%	Per Semester
3	12.50%	Yearly
1	4.17%	Never
24	Respondents	

Q9. Does your department have a digital newsletter (email newsletter)?

Count	Percent	
8	33.33%	Yes
16	66.67%	No
24	Respondents	

Q10. Title of the newsletter:

Count	Percent
7	100.00%
7	Respondents

Q11. Audience: (check all that apply)

Count	Respondent %	Response %	
5	71.43%	20.00%	Students
6	85.71%	24.00%	Faculty

Q11. Audience: (check all that apply)

Count	Respondent %	Response %	
6	85.71%	24.00%	Staff
2	28.57%	8.00%	Parents
2	28.57%	8.00%	Alumni
2	28.57%	8.00%	External Stakeholders
2	28.57%	8.00%	Other (please specify)
7	Respondents		
25	Responses		

Q12. Number of subscribers?

Count	Percent	
0	0.00%	0 - 100
0	0.00%	100 - 500
0	0.00%	500 - 1500
1	14.29%	Greater than 1500
6	85.71%	If greater than 1500, what is the exact number of subscribers?
7	Respondents	

Q13. What program do you use to send this?

Count	Percent	
0	0.00%	Georgia Tech Listserve through Outlook or Microsoft 365
3	42.86%	Mailchimp
0	0.00%	Constant Contact
4	57.14%	Other (Please specify)
7	Respondents	

Q14. How often do you send this newsletter?

Count	Percent	
0	0.00%	Weekly
3	13.04%	Bi-Weekly
2	8.70%	Monthly
0	0.00%	Per Semester
0	0.00%	Yearly
13	56.52%	Never
5	21.74%	Other
23		Respondents

Q15. If you selected "Other" in the question above, how frequently do you send the newsletter?

Count	Percent	
3	100.00%	
3		Respondents

Q16. Who within your department manages this communication channel and the subscriber list?

Count	Percent	
18	100.00%	
18		Respondents

Q17. Which, among the methods below, is the most effective way to communicate with your target audience?

Count	Percent	
5	21.74%	Digital Newsletter
7	30.43%	Social Media
1	4.35%	Campus Calendar
2	8.70%	Print Materials
1	4.35%	Traditional Mailing
1	4.35%	Website
6	26.09%	Other (please specify)

Q17. Which, among the methods below, is the most effective way to communicate with your target audience?

Count **Percent**

23 Respondents

Q18. Does your department manage any social media accounts?

Count **Percent**

15 65.22% Yes

8 34.78% No

0 0.00% Unsure

23 Respondents

Q19. Which social media accounts does your department manage? (Select all that apply)

Count **Respondent %** **Response %**

14 63.64% 31.11% Facebook

14 63.64% 31.11% Instagram

7 31.82% 15.56% Twitter

1 4.55% 2.22% Reddit

9 40.91% 20.00% Other (please specify)

22 Respondents

45 Responses

Q20. Account Name:

Count **Percent**

14 100.00%

14 Respondents

Q21. Who manages this account?

Count **Percent**

14 100.00%

Q21. Who manages this account?

Count	Percent
14	Respondents

Q22. Current number of followers:

Count	Percent	
1	7.14%	0 - 100
2	14.29%	100 - 500
5	35.71%	500 - 1500
6	42.86%	Greater than 1500
14	Respondents	

Q23. How often do you post?

Count	Percent	
1	7.14%	Daily
9	64.29%	Weekly
1	7.14%	Bi-weekly
3	21.43%	Monthly
0	0.00%	Never
14	Respondents	

Q24. Account Name:

Count	Percent
13	100.00%
13	Respondents

Q25. Who manages this account?

Count	Percent
14	100.00%

Q25. Who manages this account?

Count	Percent
14	Respondents

Q26. Current number of followers:

Count	Percent	
1	7.14%	0 - 100
5	35.71%	100 - 500
7	50.00%	500 - 1500
1	7.14%	Greater than 1500
14	Respondents	

Q27. How often do you post?

Count	Percent	
1	7.14%	Daily
7	50.00%	Weekly
3	21.43%	Bi-weekly
3	21.43%	Monthly
0	0.00%	Never
14	Respondents	

Q28. Account Name:

Count	Percent
7	100.00%
7	Respondents

Q29. Who manages this account?

Count	Percent
7	100.00%

Q29. Who manages this account?

Count	Percent
7	Respondents

Q30. Current number of followers:

Count	Percent	
2	28.57%	0 - 100
1	14.29%	100 - 500
4	57.14%	500 - 1500
0	0.00%	Greater than 1500
7	Respondents	

Q31. How often do you post?

Count	Percent	
0	0.00%	Daily
2	28.57%	Weekly
2	28.57%	Bi-weekly
2	28.57%	Monthly
1	14.29%	Never
7	Respondents	

Q32. Account Name:

Count	Percent
1	100.00%
1	Respondent

Q33. Who manages this account?

Count	Percent
1	100.00%

Q33. Who manages this account?

Count	Percent
1	Respondent

Q34. Do you collect marketing and communications data?

Count	Percent	
7	31.82%	Yes
15	68.18%	No
22	Respondents	

Q35. What software do you use for data collection? (Check all that apply)

Count	Respondent %	Response %	
0	0.00%	0.00%	Google Analytics
1	4.55%	3.45%	Hootsuite
0	0.00%	0.00%	Later
5	22.73%	17.24%	Facebook Analytics
6	27.27%	20.69%	Instagram Analytics
2	9.09%	6.90%	Other (please specify)
15	68.18%	51.72%	None
22	Respondents		
29	Responses		

Q36. Do you create any of the following for your department? (Check all that apply)

Count	Respondent %	Response %	
12	54.55%	16.44%	Posters
13	59.09%	17.81%	Social Media
15	68.18%	20.55%	Website
12	54.55%	16.44%	Digital
13	59.09%	17.81%	Fliers

Q36. Do you create any of the following for your department? (Check all that apply)

Count	Respondent %	Response %	
8	36.36%	10.96%	Other (please specify)
22	Respondents		
73	Responses		

Q37. Do you hire outside graphic support (i.e. student support, contractors,etc.)?

Count	Percent	
12	54.55%	Yes
10	45.45%	No
22	Respondents	

Q38. Where does your graphic support come from?

Count	Percent	
6	50.00%	Student
3	25.00%	External (e.g. graphic designer)
0	0.00%	Institute Communications Support
3	25.00%	Other (Please specify)
12	Respondents	

Q39. How much money, per semester, do you spend on outside graphic support?

Count	Percent	
13	59.09%	<\$500
4	18.18%	\$2,000
3	13.64%	\$5,000
1	4.55%	\$10,000
1	4.55%	\$15,000
0	0.00%	\$20,000
0	0.00%	\$30,000

Q39. How much money, per semester, do you spend on outside graphic support?

Count	Percent	
0	0.00%	\$40,000
0	0.00%	>\$50,000
22	Respondents	

Q40. How can the Student Life (SL) Communications and Marketing team better meet your communications needs? Are there additional services or communications functions that are currently managed within your department that you would like the SL communications and marketing team to support?

Count	Percent	
20	100.00%	
20	Respondents	

6. What did you learn? :

We learned that there are additional channels of communications that departments are using that were not our focus. This assessment was helpful in better understanding the 'real' use of our channels and audience preferences in terms of channels and content for communications.

We also learned what we can improve within our division services and are working to implement those suggestions and feedback into our business practices.

7. Actions Taken :

We learned what we can improve within our division services and are working to implement those suggestions and feedback into our business practices.

Progress:

Completed

Providing Department:

Marketing and Communications

New Student and Transfer Programs Disability Services

Information System Transition

Number:

Goal 1.

1. Operational/Learning Goal:

Making a well-researched change to a new student accommodation and information system will improve all departmental offerings and communication with various stakeholders.

2. Outcome (s) :

As a result of transitioning from Accommodate to Accessible Information Management (AIM), Office of Disability Services (ODS) staff will report an improvement in student information management ability and stakeholder satisfaction.

3. Evaluation Strategy :

At the conclusion of the Spring 2020 semester, a document summarizing outcomes of the transition to the new product will be generated and analyzed.

4. Method for Disseminating and Using Information for Improvement :

Results of the outcome document will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

5. Summary of Results :

The emergence of COVID-19 and its impact on departmental operations significantly affected the ability to assess this outcome fully. However, information was obtained through staff feedback and anecdotal commentary from students and faculty.

Some of the benefits of using AIM vs Accommodate were found to be:

- AIM's user interface is intuitive and more organized than that of Accommodate. Sending mass emails to a specific group of students is straight-forward with few steps (ex. "all students registered who have ADHD" requires only a handful of key strokes and can be completed in seconds).
- AIM customer support is exemplary. When contacting the support desk with an issue, replies would typically come within two hours. With Accommodate, ODS

would wait days for a response, and it would often not be the correct fix to problems, thus requiring multiple inquiries.

- When a student uploads their documentation as part of their application to register, it is automatically linked to their profile where their accommodation information and any case notes are also housed. Accommodate houses documentation and student accommodation information in two different areas, thus requiring toggling between areas within the program when seeking information.
- Most importantly, AIM is accessible to screen readers for both students and the staff who access it on the back end. Accommodate was not accessible for staff who needed to access it via assistive technology. Given our diversity priorities as a Division, this is of vital importance.

6. What did you learn? :

ODS learned vetting software through multiple stakeholder groups before purchasing is critical. Careful analysis of the system functions, customer support, and feedback from existing AIM clients resulted in the purchase of a far more usable product.

ODS also learned that a more efficient and intuitive system benefits all stakeholders. Complaints about accessing ODS software have largely ceased since the launch of AIM. Faculty have noted that there are far fewer steps to uploading exams. Students have benefited from an individualized landing page to easily request semester accommodations or schedule exams. ODS staff has remarked on the ease of use of the product, and the customizability of it enabled the staff to be able to set it up exactly aligned with departmental processes.

7. Actions Taken :

The original plan was to do extensive surveying of stakeholder groups to inform future decision-making around the AIM system, which was thwarted by the impact of COVID and the need to teach remotely mid-Spring 2020. This will be a priority in FY21. Fall 2020 will see a continuation of current practice until information is gathered.

Progress:

Completed

Providing Department:

Disability Services

Transition to Assistive Technology

Number:

Goal 2.

1. Operational/Learning Goal:

As a result of transitioning from a peer notetaker model, ODS staff will report an increase use of Assistive Technology among students.

2. Outcome (s) :

As a result of an increased use of Assistive Technology by students, students will demonstrate increased efficiency and independence in notetaking ability, as well as departmental cost savings.

3. Evaluation Strategy :

At the conclusion of the Spring 2020 semester a summary of student assistive technology utilization will be generated. Student satisfaction with the accommodation change will be assessed via survey.

4. Method for Disseminating and Using Information for Improvement :

At the conclusion of the Spring 2020 semester, results will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

5. Summary of Results :

A baseline analysis of the existing notetaker process was critical for a determination to change the accommodation offering to assistive technology.

The analysis yielded the following:

- During Fall 2019, 141 students were eligible for the accommodation of peer notetaker and made requests for a notetaker in 1,072 courses (a student needing a peer to take notes in class could request for multiple classes).
- ODS then considered the utilization rate of peer notetakers by analyzing how many times students accessed the provided notes. 117 of the 141 students were found to have only accessed notes 7 or less times over the course of the semester (i.e., less than once every two weeks, suggesting they did not need them). 24 students were accessing notes at a much higher rate, suggesting that the accommodation was on its face, appropriate.

ODS did extensive research into peer institutions as to how they were accommodating students who on paper appeared to need some assistance, but were not benefiting from

the provision of a peer notetaker. Assistive technology was being offered at the vast majority of these universities. An ODS coordinator led efforts to contract with a provider and established GA Tech as a beta site for one of their new products, at no cost, merely to provide them with feedback. This product is called "Glean". ODS did also contract with them for their more robust product offered, known as "Sonocent"

The 141 students who did not utilize peer notetakers were offered Glean, and the peer notetaker accommodation was replaced with "Ability to Record Lecture" and the "Ability to use a laptop or device to take notes in class", both of which are necessary to operate Glean.

The remaining 24 students who were properly utilizing the notetaker accommodation were emailed and introduced to Glean, Note Taker Express (a similar offering to peer notetakers but generated by subject area experts), and were introduced (or re-introduced) to Sonocent for their consideration. They were also granted the additional accommodations.

The intent was to survey the students regarding their perception of the efficacy of the new products at the end of Spring 2020, however the disruption caused by COVID and remote learning prevented these efforts.

6. What did you learn? :

ODS learned that continually researching and piloting emerging technologies cannot only benefit students in their ability to gain independence over their learning, but can also ultimately be a cost-savings for the department and Division.

7. Actions Taken :

ODS plans to implement the utilization survey intended for Spring 2020, in Fall 2021 for those students who are returning who accessed assistive technology during Spring.

ODS also has committed to annually reviewing emerging technologies in the notetaking realm, but also across other accommodation areas.

Progress:

Completed

Providing Department:

Disability Services

Improvement of the Testing Center

Number:

Goal 3.

1. Operational/Learning Goal:

As a result of hiring new staff in the testing center, ODS staff will report improved testing center operations.

2. Outcome (s) :

Changes to Testing Center operations will result in improved efficiency in handling student exam accommodation needs and requests, better communication with key stakeholders, and enhanced ability to track and generate reports.

3. Evaluation Strategy :

At the conclusion of the Spring 2020 semester a summary of Test Center operations will be generated for analysis.

4. Method for Disseminating and Using Information for Improvement :

At the conclusion of the Spring 2020 semester, results will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

5. Summary of Results :

Several changes were made during 2019-2020 that improved outcomes of the Test Center for students with disabilities:

- At the start of Fall 2019, ODS moved from the policy to schedule exams 5 business days in advance to just 5 days in advance. This made a big difference for those scheduling exams over the weekend because 5 business days is really like scheduling 7 days in advance.
- Since using AIM in the beginning of Spring 2020, ODS moved from the policy to schedule exams 5 days in advance to 3 business days in advance. This allowed students more time to book exams during the week.
- Upon using AIM, ODS decided to require students to schedule final exams 10 business days in advance.
- ODS sent out emails to give students roughly 1 business day of notice as to where their test location should be.
- From August 2019 on, ODS only needs **2 business days** of notice, and the 1 late pass per semester still holds.

- Students who need scratch paper will need to use scratch paper stamped with the ODS stamp on it.
- ODS removed of digital timers. We provide students with a sticky note that indicates their start and stop time. Proctors keep cover pages in order by time and monitor the students' stop time rather than rely on digital timers as it keeps a good record of things.

6. What did you learn? :

- Students benefit from clear expectations. Policies written in email reminders really help.
- Students in group testing environments prefer larger rooms. Rooms in the Student Center were too small and it became distracting when there were too many people testing at the same time.

7. Actions Taken :

- Consolidate test reminders with location notifications.
- Advocate for more space.

Progress:

Completed

Providing Department:

Disability Services

New Student and Transition Programs

Assess New Student Orientation Experience

Number:

Goal 1.

1. Operational/Learning Goal:

The learning outcome of this goal is to utilize the information to create a new one-day FASET schedule based on the needs of the students.

2. Outcome (s) :

The outcome of this goal is to create a one-day model that reflects the needs of the students.

3. Evaluation Strategy :

Students and parents were sent evaluations to complete after each FASET session. This data was then analyzed to determine next steps.

4. Method for Disseminating and Using Information for Improvement :

This data was shared with campus partners to inform how decisions were made about what programs would be offered in the one-day FASET sessions.

5. Summary of Results :

	Overall, how would you rate the FASET Orientation program?		After attending the morning Opening Number, the Institute Welcome, and Tech Traditions, I felt welcomed into the Georgia Tech family. *	
First Year Students	Very Effective	42.40%	Strongly Agree	41.35%
	Effective	53.19%	Agree	52.88%
	Ineffective	3.63%	Disagree	5.77%
	Very Ineffective	0.77%	Strongly Disagree	0%
First Year Guests	Very Effective	66.29%		
	Effective	32.32%		
	Ineffective	1.01%		
	Very Ineffective	0.38%		
Transfer Students	Very Effective	45.15%	Strongly Agree	41.79%
	Effective	52.75%	Agree	53.94%

	Ineffective	0%	Disagree	3.89%
	Very Ineffective	1.10%	Strongly Disagree	0.39%
Transfer Guests	Very Effective	69.44%		
	Effective	30.56%		
	Ineffective	0%		
	Very Ineffective	0%		

*Question not asked to Guests

Additional Questions asked to the Guests of FASET:

Please indicate your level of satisfaction with the programs offered on Day 1 of FASET:

- Institute Welcome
- Yellow Jacket Family Values
- Parent and Student Panel
- Educational Session (Rotations)

Please indicate your level of satisfaction with the programs offered on Day 1 of FASET:

- Parent and Guest Breakfast
- The Undergraduate Academic Experience
- Academic Advising
- Supporting Student Success at Georgia Tech
- Campus Resource Fair

This schedule shows the decisions that were made after analyzing the FASET data about what students needed during orientation.

	Student Schedule	Parent/Guest Schedule
7:45 AM-9:00 AM	Check-in and Resource Fair	Check-in and Resource Fair
9:00:00 AM -10:30 AM	Welcome to the Tech Community	Welcome to the Tech Community
	Welcome	Welcome
	Student Life	Student Life
	Campus Services	Campus Services
	Undergraduate Academic Experience	Undergraduate Academic Experience
	Student Financial Services/Bursar	Student Financial Services/Bursar
11:00 AM - Noon	Breakout Session A	What Every Yellow Jacket Parent Should Know/Parent and Family Programs
	5 rooms	
	Breakout Session B	

	5 rooms	
12:15 PM -1:00	Lunch with small group leader	Lunch/Student Panel with Parents
1:30 PM - 3:00 PM	Academic Advising	Academic Advising
3:30 PM - 5:30 PM PM	Class Registration	Panel with Campus Services, OUE, and SL

6. What did you learn? :

The data confirmed what the office had suspected were the programs that students most wanted out of their FASET session.

7. Actions Taken :

The schedule was planned to be implemented for 2020, but the office was unable to do so due to COVID-19.

Progress:

Completed

Providing Department:

New Student and Transition Programs

Assess first-year student experience

Number:

Goal 2.

1. Operational/Learning Goal:

The Department of New Student and Transition Programs will assess the amount of contact that first-year students get from Georgia Tech

2. Outcome (s) :

Gain a full picture into just how many times a first-year student is contacted by Georgia Tech from application period through the first six weeks of the fall semester.

3. Evaluation Strategy :

Work with campus partners to see what information they are sharing with students and how. First-year students will also be assessed on their interpretations of contact from the Institute.

4. Method for Disseminating and Using Information for Improvement :

The data collected from this Assessment Goal will be shared with campus partners in the Office of Undergraduate Education, Undergraduate Admissions, Student Life, SGA, Student Engagement, etc.

5. Summary of Results :

The first-year task force was not created due to learning that the Office of Undergraduate Education had plans to do a similar group in the fall semester but had not started it. Plans for this also changed drastically once COVID-19 happened.

6. What did you learn? :

N/A

7. Actions Taken :

None at this time.

Progress:

Completed

Providing Department:

New Student and Transition Programs

Revamp Wreck Camp Staff Training

Number:

Goal 3.

1. Operational/Learning Goal:

The Office of New Student and Transition Programs will revamp Wreck Camp staff training so counselors will feel better prepared to host Wreck Camp sessions.

2. Outcome (s) :

Wreck Camp staff members will feel more confident about leading small group interactions at Wreck Camp.

3. Evaluation Strategy :

Student staff will be assessed at the beginning of training and at the end of training to understand their comfortability to run small group sessions at Wreck Camp.

4. Method for Disseminating and Using Information for Improvement :

This information will be shared with the Directors of Wreck Camp to make changes at the workdays before Wreck Camp and to future student leadership to assist with this training.

5. Summary of Results :

Due to the Coordinator of New Student & Transition Programs leaving and COVID-19, this assessment did not happen.

6. What did you learn? :

N/A

7. Actions Taken :

N/A

Progress:

Completed

Providing Department:

New Student and Transition Programs

Parents and Family Programs

Facebook Live Programming

Number:

Goal 1

1. Operational/Learning Goal:

Parent & Family Programs will provide more information about the Georgia Tech student experience to help families support their students.

2. Outcome (s) :

The vast majority of Parent & Family Programs Facebook Live participants (75%) will report a high level of satisfaction with the content provided

3. Evaluation Strategy :

Parent & Family Programs will conduct follow-up surveys with Facebook Live participants.

4. Method for Disseminating and Using Information for Improvement :

Parent & Family Programs will utilize this data to improve quality of information and programming offered by Parent & Family Programs and will disseminate this data to campus partners to allow for improvement as well.

5. Summary of Results :

At the time we wrote this outcome, Facebook Live was growing in popularity and we thought it would be a good way to educate families. Staff did facilitate one session with Facebook Live in the fall 2019 with Fraternity & Sorority Life, but that was the only session we did.

6. What did you learn? :

We learned in the fall that we could not edit Facebook Live sessions – if needed – or provided closed captioning. We also learned it would be better to facilitate webinars for campus partners to share their information with families.

7. Actions Taken :

A new webinar series will roll out in fall 2020 and we will assess our learning outcomes for that new programming series for GT families in November 2020.

Progress:

Completed

Providing Department:

Parents and Family Programs

Communication Highlighted Diversity and Inclusion

Number:

Goal 2

1. Operational/Learning Goal:

Parent & Family Programs will increase readers' level of engagement through *ParentNews* articles that contain information about special populations and subcultures, and diverse programming and events.

2. Outcome (s) :

Increased click rates by 10% will be compared to articles that are not specific to diversity and inclusion.

3. Evaluation Strategy :

Parent & Family Programs will seek additional diverse, inclusive, and cultural content for *ParentNews* information throughout the year and will track the increased readership (e.g. click through rates) of these articles in comparison to non-multicultural content within *ParentNews*.

4. Method for Disseminating and Using Information for Improvement :

Parent & Family Programs will utilize this data to improve quality of information contained in *ParentNews* and will disseminate this data to content contributors to allow for improvement as well.

5. Summary of Results :

Although our intent was to incorporate more diverse and inclusive content for the *ParentNews*, we continued to share more office and departmental resources and information in the fall semester. The spring semester took a more intentional turn to education and information due to COVID-19. We will try to incorporate more educational information on diversity and inclusion for parents and students this coming year in our *ParentNews*, social media, and new webinar series.

6. What did you learn? :

Delayed due to COVID-19.

7. Actions Taken :

Delayed due to COVID-19.

Progress:

Completed

Providing Department:

Parents and Family Programs

Parent Volunteer Engagement

Number:

Goal 3

1. Operational/Learning Goal:

Parent and family volunteers (including Parent & Family Ambassadors) allow families to provide support to both the Institute and families (new and current). In their roles as an advocate for the Institute, families will engage others through meaningful and purposeful interactions, which will contribute to feelings of connectedness, and may contribute to future donations time, talent and/or treasure to the Institute.

2. Outcome (s) :

Parent & Family Programs will utilize this data to determine needs for family volunteers and ensure that a variety of purposeful opportunities are provided to Georgia Tech families.

3. Evaluation Strategy :

Parent & Family Programs will create a survey for family volunteers in late spring 2020, after Commencement, about their volunteer experiences.

4. Method for Disseminating and Using Information for Improvement :

Parent & Family Programs will utilize this data to determine needs for family volunteers and ensure that a variety of purposeful opportunities are provided to Georgia Tech families.

5. Summary of Results :

Unfortunately, due to COVID-19, we were not able to have Parent & Family Ambassadors connect and participate as much as we normally would in the spring semester.

6. What did you learn? :

Delayed due to COVID-19.

7. Actions Taken :

Delayed due to COVID-19.

Progress:

Completed

Providing Department:

Parents and Family Programs

Office of the Arts

Grow the Awareness of Creative Culture on Campus

Number:

Goal 1

1. Operational/Learning Goal:

Create awareness of the importance of creativity, and the opportunities within the creative fields, for students at Georgia Tech in their current work and future careers.

2. Outcome (s) :

Increase the profile of Georgia Tech alumni now working in the creative fields.

Provide opportunities for students to hear from and speak with artists, or share their own creative experiences

3. Evaluation Strategy :

Monitor engagement numbers for alumni events.

Track attendance and engagement numbers for events connecting artists and students

4. Method for Disseminating and Using Information for Improvement :

Stakeholders for this work include:

- Dean of Students
- Provost
- Arts Advisory Board
- Colleagues in the School of Design and Ivan Allen

5. Summary of Results :

Our initial TECHnically Creative conversation series with alum received >250 views.

Our Town Hall on Belonging and Community received >1.5k views.

We hosted 15 in-person events (pre-COVID) connecting artists and students.

6. What did you learn? :

We have discovered an untapped resource of Georgia Tech alum who have worked in creative fields. Many of our guests have directed us to fellow alum who are also working in these fields, and we have received many questions from students for these alumni. The engagement numbers with these video streams have remained solid heading into the new academic year, suggesting this was not a one-off event and pointing to a growing interest in creative fields at Tech.

The interest and passion of students engaging with artists pre-COVID continues to encourage us to find ways to connect artists and students, and to emphasize the value of conversations and interactions (such as made by possible via Teams and Bluejeans events).

7. Actions Taken :

We have implemented a regular schedule for the TECHnically Creative series, intending to maintain these conversations indefinitely into the future. Our hope is to expand them to hybrid in-person events when this become viable.

We have booked multiple artists to conduct conversations and workshops via virtual platforms for students, to continue to foster opportunities for students to connect with artists. These engagements constitute much of our programming budget for FY21.

Progress:

Completed

Providing Department:

Office of the Arts

Create Greater Visibility for Georgia Tech Arts

Number:

Goal 2.

1. Operational/Learning Goal:

Become a more visible member of the campus culture, and increase our recognition across Atlanta (and beyond) as a hub for arts and technology.

Create partnerships and collaborations that will raise our profile with other important organizations and artists.

2. Outcome (s) :

The Office of the Arts will:

- Increase engagement via social media platforms
- Increase media coverage from GT and outside media sources
- Exchange and collaborate with other organizations

3. Evaluation Strategy :

Track impressions and clicks from social media.

Review media coverage and pitches.

4. Method for Disseminating and Using Information for Improvement :

Stakeholders for this work include:

- Dean of Students
- Provost
- Arts Advisory Board
- Colleagues in the School of Design and Ivan Allen

5. Summary of Results :

Compared to FY19, our Facebook outreach increased by 24%.

Compared to FY19, our Instagram outreach increased by 132%.

Between 2019 and 2020 we tracked 84 unique mentions in Atlanta media, of which 40% were pitched stories or articles.

Engaged in promotional collaborations with community partners including Atlanta Ballet, Full Radius Dance, CORE Dance, Dance Canvas, Atlanta Jewish Film Festivals, Atlanta Film Festival, Emory, Atlanta Botanical Garden, Alliance Theater and Atlanta Fringe Festival.

Undertook programming collaboration with the radio station WABE, for event that jointly received 1.5k viewers.

6. What did you learn? :

Having a dedicated Marketing & Communications staff made a tremendous impact on our ability to raise GT Arts' profile. The two-person team undertook an intentional and strategic approach to outreach which showed tremendous results.

Entering into partnerships with other organizations across Atlanta also had a positive impact on our visibility. The event with WABE was by far our largest audience, and points to the value of fostering and sustaining these collaborations.

7. Actions Taken :

We remain in conversation with WABE and other organizations to find more joint-programming opportunities.

COVID-related budget cuts have forced a dramatic reduction in our Marketing & Communications budget for FY21. As a result, the team has focused even more on pitching organic stories to both Institute Communications and other outlets.

Progress:

Completed

Providing Department:

Office of the Arts

Build the Reputation of the Ferst Center as a Site for Experiencing Art and Performance

Number:

Goal 3.

1. Operational/Learning Goal:

Increase the number of people who attend events at the Ferst Center.

Increase the number of events that will draw people from both on- and off-campus to the Ferst Center.

2. Outcome (s) :

Office of the Arts will:

- Track increase in sold-out performances and events at Ferst
- Increase the number of events from campus or outside clients that draw large attendance to Ferst

3. Evaluation Strategy :

Tracking of attendance figures.

Tracking of clients both on- and off-campus who select Ferst Center for their high-profile events.

4. Method for Disseminating and Using Information for Improvement :

Stakeholders for this work include:

- Dean of Students
- Provost
- Arts Advisory Board
- Colleagues in the School of Design and Ivan Allen

5. Summary of Results :

GT Arts hosted the first sold-out performance (MOMIX) in several years.

Major events hosted at Ferst by on- and off-campus clients included:

- Institute Address
- Carreker Lecture featuring TI Harris
- Malcolm Gladwell
- Investiture of President Cabrera
- Creative Mornings
- Atlanta Science Festival
- Guthman Musical Instrument Competition
- GT Inventure Prize

6. What did you learn? :

Programming recognizable names to draw audiences to Ferst can have a major impact on attendance and the reputation of the center. MOMIX, TI, and Malcolm Gladwell all point to the importance of having events with a headliner to draw attention.

Several of these events relied heavily on our staff to plan and execute in a highly professional manner. We are building a solid reputation as a team who can imagine and host events such as the Investiture or Institute Address, and that will be important to continue to enhance our reputation.

7. Actions Taken :

Even during COVID-imposed physical distancing, we have developed extensive protocols to be able to host events safely in Ferst. While the definition of "sold out" has dramatically changed, the importance of assuring our clients and patrons that we will maintain a professional and safe space is now even more important. Our intentional efforts to work closely with clients and bring recognizable names to Ferst will help guide us through this unusual year.

Progress:
Completed

Providing Department:
Office of the Arts

Serve and Support Students and Student Groups

Number:
Goal 4.

1. Operational/Learning Goal:

As a unit within Student Life, we strive to provide valuable services for students and empower and mentor student groups.

2. Outcome (s) :

The Office of the Arts will:

- Program events that appeal to students and welcome them to GT Arts
- Host student group events and activities, and help assure these events are safe and professional

3. Evaluation Strategy :

Track student attendance at events produced by GT Arts.

Track campus events and activities.

4. Method for Disseminating and Using Information for Improvement :

Stakeholders for this work include:

- Dean of Students
- Provost
- Arts Advisory Board
- Colleagues in the School of Design and Ivan Allen

5. Summary of Results :

We sold 471 students tickets to performances produced by GT Arts.

21 student group events were booked and planned (4 were later cancelled due to COVID).

Another 40 events were held in collaboration with other campus partners to support student learning or experiences.

6. What did you learn? :

Student groups require intense communication and collaboration. We identified opportunities to help mentor students, and we believe there would be more opportunities to help facilitate student learning as they plan events.

Students are interested in attending events that have been programmed to intersect with their interests, or that have a name recognition to draw their attention.

7. Actions Taken :

In response to COVID-19, we have had the opportunity to work even more closely with student organizations to help them develop safe in-person experiences and/or broadcast their events on virtual platforms. We believe this will continue post-COVID to encourage students to work even more closely with our professional staff to develop events. We will continue to produce work that intersects with student research and career interests to encourage attendance at GT Arts events.

Progress:

Completed

Providing Department:

Office of the Arts

Student Integrity

Increase Awareness of the Office of Student Integrity's (OSI) Mission, Services, and Values

Number:

Goal 1

1. Operational/Learning Goal:

In an effort to strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities and services, the office will create a marketing item to introduce students to Georgia Tech's Honor Code and expectations for being a student at Georgia Tech. The goal is to create a video with content about integrity and the Honor Code for OSI to share a resource to first year students and campus partners.

2. Outcome (s) :

The intended outcome for this goal is to have additional marketing to share with students and stakeholders about student expectations in the campus community.

3. Evaluation Strategy :

A video featuring the Honor Advisory Council and Georgia Tech students was created and is currently being edited with stakeholders.

4. Method for Disseminating and Using Information for Improvement :

OSI will collaborate with faculty and staff who work with first year students to share the marketing and collect feedback. This will occur once the video is finalized.

5. Summary of Results :

We have not collected data at this time. The videos are still in the editing process.

6. What did you learn? :

N/A

7. Actions Taken :

N/A

Progress:

Completed

Providing Department:
Student Integrity

Strengthen Office of Student Integrity's Focus on Educational Outreach

Number:
Goal 2

1. Operational/Learning Goal:

OSI will create a tool to assist faculty with sharing plagiarism examples and expectations to support their syllabi and course materials.

2. Outcome (s) :

OSI staff anticipates a decrease in referrals from coding projects for plagiarism.

3. Evaluation Strategy :

A video was created through collaboration with the Honor Advisory Council and Communications to share with stakeholders.

4. Method for Disseminating and Using Information for Improvement :

Collaboration with faculty, specifically those in Computer Science, are stakeholders with this goal.

5. Summary of Results :

Not applicable. The videos are still in the editing process at this time.

6. What did you learn? :

N/A

7. Actions Taken :

N/A

Progress:

Completed

Providing Department:
Student Integrity

Student Temporary Assistance Program (STAR)

Increasing Awareness of the STAR Program

Number:

Goal 1

1. Operational/Learning Goal:

Our operational goal was to increase the number of students who are aware of / informed about the STAR Program, so they could seek its services when they were in need, and / or refer friends who were in need.

2. Outcome (s) :

For the academic year, we will see an increase in the amount of students reached and informed about the STAR Program.

3. Evaluation Strategy :

We will employ three strategies for increasing awareness of Klemis Kitchen on campus. First of all, we will become more intentional about posting on social media (primarily Facebook). Secondly, we will table each Wednesday at Georgia Tech's Community Market. By giving away free bamboo plants (in exchange for "liking" us on Facebook!), we will be able to reach a lot of students. Finally, we will engage with students by sponsoring volunteer/service events.

4. Method for Disseminating and Using Information for Improvement :

This will be shared with Volunteers / donors who keep Klemis Kitchen stocked, Klemis Kitchen Oversight Committee, the STAR Student Leadership Team, the Vice President of Student Life/Dean of Students, the Georgia Tech Faculty Women's Club, and other key stakeholders.

5. Summary of Results :

For the 2019-2020 academic year, we increased our number of Facebook followers from 42 to 332 (an increase of 690%).

6. What did you learn? :

Of the three strategies we used to increase awareness, sponsoring volunteer opportunities had the most enduring impact. We were able to reach a greater number of students with the bamboo giveaway; some of those students continued to engage through service projects and others requested access to Klemis Kitchen.

We learned, quite by accident, that the best way to spread the word about Klemis Kitchen is by offering opportunities to serve, rather than simply promoting the services we offer.

7. Actions Taken :

Based on the assessment results, we will continue our presence at the GT Community Market, and we will increase our volunteer opportunities.

Progress:

Completed

Providing Department:

Student Temporary Assistance Program (STAR)

Increasing the Amount of Donations

Number:

Goal 2

1. Operational/Learning Goal:

As we increase the number of students accessing Klemis Kitchen, it is necessary to increase the amount of food donations.

2. Outcome (s) :

At the beginning of the academic year, our two primary sources of donations were:

1. Leftover food recovered from the Georgia Tech dining halls by a student organization called Campus Kitchen Project; and
2. Monthly department-wide shelf-stable food drives coordinated by a volunteer in the Office of Development.

We will increase the number of donation sources throughout the academic year.

3. Evaluation Strategy :

Our primary evaluation strategy will consist of keeping track of how much food is placed in Klemis Kitchen vs. how much is removed. The students of Campus Kitchens Project will collect this data.

4. Method for Disseminating and Using Information for Improvement :

This will be shared with Volunteers / donors who keep Klemis Kitchen stocked, Klemis Kitchen Oversight Committee, the STAR Student Leadership Team, the Vice President of Student Life/Dean of Students, and other key stakeholders.

5. Summary of Results :

Because we were able to diversify our food donation sources, our supply was able to keep pace with the increased demand.

During the academic year, the following sources of donations were added:

1. leftover food recovered from fraternity/sorority houses;
2. shelf-stable food donations from students as they moved out of the residence halls;
3. doubled the donations from Whole Foods, coordinated by the food ministry at Lutheran Church of the Redeemer, Atlanta;
4. donations of fresh produce from the Georgia Tech Community Garden, coordinated by the student organization Students Organizing for Sustainability (S.O.S.); and
5. donations of fresh produce from Food4Lives.

Unfortunately, we do not have accurate data reflecting the percentage of increase in food donations.)

6. What did you learn? :

1. Individuals and campus groups are very willing to donate food; asking for food donations yields results.
2. There is a variety of sources for donations on campus; it is important to continue identifying new donors.

7. Actions Taken :

We will continue to seek out new sources of donations.

Progress:

Completed

Providing Department:

Student Temporary Assistance Program (STAR)

End of Report