

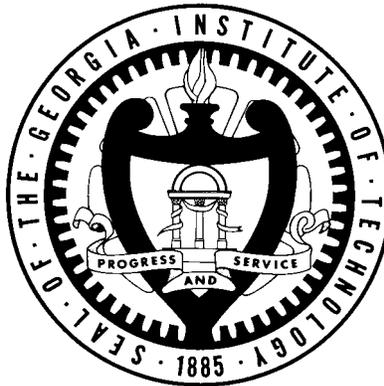


Georgia Institute of Technology

Georgia Institute of Technology
Division of Student Affairs

Final Assessment Report

2009-2010



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August 2010

Table of Contents

Campus Recreation Center (CRC)	Pages 2-56
Career Services	57-65
Counseling Center	66-69
Dean of Students Office	70-73
<i>ADAPTS – Disability Services Programs</i>	<i>73-75</i>
<i>Diversity Programs</i>	<i>76-81</i>
<i>Greek Affairs</i>	<i>82-87</i>
<i>Office of Student Integrity (OSI)</i>	<i>87-89</i>
<i>Student Involvement</i>	<i>89</i>
<i>Student Organizations and Leadership Programs</i>	<i>89-95</i>
<i>Community Service</i>	<i>96-99</i>
<i>Student Media</i>	<i>99-103</i>
<i>Women’s Resource Center (WRC)</i>	<i>103-109</i>
Ferst Center for the Arts	110-113
Parents Program	113-116
Student Affairs Information Technology	117-119
Success Programs	119-137

Campus Recreation Center (CRC)

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

Goal 1: Operational Goal

Increase promotions. Implement various promotions targeting spouses of faculty/staff, alumni, and students. A marketing plan will be developed to outline the types of promotions that will be created for spouse promotions.

Outcome

The Assistant Director of Member Services will be able to evaluate the effectiveness of various spouse promotions.

Evaluation Strategy

The Assistant Director of Member Services will evaluate the number of spouse enrollments specific to the promotions and revenue generated compared to marketing expense. Further, the Assistant Director of Member Services will track the number of spouse memberships per month (payroll deduction and non-payroll deduction) in addition to tracked revenue each month.

Method of disseminating and using information for improvement

All data is collected to improve types of promotions used to generate additional spouse enrollments.

Summary of Results

Data tables below exclude months May and June. The number of spouse memberships increased 7% from FY2009 to FY2010.

<u>FY2009</u>	<u>FY2010</u>
<u>\$26,500 (payroll deduction included)</u>	<u>\$26,520 (payroll deduction included)</u>

Promotions: All promotional print material advertised spouse membership information. All promotion mailers included a free pass for guest members including spouses.

- Alumni Promo (January 2010)
- Ramblin' On Alumni Promotion (April 2010)
- National Employee Health and Fitness Day (May 2010)
- Commencement Fair (March 2010)
- Faculty/Staff 2-Free Weeks New Hire Orientation (On-going)

Method of disseminating and using information for improvement

Results will be used to determine the most effective promotions to attract spouses.

Goal 2: Operational Goal

Increase the number of summer program participants that utilize the Campus Recreation Center each summer.

Outcome

The Campus Recreation Center will increase the number of summer groups that utilize the facility by actively reaching out to various groups across campus that may not have been aware of summer availability to external groups.

Evaluation Strategy

The Assistant Director of Member Services will evaluate the number of groups that utilized the facility in FY 2009 versus the number of groups that utilized the facility in FY 2010.

Method of disseminating and using information for improvement

Results are provided in this report and similar strategies will be used to attract additional department groups for the upcoming summer (2011).

Summary of Results

<u>FY 2009</u>	<u>FY 2010</u>
Intern Lodge Program	REU Chemistry
REU Chemistry	OMED
NNIN	SURF
SURF	SURE
Teach for America (staff and participants)	Medical College of Georgia
College of Computing	REU Biochemistry
CMDITR	CMIDTR
OMED	Intern Lodge Program
REU Biology	Teach for America (staff and participants)
	REU Biology
	CRUISE

In March 2010, the Assistant Director of Member Services contacted Olanda Bryant, REU Chemistry Coordinator to obtain a contact list of all REU Summer Program Coordinators. The Assistant Director of Member Services contacted each coordinator to communicate CRC availability to visitors this summer. This year, three additional groups: SURE, Medical College of Georgia, and CRUISE will be utilizing the Campus Recreation Center. Revenue from summer groups in FY2009 totaled \$20,336. Data for FY 2010 is not yet available due to revue not being collected until June and July.

Goal 3: Operational Goal

Improve “new member orientation” for new members.

Outcome

New members will obtain knowledge that will make him or her comfortable with the Campus Recreation Center and its many program offerings.

Evaluation Strategy

New members will take a survey upon completion of each orientation.

Method of disseminating and using information for improvement

The Assistant Director of Member Services will use the data to improve the orientation process.

Summary of Results

The new member orientation process was not implemented in FY2010 but will be implemented FY 2011.

Goal 1: Student Learning

Learning Goal

Educate student employees on transferable skills and include a way to measure the students’ understanding of the skills within the context of his or her position at Member Services.

Outcome

Student employees will be able to identify how each transferable skill relates to his or her job responsibility within Member Services. Employees will learn skills that will be valuable for present and future positions.

Evaluation Strategy

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

Method of disseminating and using information for improvement

Once pre-data is collected, the Assistant Director of Member Services will continue to teach student employees how to improve certain transferrable skill areas and then re-assess.

Summary of Results

In FY2010, two transferrable exercises were administered to the student employees. The first exercise required student employees to assess one’s communication skills as it relates to job tasks. A total of 12 employees completed the exercise with 11 of the 12 scoring a 80% or higher.

Goal 2: Student Learning

Goal

Improve system to reinforce student employee motivation.

Outcome

By rewarding student employees with preferred motivators, staff will report being more motivated to perform more effectively.

Evaluation Strategy

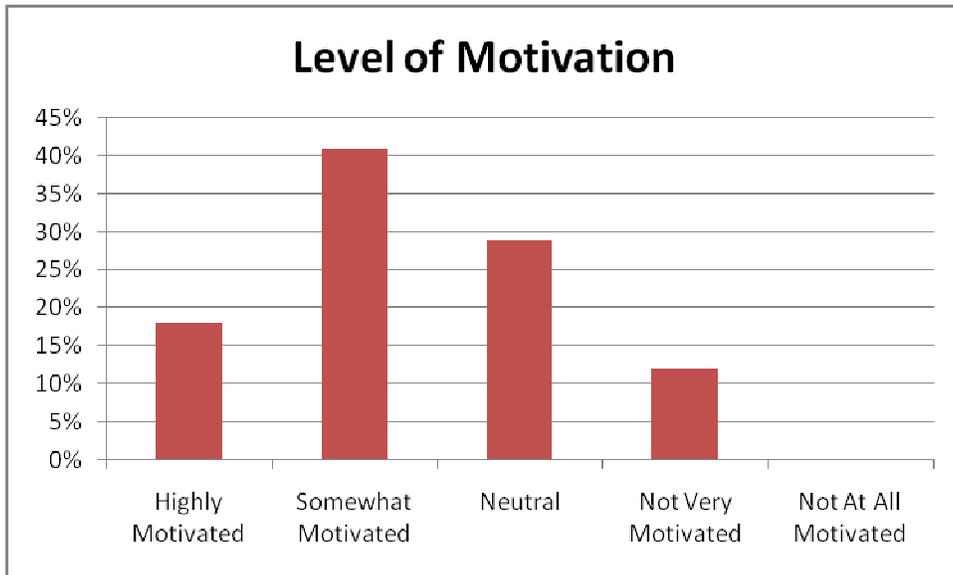
Administer a pre-test measuring student employee motivation level. Then, a post assessment will be administered to students measuring motivation after new reward system is created. The assessment will determine if employees felt more motivated with the new systems.

Method of disseminating and using information for improvement

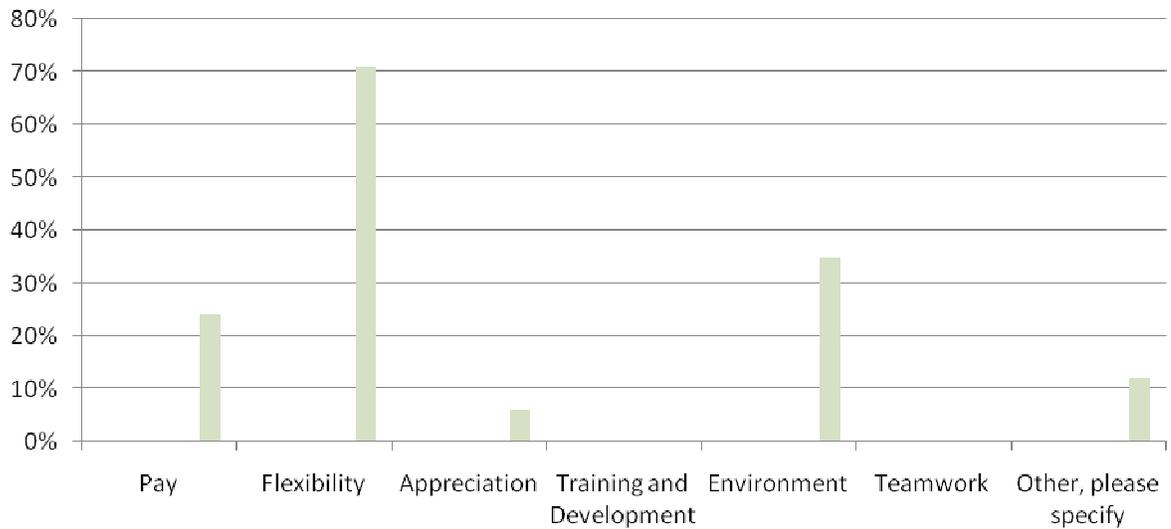
Survey data will provide the Assistant Director of Member Services with an understanding of preferred work motivators among staff. Armed with the knowledge, appropriate reward systems can be put in place to keep student employee motivated.

Summary of Results

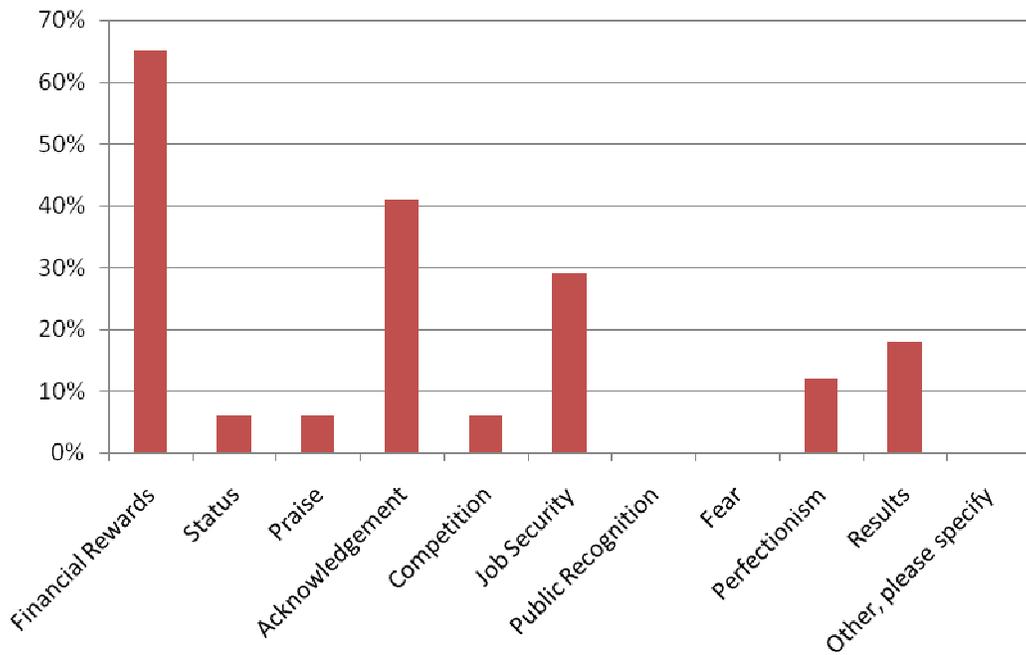
A pre-survey was administered with date provided below. However, a structured reward system has not been put in place. A structured system will be put in place the start of the Fall 2010 Semester.



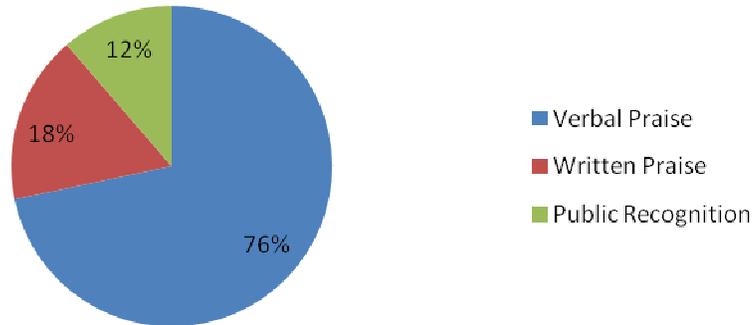
What provides the most satisfaction in your position?



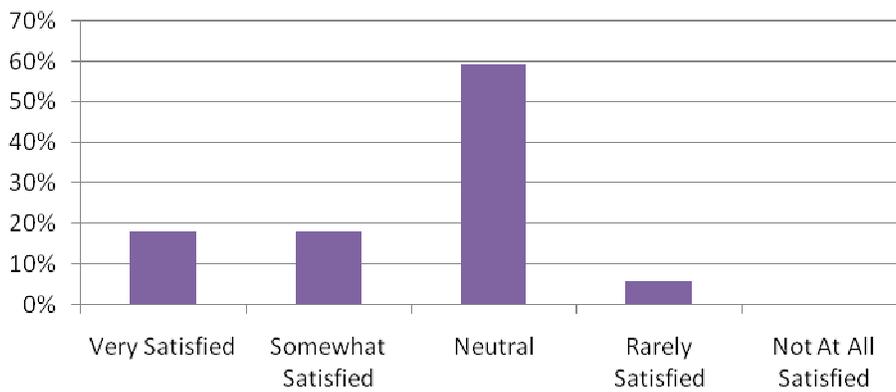
Which of the following provides most value?



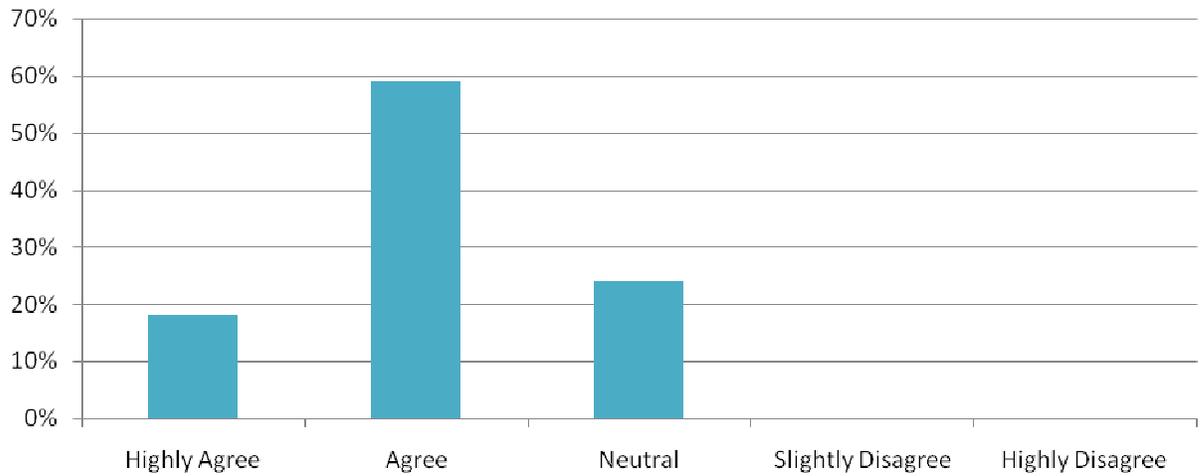
Your boss provides rewards mostly in the form of which of the following?



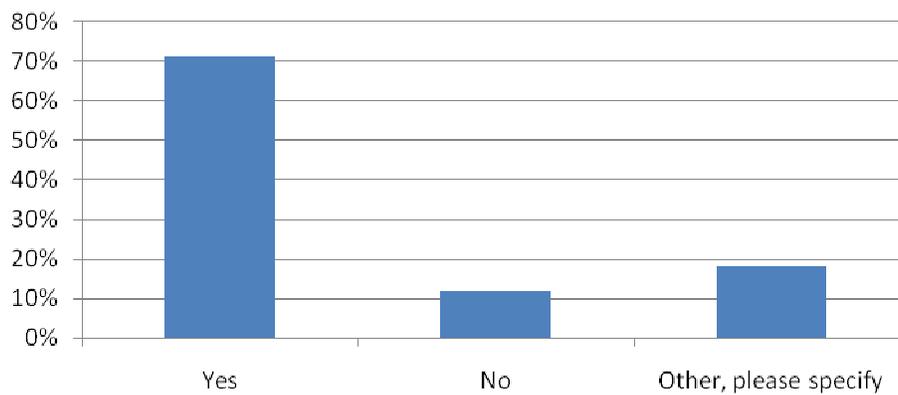
How satisfied are you with the current reward systems in place?

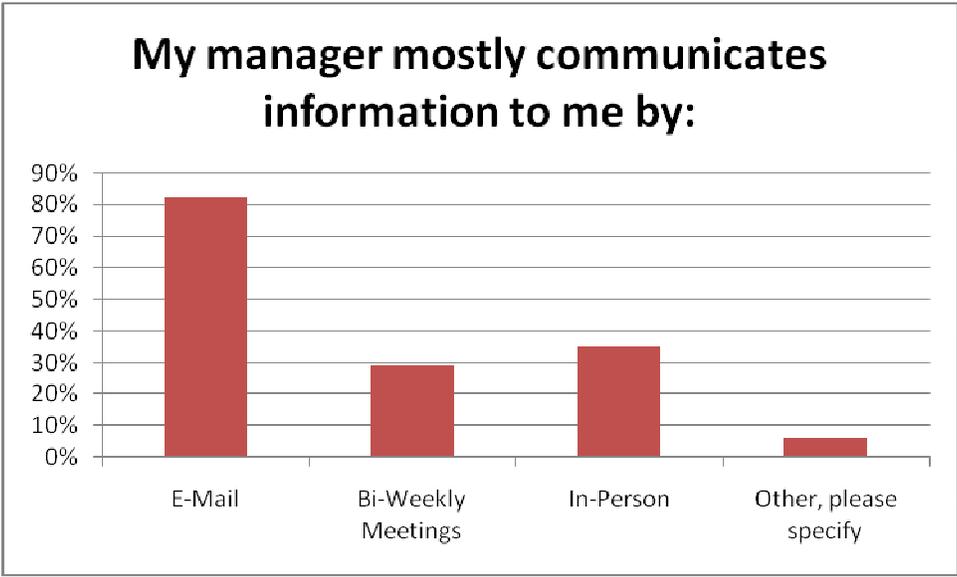
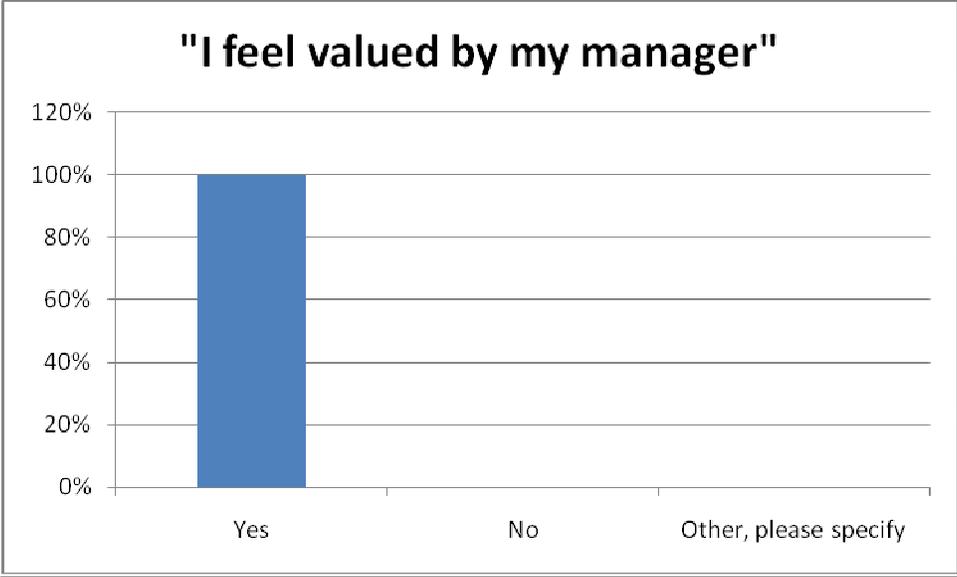


To what extent do you agree that you have autonomy in solving problems and finding solutions?

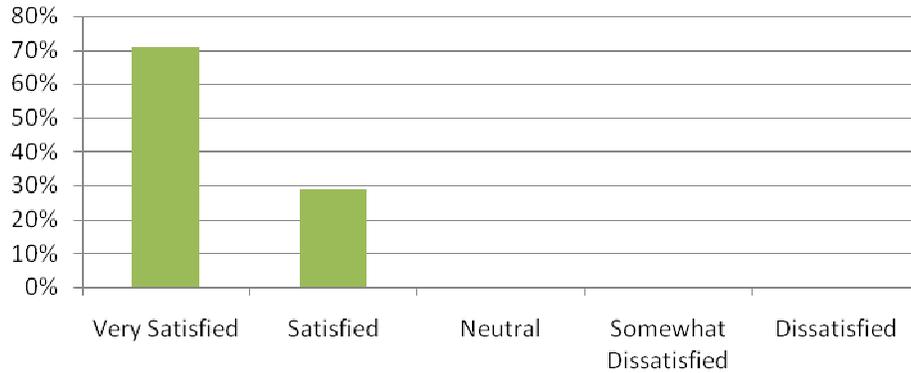


"I feel valued by the Campus Recreation Center"

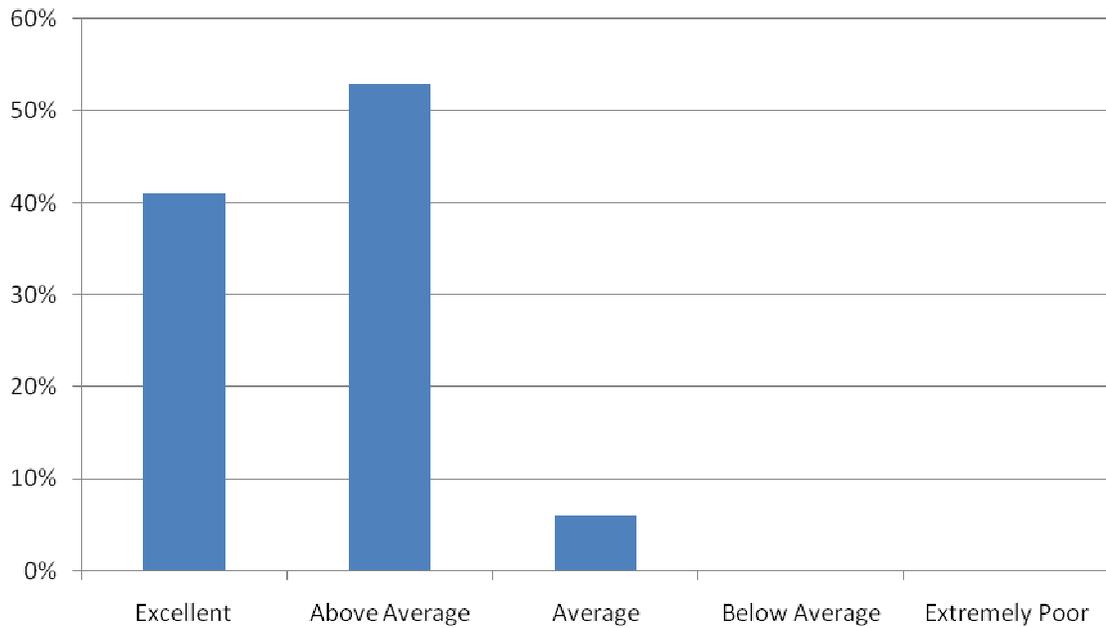




How satisfied are you of the level of communication your boss provides to you regarding updates and other CRC events?



Please rate your manager's management style:





Goal 3: Student Learning

Improve job performance among student employees.

Outcome

With the use of performance evaluations, student employees will have a better understanding of their development and skill level as it relates to tasks at Member Services.

Evaluation Strategy

Performance evaluations will be given once a year to assess students’ performance. Follow up performance evaluations will be given to students after a specific interval.

Method of disseminating and using information for improvement

Information will be used help student employees improve in weak areas. A post evaluation has not yet been conducted yet for FY 2010.

Summary of Results

Fourteen evaluations were administered in early summer, 2009 and total scores for each student were recorded. Thirteen of the fourteen students received Outstanding/Commendable scores.

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

Operational Goal

CRC will increase G. I.T. FIT participation by 10%.

Outcome

Through program implementation, G.I.T. FIT will have the objective to 1) Continue to develop new programs based on health/fitness trends 2) Provide specialty demonstrations each

semester to increase exposure of both new and existing programs 3) To provide campus outreach through offering on-site fitness demonstrations and/or health/fitness activities.

Evaluation Strategy

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

Method of disseminating and using information for improvement

These numbers are reviewed by the Asst. Director of Fitness, Fitness Coordinator, and Fitness Graduate Assistant to determine classes that have low/high participation. Group fitness class trends (average participation of individual group fitness classes) are also reviewed to determine future scheduling. Finally, participant survey information is used to determine classes that will be continued, classes that will be added to the schedule, and instructor placement for days/times/class formats.

Summary of Results

Goal was met. The total G.I.T. FIT participation was 604 for Summer, 1164 for Fall and 1452 for Spring.

Actions taken

It is our goal to continue the increase in G.I.T. FIT participation as seen from Summer 2007 through Spring 2010. Although total G.I.T. FIT participation numbers for Summer 2009 and Spring 2010 have decreased slightly, we have seen a significant increase in personal training and Learn to Swim programs. When comparing Spring 2009 to Spring 2010, we saw a 98.5% increase in personal training packages purchased. The increase in the availability and quantity of our personal training staff (an increase from 8 personal trainers to 13 between Summer 2009 and Spring 2010) most likely contributed to this increase. As we saw a decline in group fitness during Summer 2009, we determined that a more effective check-in system was necessary to audit group fitness participant status in each class. During Fall 2009, we implemented the drop-in group fitness pass which allowed for our instructors to check that all participants in class had a group fitness membership for the semester. Based on the response to our fitness demonstrations held in the first floor lobby of the CRC at the beginning of each semester, we will continue this promotional tactic. Finally, due to the gradual decrease in massage therapy sessions, a new marketing strategy is needed for this area.

G.I.T. FIT

Goal: Personal Training Program

Operational Goal

- Increase the exposure of individual and group training by incorporating special events and additional session opportunities.
- To increase total package purchases and Polar Body Age assessments by 15%

Outcome

Grow the personal training program with the objectives of 1) Increasing marketing efforts through more defined programming, brochures, specialty programs 2) Promoting specific benefits of individual and group instruction 3) Assisting with marketing of Polar BodyAge assessment programs 4) Increasing group opportunities through use of the Buddy Training program.

Evaluation Strategy

Numbers are evaluated based on total personal training package purchases. The type of packages purchased is also analyzed (i.e. 2 sessions, 10 sessions, Buddy Training, Group Training). These numbers are generated by the CLASS software system. During Spring 2010, a personal training satisfaction survey was implemented at the end of each session package to gather participant feedback.

Method of disseminating and using information for improvement

These numbers are reviewed by the Asst. Director of Fitness, Fitness Coordinator, and Fitness Graduate Assistant to determine which personal training packages are the most frequently purchased. This information will establish what services can be added or deleted from our personal training offerings.

Summary of Results

Total personal training participation was reviewed. The following reflect changes from Summer 2007- Spring 2010:

Percentage Change (Comparison of FY09 to FY10):

Summer 08/Summer 09= 30.6% increase

Fall 08/Fall 09=29.3% increase

Spring 09/Spring 10= 98.5% increase

Percentage Change (Comparison of FY 08 to FY 10)

Summer 07/Summer 09= 135% increase

Fall 07/Fall 09= 59.5% increase

Spring 08/Spring 10= 168.6% increase

Actions taken

It is our goal to increase awareness and opportunities of personal training and fitness assessments. It is likely that the increase in personal training packages purchases is associated with the increase in available personal training staff. To accommodate the increase in personal training clientele, it is crucial that we continue to prepare and recruit staff for the personal trainer certification exam. It is also necessary to continue to collect participant survey information to determine the clientele's satisfaction with the personal training program as well as why the client will or will not be returning for additional sessions.

G.I.T. FIT

Goal: Go T.E.C.H. (Healthy Lifestyle) Coalition

Operational Goal

-Broaden working relationships with various entities throughout the campus.

-To increase active participation by 10%.

Outcome

Go T.E.C.H. will 1) Provide collaborative health events for the campus community 2) Support and/or direct at least 5 major campus events 3) Inform the GT community of the coalition and special events through the development of branding image, listserv, and website 4) Increase program recognition and referral system amongst coalition members

Evaluation Strategy

Participant numbers within the coalition and health events have been documented and are listed below.

Method of disseminating and using information for improvement

Survey information from National Employee Health and Fitness day 2009 was analyzed and used by work groups to improve/update the program for 2010.

Summary of Results

There are currently 40 active members of the Go T.E.C.H. Coalition, representing 21 different departments on campus.

This year, Go T.E.C.H. sponsored/co-sponsored the following events:

1. KP Corporate Challenge, Thursday, September 10, 2009
 - 153 participants registered for the Georgia Tech team
 - ECE won the 2009 departmental challenge with 19 participants
2. Go T.E.C.H. Student Kickoff Trick-or-Treat Health Week, October 26-30, 2009
 - Health Fair- approximately 400 participants
 - Free Climb at the CRC
 - Safe Sister/Ally Training- at capacity (60 participants)
 - Managing Stress for Ethnic Minorities-10 participants
 - Halloween Holla- 125 participants
3. GT Campaign for EveryBody
 - Go T.E.C.H. sponsored the seminar “How to Help a Friend with an Eating Disorder”- 10 participants
4. First Podcast- Core Workout; Launched March, 2010
5. GT ING Hydration Station 2010
 - GT Wins the Hydration Station Challenge for the 2nd year in a row! A \$1,000 award will go toward Go T.E.C.H. coalition programming.
 - 60 volunteers were part of the Georgia Tech team.
6. 2010 National Employee Health and Fitness Day- Health Fair, Bootcamp, Campus Walk:
 - 475 participants attended the health fair
 - 38 vendors participated in the event
 - 10 participants attended the Campus Walk
 - 18 participants attended the Faculty/Staff Bootcamp

Actions taken

Further recruitment for Go T.E.C.H is necessary to increase representation by both students and faculty. Our membership within the coalition has increased slightly; however, additional student representation is necessary within the coalition and work groups. Survey information

from the 2010 National Employee Health and Fitness Day event is currently being collected and will be analyzed to determine additional needs for programming throughout FY11.

G.I.T. FIT

Goal: Personal Training Preparation and Continuing Education

Learning Goal

Educate staff on theory and practical knowledge with regard to prospective and existing personal training staff.

Outcome

By participating in staff in-service and training programs, Personal Trainers will learn to 1) Effectively lead a group clinic/workshop 2) Find their comfort level with specialty training or training in general populations 3) Promote their services and the G.I.T. FIT personal training program.

Evaluation Strategy

Performance evaluations were done spring semester by the Fitness Coordinator. Personal training participant surveys were also compiled to determine trainer performance.

Method of disseminating and using information for improvement

Face to face review of the evaluation with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

Personal Training Survey Results:

Beginning Spring 2010, personal training participants were asked to complete paper surveys after the completion of their last personal training session.

Spring 2010- 29 Surveys collected (16 students, 4 faculty, 6 staff, and 3 other)
100% Agreed or Strongly agreed with evaluation components (trainer knowledge, trainer motivation, workout intensity, and overall experience).

Out of the 29 surveys collected, 26 indicated they would register for additional personal training sessions. For those who responded yes to purchasing additional sessions, the primary reasons for purchasing additional training included motivation, support, knowledge of trainer, and to learn a variety of exercise modes.

Personal Training Continuing Education Sessions:

During Spring 2010, personal trainer in-service trainings were increased to 2 meetings per month. Over the course of the 2009-2010 year, the following continuing education sessions were provided:

In-service training:

- Body Image: How to Help a Friend with an Eating Disorder: Mahlet Endale from the GT Counseling Center provided a seminar on how to recognize a client/participant/friend who needs help with eating/over exercising disorders

- Risk Stratification for Personal Training Clients: Review of the American College of Sports Medicine guidelines for medical screening forms and physician referral requirements
- Program scenario reviews: Trainers were given a quiz regarding scenarios for client health history and exercise programming. All trainers completed the scenario sheet successfully.

Additional certification/training workshops:

- Gravity Personal Training Certification Course
- American Council on Exercise Practical Personal Training Workshop
- Kettlebell Training
- TRX workshop (2 sessions)
- Aerobics and Fitness Association of America- Group Resistance Training Workshop

Actions taken

Based on competencies and data from our personal training evaluations, we should continue on-going continuing education courses to provide additional training techniques for current and potential clients. Also, based on the survey results, additional services and/or nutrition information are necessary to provide a more comprehensive program for those who need the guidance. Additional correspondence is necessary for clients who may drop-out of personal training and/or do not respond to the personal training survey. Finally, as we provide additional training for our personal trainers, they should be given opportunities to share this with the Georgia Tech community (e.g. training sessions, exercise clinics, on-site demos).

G.I.T. FIT

Goal: Fitness Attendant In-Service Training

Learning Goal

Enhance the quality of fitness attendant knowledge of the fitness center equipment/policies and basic exercise principles.

Outcome

By participating in staff orientation and in-service trainings, Fitness Attendants will be able to: 1) Offer general equipment orientations. 2) Utilize correct spotting techniques/form recommendations 3) Respond to risk management issues with respect to EAP 4) Understand and utilize proper cleaning techniques

Evaluation Strategy

Performance is evaluated through observation by the G.I.T. FIT staff (Asst. Director, Fitness Coordinator, and Graduate Assistant). Observation of the employee is taken into consideration for the annual staff evaluation process (i.e. performance while on the fitness floor and willingness to take on additional responsibilities/assist with projects, as needed). A list of performance standards are given to provide full explanation of the disciplinary action guidelines and award of excellence recognition. This information is reviewed with the fitness center staff each semester.

Method of disseminating and using information for improvement

Face to face review of performance and disciplinary/award points with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

The following items were reviewed at every monthly in-service training throughout the 2009-2010 year:

- EAP- included EAP jeopardy, review of CPR/AED/First Aid, Code Adam procedures.
- Policy/Patron scenarios- included enforcement of no powerlifting, no toe shoes, no handstand push-ups, no bags in the fitness center, and no outside personal trainers. Beginning in Fall 2009, scripts were periodically added to the fitness attendant binder to assist the fitness attendants with proper verbiage/explanation of these policies.
- Cleaning reviews- discussed cleaning logs and areas that are in need of improvement. During the Spring semester, the cleaning logs were updated to include all equipment (e.g. lists treadmills #1-#16 to ensure that pieces are not overlooked/skipped) and walk through expectations.
- End of semester incentive prizes were given to those attendants with the most excellence forms/accumulation of reward points (e.g. subbing, going above and beyond the job, handling an extraordinarily difficult situation)

During fall 2009, we conducted a mock drill in the fitness center. This drill was evaluated by the Fitness Coordinator based on observation and post-drill discussion with the attendant on duty. The details of this drill were also reviewed at the monthly in-service training for Fitness Attendants.

Actions taken

Based on observation by the Asst. Director/Fitness Coordinator, further training is necessary to provide continuing education to our fitness center staff. This training should include: how to provide an effective fitness center orientation, additional spotting techniques, and response to EAP.

Further assessment tools are necessary to evaluate fitness center staff performance. Documentation forms for fitness coordinator/student manager observations are necessary to keep better performance evaluations for the staff. Additionally, implementation of more frequent mock drills (e.g. EAP, policy enforcement) is necessary to evaluate the effectiveness of the staff. An evaluation sheet to document such drills is needed to provide adequate assessment reporting.

G.I.T. FIT

Goal: Group Fitness Instructor Training Course and Continuing Education

Learning Goal

Increase available instructors and diversity of class formats.

Outcome

Group Fitness instructors will be able to 1) Successfully complete/pass their certification 2) Demonstrate appropriate form during warm-up, fitness class, and cool down 3) Teach at least 2 class formats (new instructors), increase knowledge of class formats as new classes are added (returning instructors).

Evaluation Strategy

Performance evaluations are done each year by the G.I.T. FIT graduate assistant, Fitness Coordinator, and Asst. Director of G.I.T. FIT. Each instructor is also required to do 2 peer evaluations throughout each semester. Participant surveys are also used to determine instructor performance and quality of class format.

Method of disseminating and using information for improvement

Face to face review of the evaluation with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength. Instructor evaluations and participant surveys are used to determine future group fitness semester schedules and instructor preference for each class/time slot.

Summary of Results

Group fitness participants were asked to complete paper surveys during class. The following data was collected for Fall 2009 and Spring 2010:

Summer 2009- Data not available

Fall 2009- 55 Surveys collected

95% Agreed or Strongly agreed with evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience). 5% rated convenient class times as poor- these responses were analyzed and "best time of day" for classes were reviewed for these surveys.

Spring 2010- 99 Surveys collected

90% Agreed or Strongly agreed with evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience). 8% Disagreed/Strongly Disagreed with class time convenience The evaluations were analyzed to determine potential convenient class day/times as well as suggested classes to be added to future schedules.

During 2009-2010, the following workshops were brought to the Campus Recreation Center:

- Gravity Group Training: 2 instructors trained
- AFAA Primary Group Fitness: 4 instructors certified
- AFAA Group Resistance Training: 4 instructors trained

2009-2010: New Group Fitness Instructors/Class Formats

Summer 2009

New G.I.T. FIT instructors: 3

New class formats: 1 (Zumba)

Number of instructors that received a new certification/certificate or started teaching a new format than their original:

Fall 2009

New G.I.T. FIT instructors: 5

New class formats: 5

Number of instructors that received a new certification/certificate or started teaching a new format than their original: 2

Spring 2010

New GIT FIT instructors: 3

New class formats: 2 (Ride N Stride, Power Cycle)

Number of instructors that received a new certification/certificate or started teaching a new format than their original: 4

Number of participants in the Group Fitness Instructor training course: 4

Twenty-five out of 36 group fitness instructors (69.4%) are able to teach and/or sub at least 2 class formats.

Actions taken

Due to instructor availability/turnover (e.g. graduation) it is necessary to provide year-round continuing education opportunities for G.I.T. FIT instructors (minimum of 1-2 continuing education workshops per semester). These education opportunities should be offered by external organizations as well as in-house. We need to continue to provide instructor team teaching to allow instructors the opportunity to prepare to teach class formats and train in unfamiliar class formats. Group fitness survey data was analyzed to provide useful information for future semester programs (e.g. days/times to hold classes, classes that should be offered more often throughout the week, classes that need to be removed from schedule, class formats that need improvement). Based on this information, it is necessary to investigate if participants will attend later evening sessions as well as if more weekly class offerings per week will grow our overall group fitness participation rate.

G.I.T. FIT

Goal: Introduction to Fitness Series

Learning Goal

Educate CRC constituents with regard to exercise technique, strength and cardiovascular training, exertion monitoring and injury-related resources.

Outcome

At the completion of the introduction series, participants will be able to 1) Demonstrate correct exercise technique while in the group fitness class/fitness center 2) Articulate ACSM guidelines for strength and cardiovascular training 3) Identify personal target heart rate and how to properly monitor exertion 3) Identify sources to consult if injury or fitness related contraindications are suspected.

Evaluation Strategy

This introduction series was evaluated through a pre/post test specific to the introduction class. Instructor observation was also utilized for participant performance/correct form.

Method of disseminating and using information for improvement

The feedback received from the pre/post testing allowed us to view why the participant attended the introduction class as well as if they knew pertinent information prior to taking the introduction class. This information allowed us to redirect the focus of the introduction series and our target population for such classes.

Summary of Results

We began offering the Introduction to Fitness series in Fall 2008. Below are the statistics for 2009-2010:

Summer 2009- 0 Introduction to Fitness Classes Held

Fall 2009:

Introduction to Gravity (GTS)- 1 participant

1 participant received all correct answers on pre and post testing.

The participant identified the primary reason they attended the class was to learn how to use the Gravity machines.

The participant strongly agreed that after taking the introduction class, he/she now feels comfortable with the basics of a Gravity class.

The participant strongly agreed that the instructor of Introduction to Gravity was informative.

Introduction to Step- 3 participants

1 participant out of 3 received all correct answers on the post test.

All 3 participants agreed/strongly agreed that after taking the introduction class, they were more comfortable with the basic of a step class and that the instructor was informative.

Introduction to Cycling- 4 participants

Pre/post test data not available

Spring 2010:

No participants for Introduction to Cycling, Step, or Gravity

Actions taken

Based on participation data, it is evident that the Introduction to Fitness Series needs re-evaluated. One factor might have been that the introductions are offered during the first week of classes. As students are adjusting to their first week back, they may be unaware of the introduction classes or their schedules may prevent them from attending. For the upcoming fall semester, we will attempt to hold 1-2 introduction classes per month, spread out throughout the course of the semester. This might allow increased promotions for the classes. We may also catch participants that are not currently in the group fitness program who wish to join after attending a class. An assessment tool is needed for the fitness center orientation. Participation has also been low in the orientation sessions. Further promotion and a post session survey are essential to determine the effectiveness of the orientation.

Goal: Finance (Finance for Non-Finance Managers)

Learning Goal

Educate select CRC staff on financial management and procedures.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

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

Actions Taken

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

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

CRC Goal 1: ORGT

Goal

Through employment at the CRC student employees will develop transferable skills they can take into any employment environment.

Outcomes

Student employees will demonstrate the following skills to minimally a level of 'Meets Job Expectation': Reliability, Attitude, Policy and Procedure, and Initiative.

Evaluation Strategy

Work performance evaluations and consistent continuous feedback: self evaluation, supervisory evaluation.

Method of disseminating and using information for improvement

Virtual collection and virtual or face to face review of evaluation data with the student employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

Self-evaluation: For the purpose of this report, Spring 2010 evaluations were used. 15 workers were asked to rate themselves on "outcome" areas listed on their ORGT Employee Contracts as duties, many of which overlap with the "outcomes" listed above. 100% of workers self rated as doing well or 'Meets Expectation' in area reviewed, but rated them lowest in this aspect of assessment, "adheres to work area restrictions, i.e. no personal phone calls, no homework, etc".

Supervisor Evaluation. For the purpose of this report, Spring 2010 evaluations were used. 15 employees were rated on the "outcome" areas, same as above. The area that the Supervisor rated as scoring the lowest was, areas around "punctuality" and "Adheres to work area restrictions, i.e. no personal phone calls, no homework, etc "

Actions Taken

ORGT plans to provide more in-service training on the importance of punctuality and following CRC policy around eating and doing homework.

ORGT Operational Goal #1

Goal

Get a better understanding of the recreational needs at Georgia Tech.

Outcomes

- 1) Collect data on satisfaction of the variety and quantity of current recreational program offerings, fall 2009.
- 2) Incorporate findings in spring 2010.

Evaluation Strategy

Survey Data

Method of disseminating and using information for improvement

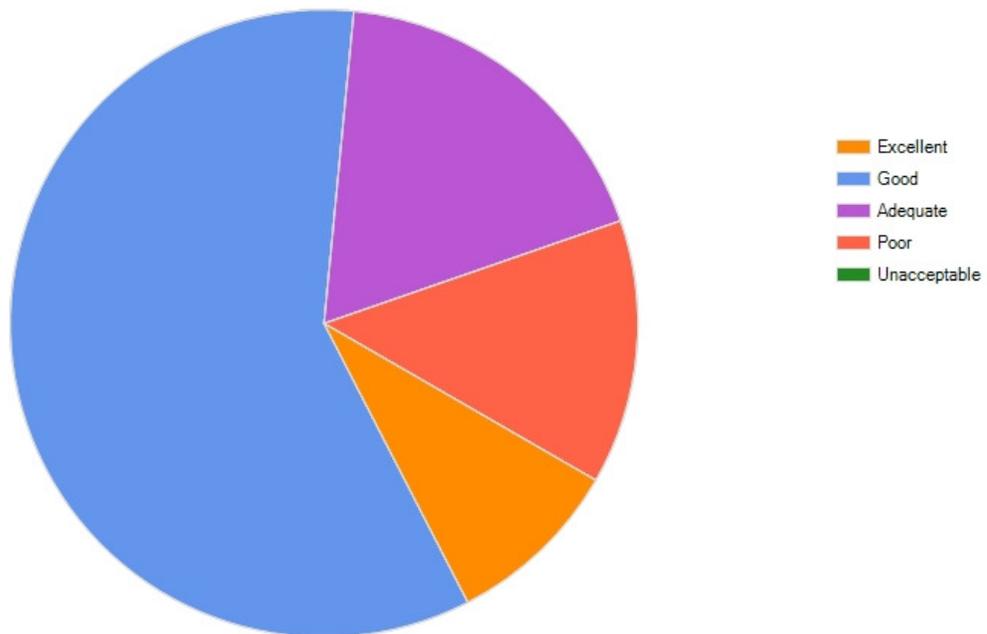
End of year semester assessment and spring 2010 calendar planning.

Summary of Results

ORGT heard from 23 respondents and 60% think we do a “good” job meeting the needs of GT community.

Overall, how do you rate the array of recreational programs/special events that we provide. Currently we provide one at least one option a semester, plus one or two special events, such as: Discover ORGT and Trail Work Days.

The difference between recreational and instructional is this...recreational is "I want to go rafting for fun but I don't need to know how to learn to raft on my own because I don't want to know how to steer a raft right now, just want something to do to relax outdoors".



Actions Taken

We decided to keep the current number of offerings for spring 2010 calendar

ORGT Operational Goal #2**Goal:**

Develop Challenge Course Programming that is current, relevant, and innovative.

Outcomes:

- 1) Review and revise programming options at the end of the fall 2009 semester.
- 2) Incorporate relative findings into spring 2010

Evaluation Strategy

Survey Data

Method of disseminating and using information for improvement

Meetings with ORGT Professional Staff

Summary of Results

Surveys showed that current program quality scored high with participants, so we decided not to change the programs offered in spring 2010.

Actions Taken

Surveys showed that current program quality scored high with participants, so we decided not to change the programs offered in spring 2010. We will continue to assess our program on-going.

ORGT Operational Goal #3

ORGT will offer 1 International Adventure a year.

Outcomes:

We offered one international adventure program to Costa Rica, serving 16 GT students. Highly successful, all participants said that they would highly recommend this trip to students next year.

Evaluation Strategy

Survey Data

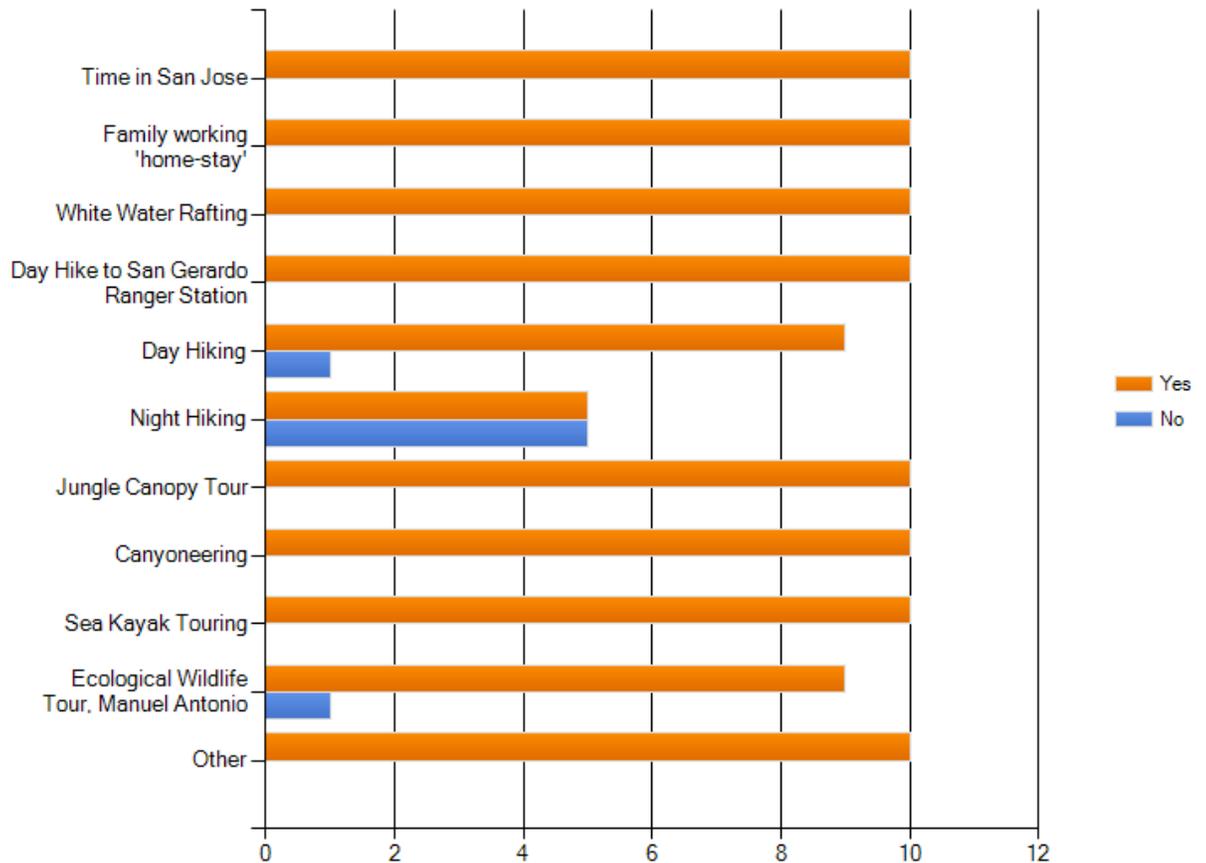
Method of disseminating and using information for improvement

n/a

Summary of Results

We did offer ORGT's Eco-Adventure Costa Rica, December 2009

Did you participate in these program components?



Actions Taken

ORGT will continue to offer at least 1 International Outdoor Adventure trip each year to serve the GT campus community.

Staff Goal #1-Challenge Course

Learning Goal:

Train top notch challenge course staff that are well versed in risk management and innovative programming at GT Leadership Challenge Course

Outcomes:

- 1) At the conclusion of training, students will be able to perform the specific technical skills to operate the ORGT Challenge Course.
- 2) By the end of the training Staff will describe specific safety techniques
- 3) By the end of the training, staff will demonstrate how to inspect the Course for environmental/physical hazards
- 4) By the end of the training Staff will perform the “pre-flight checklist”

Evaluation Strategy

Observation by Managers or designee on a random basis minimally once a year

Method of disseminating and using information for improvement

Meetings with ORGT Staff to share on-going information.

Summary of Results

Matt trained staff and feels confident that all Challenge Staff has met these outcomes for FY10. He collects data and has them sign off on the "pre-flight checklist" prior to opening the course each day.

Actions Taken

On-going assessment of staff training, incorporating curriculum training into the plan for FY11.

Staff Goal #2-Volunteer

Offer new and innovative training for Volunteer Staff regarding policy concerning land/water sports, legal issues/risk management, and soft skills.

Outcomes:

- 1) After the training students will be able to interpret and discuss ORGT Policy
- 2) Staff will be able to recall specific policy and procedures for their sport
- 3) Staff will role play legal and risk management issues.

Evaluation Strategy

Survey Data, and observation

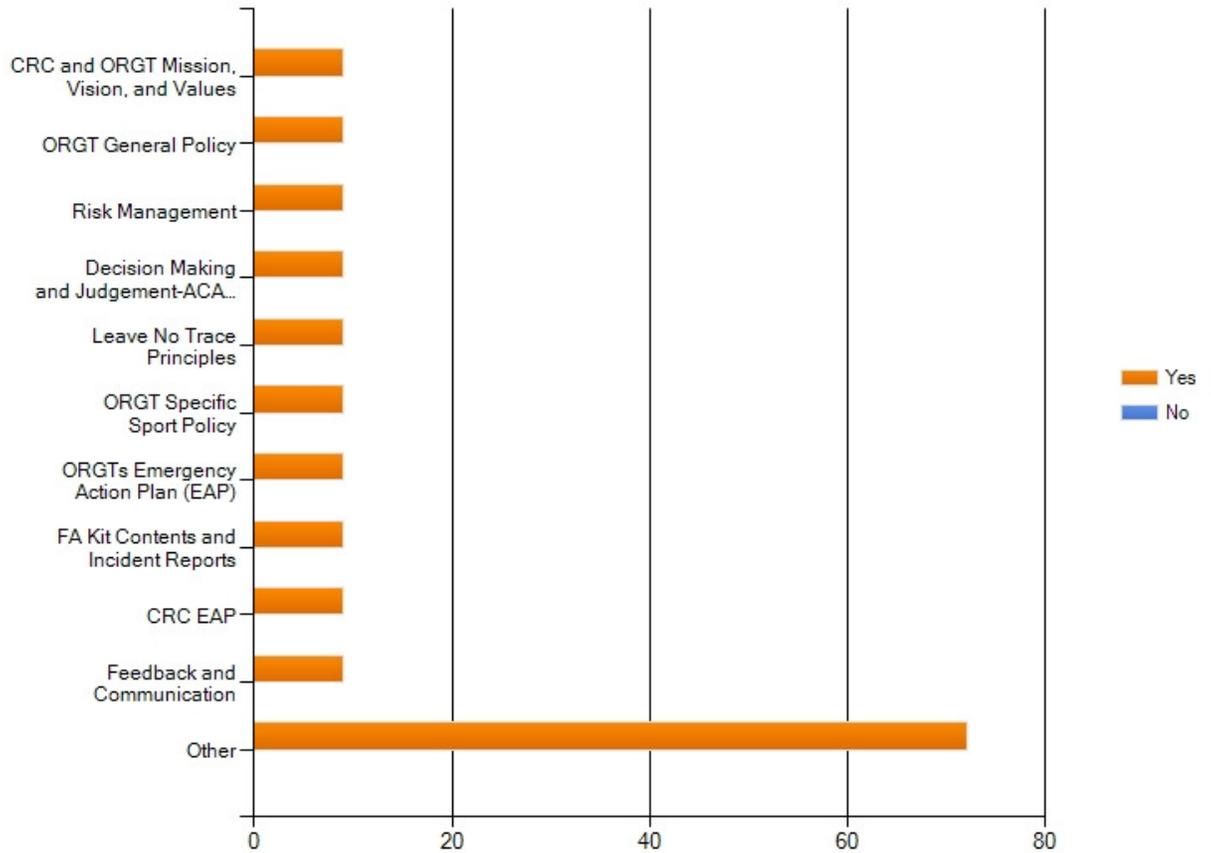
Method of disseminating and using information for improvement

Meeting among Professional Staff

Summary of Results

1 & 2. The Staff Training Bonanza Spring 2010 survey shows participation in policy and risk management training:

Did you participate in these training workshops?



3. Observations and directly feedback showed that the Volunteer Staff responded well to and got a lot of education from the innovative and new online training, ACA Sea Kayaking “Decide to Return” - judgment and decision making.

Actions Taken

Continue to offer on-going training and work every year to make it more innovative and effective for Volunteer Staff. We will do this by utilizing survey data of previous year to work on areas where we can increase effectiveness.

Staff Goal #3-Paid-Climbing Wall

Assure proper supervision on climbing wall during operating hours.

Outcomes:

- 1) Perform regular spot checks of the climbing wall by part-time Supervisory Staff
- 2) Perform regular spot checks of the climbing wall by Outdoor Recreation Coordinator (ORC)

Evaluation Strategy

Sign off sheet for Staff and Outdoor Recreation Coordinator (ORC)

Method of disseminating and using information for improvement

Meeting with ORGT Professional Staff.

Summary of Results

CRC Climbing Wall Supervisors recorded evidence of staff on floor, weekly spot checks, and the number of people on the floor. Actual log is available upon request at the CRC.

Actions Taken

Continue to strive to verify that we have proper visual supervision at the climbing wall during hours of operation.

Participant Goal #1-Instructional Program Area

Promote the sport of Sea Kayak Touring

Outcomes:

- 1) ORGT will request information from participants on how they heard about the program
- 2) By the oven of the "Overnight Trip" students will feel comfortable with their knowledge to rent flat kayak touring boats from ORGT
- 3) By the end of the year, new ORGT Sea Kayak Touring program will be capable of being Volunteer Staff with this sport.

Evaluation Strategy

- 1) Survey Data and Observation

Method of disseminating and using information for improvement

n/a

Summary of Results

- 1) We surveyed the spring 2010 class, only 3 responses, shown below. We found 2 found out through a friend and one through the CRC website.
- 2) We only had 2 people fill out the spring 2010 survey, 100% said "yes" they felt comfortable with their knowledge enough to rent the boats.
- 3) As of spring 2010. We have 1 new 'Instructor' and 2 new Instructor in Trainings (IIT) in Sea Kayak Touring.

Actions Taken

Continue to encourage word of mouth marketing and coach current IITs to pursue advancement in sport.

Participant Goal #2-Outdoor Recreation

Learning Goal:

Promote friendship, fun and continued involvement with ORGT

Outcome:

- 1) By the end of this session students will have developed or cultivated a friendship at ORGT
- 2) By the end of the recreational program students will be able to list other activities in which they could or would like to participate.

Evaluation Strategy

Observation; Survey data

Method of disseminating and using information for improvement

ORGT Professional Staff

Summary of Results

1) This goal is satisfied naturally due to the objective of “fun” in the learning outcomes. We lead activities at the beginning of the trips so students can get to know each other, example is name games. We further observed cultivating of friendships on the recreational trips, as see the learning outcome of “fun” directly related to this initiative.

2) We ask this question on each of our Instructional Program Surveys. I survey of the Mountain Biking Beginner Spring 2010 came back with the most responses to this question from one survey, 5 people responded. The responses were:
Skiing, Rock-climbing, Rappelling, Cricket, and longer answer that asked us to “tone down intensity” of classes and offer more of them “recreationally”.

Actions Taken

ORGT Professional Staff should discuss how to get more recreational offerings on the calendar in FY11.

Participant Goal #3-Challenge Course Area**Goal:**

Teach current and relevant techniques/programs on the course: 5 Behaviors of Leadership by Kouzes and Powsner

Outcomes:

Students will develop a goal to use within the next 5 months

Evaluation Strategy

Self-disclosure and survey

Method of disseminating and using information for improvement

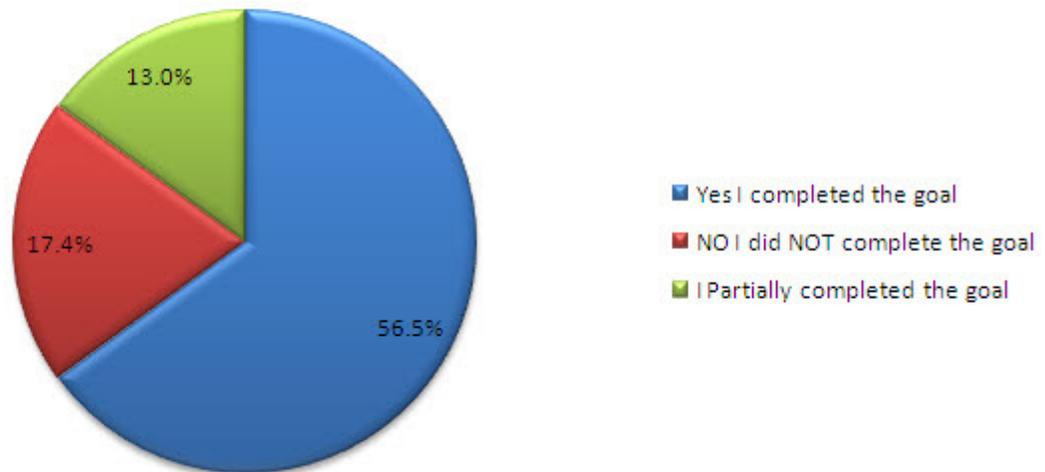
Professional Staff meetings

Summary of Results

Over half (56.5%) completed goals after the course/workshop ended.

Chart Area

**If part of your workshop included setting Final Goals
(ones you would complete AFTER
the course/workshop ended),
have you completed the goal yet?**



Actions Taken

Will incorporate a similar goal in our FY11 Goals and Objectives

G.I.T. FIT

Goal: Biggest Loser Program

Continue to incorporate multiple departments for cross-promotion.

Outcome

By participating in the Biggest Loser Program, participants will be able to 1) Set short-term and long-term health/fitness goals 2) Identify eating habits through the use of a food log 3) Identify different classes/programs within the CRC that can assist with the fitness regimen.

Evaluation Strategy

The Biggest Loser program was evaluated by participation numbers, percentage body weight loss, adherence to weekly food log documentation, and the post-program survey.

Method of disseminating and using information for improvement

Based on participation feedback, it is imperative that the program incorporate a greater emphasis on nutrition. Although weekly food logs were required from each participant and the registered dietician from Stamps Health Services provided a lecture on healthy eating, guidance on when and how to eat were identified as key areas to add for future Biggest Loser programs.

Summary of Results

The 3rd Annual CRC's Biggest Loser was held during Spring 2010. Sixteen students and seven faculty/staff participated in the 12-week program with the "Biggest Loser" reducing 19.6% of her body weight. Team Gold won the team competition losing an average of 9% body weight. The combined weight loss of all Biggest Loser participants was 311 pounds. The program had the following workout programs available for the participants, thus exposing them to different exercise techniques/classes:

1. 2 team workouts per week (separated into Grey, Blue, Green, Gold, Black)
2. 1 weigh-in per week
3. 2 seminars- Exercise and Obesity; Nutrition
4. 1 Final competition which included running the Pi Mile (3.14 miles), climbing 36 feet on the climbing wall, swimming .25 mile, and biking 6 miles. Each team designated one participant to compete in each event.
5. Participants were also permitted to go to any group fitness class on the Spring 2010 schedule. Participants who attended classes received points toward their weekly totals. Additionally, participants were to track modes of exercise they participated in through the use of a weekly punch card (cardio, toning, dance, water, and mind/body).

These participants were classified as "beginner exercisers"- meaning that they had not engaged in a consistent exercise program for over a year and/or had never engaged in an exercise program. These were also participants who had a goal weight loss of 15 or more pounds. This program provided a promotional tool for the CRC/G.I.T. FIT program, including the personal training program, group fitness, and Polar BodyAge assessment. Participants without a current CRC membership were also provided a 12-week membership to participate in the program. Upon completion of the Biggest Loser program, 6 of the Biggest Loser participants opted to participate in group personal training and 3 participants opted for one-on-one training to continue workouts guided by their Biggest Loser trainer.

Actions Taken

It is evident that additional information is needed to supplement the nutrition portion of the program. This year's Biggest Loser program placed emphasis on tracking of food intake through weekly food logs, however, we did not have the manpower or the expertise of a dietician to provide feedback on nutritional habits. Nutritional sources/websites were provided to the participants, however, additional resources should be available for next year's competition. In addition, the participant's pre-program goals should be presented at the end of the program and evaluation on the attainment of these goals should be documented. In other words, are we helping the participants reach their personal health/wellness goals?

G.I.T. FIT

Goal: Functional Fitness Training (Gravity Classes, BOSU, Bootcamp)

Learning Goal

Increase awareness of functional training and importance of movements related to daily tasks/activities (i.e. balance, coordination, flexibility).

Outcome

At the completion of the semester, participants will be able to: 1) Identify the benefits of functional training with regard to their personal fitness regiment 2) Demonstrate correct exercise technique during use of functional training/equipment exercises 3) Identify functional training classes that should continue and be offered more frequently.

Evaluation Strategy

Participation numbers in group fitness classes and participant surveys were used to evaluate the application of functional training classes within the group fitness schedule.

Method of disseminating and using information for improvement

Content of the participant survey was shared with the instructors and used for future semester group fitness scheduling and additional functional training/fusion fitness classes.

Summary of Results

Based on feedback from the participant surveys, additional functional training classes were requested by participants:

Fall 2009: Additional Classes suggested: more boot camp, ride and glide, cycling, Interval training, gravity.

Spring 2009: Additional classes suggested: Early morning boot camp (6 or 6:30 am), recess, more boot camp, one more back to abs or on the ball, more plyometric focused workout, contemporary dance!, more dance!, more gravity and cycling, ride and glide, sweat and burn, yoga cycle fusion later too, P90X

Actions taken

Further data collection is necessary to provide information on learning outcomes with regard to functional training. An evaluation method specific to functional training is needed to determine participant feedback for this mode of exercise.

Sport Clubs/Camp

Goal: Leadership Training

Learning Goal:

Host a leadership development workshop for Sport Club President's to learn how to recruit new member officers.

Outcome

At the conclusion of the workshop, presidents will have the ability to recruit new officers within their organization and articulate the positive impact of officer involvement.

Evaluation Strategy

A post workshop survey

Method of disseminating and using information for improvement:

Results were discussed at Sport Club Council meetings and at individual sport club meetings.

Summary of Results

The results of the workshop survey showed:

- Over 50% of club presidents acknowledge that club responsibilities are not evenly distributed amongst all club officers
- The number of club members is positively correlated to an equal distribution to officer responsibilities
- Over 65% of the attendees Strongly Agreed that the topics discussed at the workshop will assist in their recruiting new officers.

Actions Taken

Based on the results of the workshop survey, combined with the feedback from Sport Club Council meetings, sport club officers' roles and responsibilities will be more defined and promoted. During club meetings, this topic will be a point of emphasis for sport clubs with less than 30 members. In addition, the Sport Club Leadership Series will address this topic during its leadership session(s).

Goal: Club Budgets

Learning Goal

Host a Sport Club Treasurer Workshop to educate officers on the correct procedures for submitting SGA budgets and understand the acceptable budget items that can be requested from the SGA.

Outcome

At the conclusion of the workshop, officers will have an understanding of how to use the new SGA Budget submission process (jacketpages) and how to properly request and understand what funds can be applied for.

Evaluation Strategy

A post-budget submission interview was conducted for each club after both submission of the budget and budget defense meeting with the SGA was complete.

Method of disseminating and using information for improvement

Results were discussed during the interviews with each club.

Summary of Results

As a result of attending the workshop, all sport clubs were successful in submitting their budget request via the JacketPages process.

Based on the post-budget submission interviews, all treasurers acknowledged the workshop being a key component to their successful budget submission.

Actions Taken

Based on the overwhelming support of the workshop, all future sport club treasurers will be required to attend the Budget Session in the newly development Sport Club Leadership Series.

Learning Goal: Improve overall Summer Counselor Performance

Outcome

At the conclusion of summer camp, counselors will have developed conflict resolution skills and learned the value of organization and scheduling.

Evaluation Strategy

Daily reports, bi-weekly staff meetings, counselor exit interviews

Method of disseminating and using information for improvement

Results were openly reflected upon during staff meetings and during the interview and noted for future counselor training.

Summary of Results

Each counselor participated in pre-camp training on conflict resolution. The counselors were taught the basics of conflict management when related to camper-to-camper interaction, based ACA standards.

Based on the daily reports, the ACA standard procedures were used 19 times. In all but four situations the procedure produced positive results in resolving the conflict.

Through the bi-weekly meetings, staff shared effective conflict resolution skills as they related to specific camper-to-camper conflicts

The counselor exit interviews resulted in overwhelming support for the ACA standards for camper-to-camper conflict resolution.

Actions Taken

Based on all the results, the pre-camp training program will continue to focus on resolving camper-to-camper conflict, utilizing ACA standards.

Sports Clubs/Camp

Goal: Leadership Training

Learning Goal

Increase Sport Club Officers' understanding of leadership development

Outcome

At the conclusion of the Sport Club Workshop, officers will: 1) learn and understand the keys to effective leadership; 2) the importance of delegating responsibilities.

Evaluation Strategy

A pre and post test was administered to the sport club officers.

Method of disseminating and using information for improvement

Results were discussed at Sport Club Council meetings and via individual sport club meetings. The errors were talked about with each individual club in terms where their short falls were in understanding.

Summary of Results

The pre-test results showed:

- Over 55% of club presidents did not engage other members/officers of the club into their respective goals, nor did they encourage other non-officer members to get involved in club administration.
- Almost 41% of club presidents had no formal transition to their current officer role.

At the conclusion of the workshop:

- Almost 72% of the club presidents were Strongly Aware of the importance of effective leadership training
- Over 80% of the club presidents Strongly Agreed to initiate increased delegation of duties

Actions Taken

Based on the results, we dedicated Sport Club Council time to reminding attendees the importance of delegating, including administrative ownership and dedication. We also required all officers to bring one non-officer member to the Sport Club Council meetings to better educate them on the topics discussed. We also assisted clubs in creating club notebooks that kept track of club information to help for a smoother officer transition.

Aquatics

#1 - Operational Goal:

For the Student/Tech Temp Pool Operators to show an increase in their life effectiveness skills

Learning Outcome:

As a result of employment in the pool operations program, students/staff will demonstrate an increase in life effectiveness skills.

Evaluation Strategy:

Life-effectiveness skills will be assessed through student completion of the Life Effectiveness Questionnaire (LEQ). This instrument measures time management, social competence, achievement motivation, intellectual flexibility, task leadership, emotional control, active initiative, and self-confidence. The evaluation will be a pretest-post test design with students completing the LEQ at the time employment begins, and at the end of each school year to track changes.

Method of disseminating and using information for improvement:

Each time the LEQ is completed, the data will be analyzed using a computer statistics package. Once the baseline (first administration) is set, improvements or declines will be noted and addressed as a department.

Results

The notion of "life effectiveness" is there are some personal skills that are important factors in how effective a person will be in achieving his/her desires/wishes in life. The LEQ focuses on measuring the extent to which a person's actions/behavior/feelings are effective in managing and succeeding at life, or more specifically, generic life skills. The questionnaire measures eight domains of life effectiveness for which the definitions follow:

- **Time Management** refers to the extent an individual perceives he/she makes optimum use of time.

- **Social Competence** is the degree of personal confidence and self-perceived ability in social interactions.
- **Achievement Motivation** is the extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it.
- **Intellectual Flexibility** refers to the extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives.
- **Task Leadership** is the extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement.
- **Emotional Control** is the extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations.
- **Active Initiative** refers to the extent to which the individual likes to initiate action in new situations.
- **Self Confidence** is the degree of confidence the individual has in his/her abilities and the success of their actions.

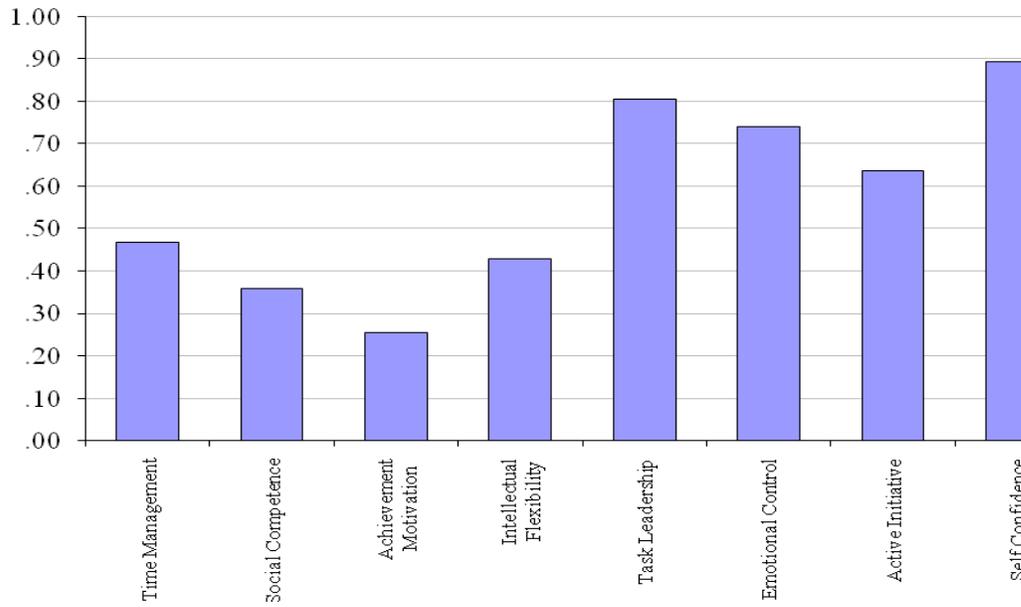
The questionnaire was administered in a pretest-post test format at the beginning of employment and at the end of the Spring 2010 semester. The size of the group studied was four employees representing 100% of the target population. Two employees were hired and took the first administration in July 2009 and the second test April 2010. The other two were hired and completed it the first time in February 2010 and the second time April 2010. The effect sizes will therefore be skewed since half of the group worked in the program for 9 months and the other half for 3 months. The total results were still analyzed and interpreted. The results are shown below.

Factor Ms, SDs, t, Percentile Change, & Interpretation

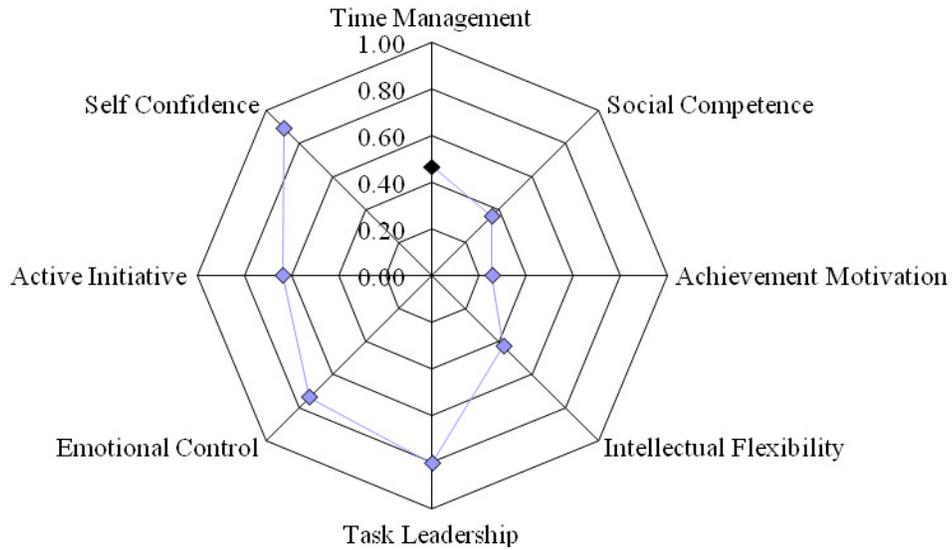
LEQ Factor	Time 1		Time 2		t	Sig	Percentile Change	Interpretation (Neill, 2007)
	M	SD	M	SD				
Time Management	6.17	0.64	6.75	1.37	0.47	ns	17.96	Moderate
Social Competence	6.83	0.19	7.25	0.69	1.00	ns	14.03	Small-moderate
Achievement Motivation	6.33	0.61	6.58	1.03	0.69	ns	10.07	Small
Intellectual Flexibility	6.67	0.72	7.08	0.83	0.48	ns	16.62	Moderate
Task Leadership	5.75	0.57	6.75	0.32	0.02	sig.	29.00	Strong
Emotional Control	6.17	1.67	7.08	0.42	0.33	ns	27.01	Strong
Active Initiative	6.17	0.79	6.92	0.96	0.27	ns	23.75	Strong
Self Confidence	5.92	0.92	6.92	0.42	0.09	ns	31.40	Strong
Overall	6.25	0.46	6.92	0.52	0.10	ns	21.67	Moderate

This bar chart shows the overall effect size for each factor across all participants.

Bar Chart of Factor Effect Sizes Time 1 to 2



Profile Chart of Factor Effect Sizes Time 1 to 2



This profile chart shows the overall effect size for each factor across all participants.

The results indicate the overall effect was a moderate increase but not statistically significant although several factors individually had strong increases and were significant. The domain with the largest overall increase was self confidence although it was not significant with $t=.05$. The domain task leadership was the only statistically significant increase at $t=.05$. This makes sense understanding the position of assistant pool operator requires taking charge of tasks and performing as well as leading others to get jobs completed.

Achievement motivation had the least significant change. This will be addressed moving forward by various methods of inspiring workers to take pride in their work and be accountable for the success of the department.

#2 - Operational Goal

Create/build MS Access database to aid in and track the operation and maintenance of the swimming pools and spas.

Objectives

- 1) Attend Access 2007 training seminar hosted by Georgia Tech.
- 2) Enter data into access on each piece of equipment, including PM schedules, etc.
- 3) Utilize to keep track of maintenance needed and performed.

Evaluation Strategy:

Through continuous involvement in development and evaluation of implementation stages, the Pool Operator will evaluate effectiveness based on its ability to serve required functions. After final implementation, the database will be evaluated by operations staff as to ease of use and if it performs all required functions.

Method of disseminating and using information for improvement:

This database will be implemented for the swimming pools and spas initially. If it is successful, it can be expanded to include more equipment and facilities in the facility.

Summary of Results

The pool operator initiated an investigation to purchase a commercial asset management product in August 2009. Rod Bolden and Kate Dorrity were involved from Facility operations initially. The pool operator researched several Computerized Maintenance Management Software programs and narrowed the list to three viable options that matched all identified user requirements. A price quote was obtained for each of these ranging from 10 to 18 thousand dollars. Based on the cost, facility operations retreated and did not support pursuing the purchase of a commercial product. The pool operator continued to pursue the option with IT.

In January 2010, a system security issue that could not be resolved forced the discontinuance of the pursuit of the CMMS. The pool operator then fell back on building a limited function product in MS Access in March and April 2010. With little database programming experience, the project consumed a great deal of time but to date almost all asset information has been entered into the database. The next step will be to make the system interface functional and input preventive maintenance schedules. This will take place in May and June 2010. In late April 2010, OIT surfaced with new system requirements to pursue a commercial program after

realizing that what we wanted to do could not be replicated in house. Facility operations are in charge of the new initiative.

#3 - Operational Goal

100% of the Head Guard staff will complete the Basic Leadership Training (BLT) course to ensure Ellis and Associates standards are being met. Ellis and Associates requires at least one person with Basic Leadership Training certification on duty during all operational hours.

Learning Outcomes

Head guard will gain supervising experience and be able to: 1) demonstrate appropriate supervisory and problem solving skills, 2) while providing excellent customer service with 3) minimal assistance from aquatics management

Evaluation Strategy

1. Attendance and Completion of BLT course
2. Pre and post test evaluation of BLT course
3. Observation (of learned outcomes) by aquatic management post BLT

Method of disseminating and using information for improvement

1. Observations will be utilized when completing and conducting the Head Guard and Lifeguard evaluations to validate areas of strengths and weaknesses
2. Results from pre and post test will be discussed during Head Guard in-services with emphasis placed on areas for improvement
3. Performance observations will be used to help in determining who gets promoted from Lifeguard to Head Guard (for those Lifeguards with BLTraining)

Summary of Results

Basic Leadership Training Dates:

1. November 22nd 8AM-3PM
 - a. 0 participants
 - i. Cancelled due to inclement weather
 - b. Pre-BLT 8 out of 32 Head Guards need to be trained
 - c. Re-scheduled for January 31st 2010
2. January 31, 2010
 - a. 27 Participants
 - i. 15 participants responded to pre evaluation
 - ii. 16 participants responded to post evaluation
 - b. Post: January 31st, 2010 all 32 Head guards 100% BLT trained
 - i. 52 BLT certifications on file/staff
 - c. Pre summer: 29 Summer Head Guards currently 100% BLT trained
 - i. 52 BLT certifications on file/staff

Head Guard Observations:

1. Head Guards continue to provide excellent guest services based upon BLT training
2. Head Guards demonstrate an increase in interpersonal skills
 - a. BLT training needs to focus more on interpersonal skills in future classes
3. Head Guards demonstrate an increase in performance with Facility operations and maintenance.
 - a. Due to overhaul of maintenance checklist by pool operator and staff

- b. Comprehensive orientation conducted by Aquatics Coordinator
- 4. Head Guards taking more initiative in training such as workouts and in-service based upon BLTraining and incentives program
- 5. Head Guards are demonstrating a high level of risk management awareness
 - a. Head Guards continue to provide excellent care from minor to major emergencies
 - b. Attention to detail when filling out accident reports needs to be addressed in future BLTrainings
- 6. Head Guards have developed a better working knowledge through:
 - a. Education from BLT
 - b. Evaluation through Zoomerang by Lifeguards based upon BLT principles indicates
 - i. Head Guards and Lifeguards are more aware of BLT principles though incentives program.
 - 1. Incentive program: Head Guards evaluate Lifeguards based upon BLT principles
 - 2. Incentive program: Lifeguards evaluate Head Guards based upon BLT principles
 - ii. Both Lifeguards and Head Guards have bought in to incentives program
 - iii. Lifeguards are being groomed for BLT by becoming aware of the principles before taking the class.
- 7. Head Guards have developed better skills through education programs implemented by aquatics and pool operator directly related to special event set-up and break down of equipment
- 8. Head Guards have developed a better working knowledge of opening/closing procedures, and maintenance duties due to clearly defined responsibilities.
 - a. Edited Opening/Closing procedures
 - b. More thorough training by Aquatics Coordinator
 - c. Completely overhauled maintenance program by Pool Operator and PT staff

Actions taken

- 1. Evaluate Pre-Post surveys in order to develop a stronger curricula for future BLT programs
- 2. Continue to create opportunities for Head Guards to develop and provide input on various aquatic related projects, such as
 - a. Development of "Incident Commander" report form
 - b. Assist in the development of a step-by-step process for back-boarding a guest in distress, to include power point presentation and reference materials for use during lifeguard classes and workouts.
- 3. "Fine-tune" BLT program to work parallel with Leadership Challenge Course (LCC)
 - a. Implementation of BLT in conjunction with LCC created a significant increase of staff engagement throughout the course
 - b. Will focus on the learned outcomes expected and unexpected as the implementation of the BLT program being conducted at the LCC is evaluated and "tweaked" for future classes
 - c. To identify more controlled skill building exercises to create a bridge within Aquatics and risk management, interpersonal skills, customer service, training and facility operations and maintenance.

#4 - Operational Goal

Improve Life Guard skills.

Outcome

Lifeguards will improve swim times, treading and rescue skills, and meet and/or exceed time standards established by Ellis and Associates.

Evaluation Strategy

1. Pre and post test each semester all staff
2. Extrication Operational Standard in Your EAP
3. Supplemental Oxygen Support System Operational Standard in Your EAP.
4. AED Operational Standard in Your EAP.
5. Timed 500 yard swim, Timed 100 yard swim
6. The backboard must:

Method of disseminating and using information for improvement:

1. Use of Standards during workouts and in-services to measure improvements throughout each semester:
 - a. Timed 500 yard swim in ___seconds
 - b. Timed 100 yard swim in ___seconds
 - c. Timed 5 minute rotary kick in ___seconds
 - d. 17 foot brick dive
 - e. Timed rapid extrication based upon Ellis and Associates standard in ___seconds
 - f. Supplemental Oxygen Support System Operational Standard in Your EAP. The Supplemental Oxygen Support unit, BVM (Bag Valve Mask), Non Rebreather Masks, VVac(Manual Suction Unit) and Oxygen adapter must be in place and operating efficiently in a maximum of one (1) minute from the time of patient extraction from the water.
 - g. AED Operational Standard in Your EAP and AED unit must be on-site within two minutes following an extraction of the guest in distress. Ellis & Associates, Inc. requires that its clients demonstrate the ability to initiate the use of an Automated External Defibrillator within two (2) minutes from the time of guest water extraction.
 - h. Timed Spinal extrication based upon Ellis and Associates standard in seconds
2. Developed a 12 week comprehensive lifeguard workout training program taught by our instructors to all lifeguards and head guards.
3. Determine whether or not proficiency is maintained between fall and spring semester
 - a. Address issues by comparing and contrasting fall and spring pre and post test
 - b. Develop training program to assist in closing gap during breaks related to skills and physical fitness level in order to maintain Ellis standards at all times.

Summary of Results

1. Program focused directly on Ellis and Associates standards and physical activity directly related to enhance life saving techniques
2. Measured an increase in proficiency
 - a. 500 Yard swim

- b. 100 Yard Swim
 - c. Rapid extrication
 - d. Spinal Extrication
3. Direct correlation between controlled teaching environment an increase in proficiency based upon pre and post test
 4. Lifeguards are more familiar with Ellis and Associates standards by constant repetition and goal setting each week set-forth by 12 week lifeguard training program.

5 Learning Goal

Lifeguards will demonstrate successful rescue technique and coordination with CRC staff and Emergency Personnel through simulated scuba scenario.

Outcome

Lifeguard will be able to 1) demonstrate proper emergency CRC/Aquatics procedures, while 2) coordinating efforts with CRC staff and emergency personnel during 3) scheduled scuba mock drill at the in-services

Evaluation Strategy

The success of drill will be measured through a timed event, evaluation/feedback from emergency personnel (Campus Police, EMS, CRC, and Communications Dept.) and guard staff during debriefing. Also, engaging guard staff who are not the primary/secondary rescuers by having them participate through external observation of the drill, maintaining skills checklists, etc.

Method of disseminating and using information for improvement

Through bi-weekly in-service training, additional mock drills and individual skills checks areas for improvement will be practiced and drilled, allowing for additional benchmarking towards increased improvement. Skill efficiency and teamwork will be addressed through these avenues as well. This information will be available to the Aquatic staff in leadership positions to assist other staff in need of “tutoring” or “coaching” also.

1. Timed and filmed rescue from start of whistle blowing through takeover of EMS into loading the ambulance – reviewed film with staff for positive recognition and areas for improvement

Summary of Results:

2. Met all Ellis Standards
 - a. 10 seconds to identify emergency
 - b. 20 seconds to make contact with guest in distress
 - c. 3 minute spinal extrication or less
 - d. Including quick check/spontaneous breathing
 - e. O2 two minutes
 - f. Three minutes AED
3. Strong/clear communication, confident, and teamwork were identified
 - Date of Assessment: 3 Mock Drills - November 9 (1) and 10 (2)

Rectify: Teaching Methodologies for spinal management

Lifeguards demonstrated proficiency in spinal management but teaching methodologies are inconsistent with staff performance.

1. Based upon FY 2010 Workouts Healthy Lifestyles lifeguards have decreased the overall average time standard from 2:54 to 2:24. Ellis and Associates time standard for spinal extrication is 3 minutes or less
2. Spinal management and unconscious guest in distress percentage effectiveness by unannounced audits is 75% receiving an EXCEEDS and 25% chance receiving a MEETS based upon Ellis and Associates unannounced audits.
 - Skills overall a Meeting or Exceeding Ellis and Associates standards but Georgia Tech aquatics is striving for near perfection during a major emergency through training.
3. Aquatics Coordinator and Georgia Tech Ellis instructors worked to develop a comprehensive lesson plan to be utilized during workouts, in-services, and lifeguard classes for new guards.
 - Spinal management lesson plan is in a PowerPoint format for ease of explanation to large groups such as lifeguard class.
 - Spinal management lesson plan is also laminated slide by slide and is available to all instructors during workouts and in-services for clarification on any and all techniques of spinal management.

Results: Rescue Group Leader (i.e. Incident Commander)

William Smith Georgia Tech Emergency Preparedness Project Manager

Georgia Tech Police Department and Grady EMS expressed a common theme of developing a Rescue Group leader during the actual emergency.

- Aquatics is developing a protocol for a Head Guard or Lifeguard to take on the responsibility as the Rescue Group Leader.
- The process will ensure that GTPD, EMS, and/or fire has direct communication with one person from aquatics to disseminate all information expediting care for guest in distress.
- Future mock drills will test this protocol to ensure the Rescue Group Leader is effectively managing the emergency environment
 - Determine the success of the Mock Drill
 - Determine unforeseen shortcomings to determine a more transparent process to ensure success in all emergencies.

#6 - Learning Goal

Rescue Ready Lifeguards at all times while working at the CRC

Outcome

Lifeguards will be able: 1) Perform CPR First Aid and/or Rescue Skill individually when 2) tested on shift, and 3) Without Error.

Evaluation Strategy

End of Fall, 2009 and Spring, 2010 Semester - Observations from unannounced audits, VAT's, in-service participation, and occasional workouts attended by Aquatics Management Staff.

1. **Vigilance Awareness Test:** Based upon the Ellis and Associates Aquatic Risk Management Program handbook, Clients must perform a minimum of 8 Operational Manikin Drops (OMD) a month, E&A clients are required to execute a minimum of 4 (four) 4 Live Guest Action drills at each facility operated by the client per month of operation, as well as follow all client VAT Program Standards and Requirements found on page 25 within the manual.
 - Within Georgia Tech all Head Guards are required to perform 1 VAT a month
 - Georgia Tech Aquatics averages 20-35 Head Guards per semester
 - Though not all Head Guards meet internal Georgia Tech standards of 1 VAT per month, we exceed the standards of Ellis and Associates
2. **In-Services:**
 - 32 total in-services conducted throughout year in order to meet Ellis and Associates' standards of 4 hours per month.
3. **Workouts**
 - **57 weekly workouts offered during FY10**

Summer 09	13
Fall 09	14
Spring 2010	14
Summer 2010	16
4. **Full-time Staff attending workouts**
 - 2009 assessment was to create a 12 week workout that all instructors will follow for FY201.
 - 12 week comprehensive workouts taught by instructors have shown significant increase in guard's skills and physical activity levels. See FY2010 Workouts and Healthy Lifestyle goal and outcomes
 - Periodic drop-in has demonstrated consistency throughout all instructors teaching due to a lesson plan for each week to follow in order to ensure all guards are being taught the same objective each week.

Method of disseminating and using information for improvement:

Compare results against E&A standards for all skills tested.

Summary of Results:

5. Ellis and Associates Audits and Georgia Tech Internal Audits

Summary of results

- | | |
|--|--|
| <ul style="list-style-type: none"> • Individual Lifeguard Evaluation Report • Individual Lifeguard VAT® Evaluation Score • Individual Lifeguard VAT® Live Active Drill Evaluation Report • Individual Lifeguard VAT® Live Active Drill Evaluation Report • Individual Supervisor Evaluation Score • Active Guest-in-Distress Simulation Report • In-Water Unconscious Guest in Distress Simulation Audit Report • Spinal Management Simulation Report • Facility Evaluation Audit Report • Supervisory Evaluation Audit Report • Administration Evaluation Audit Report | <p>3/18/2010</p> <p>4 Meets</p> <p>Exceeded</p> <p>Exceeded</p> <p>Exceeded</p> <p>Exceeded</p> <p>Meets</p> <p>Exceeded</p> <p>Exceeded</p> <p>Meets</p> <p>Meets</p> <p>Meets</p> |
|--|--|

Summary of results**11/22/2009**

- Individual Lifeguard Evaluation Report 4 Exceeds ,1 Meets,1 Fail
- Individual Lifeguard VAT® Evaluation Score Exceeded
- Individual Lifeguard VAT® Live Active Drill Evaluation Report Exceeded
- Individual Supervisor Evaluation Score Exceeded
- In-Water Unconscious Guest in Distress Simulation Audit Report Meets
- Spinal Management Simulation Report Meets
- Spinal Management Simulation Report Exceeded
- Facility Evaluation Audit Report Meets
- Supervisory Evaluation Audit Report Meets
- Administration Evaluation Audit Report Meets

Summary of results**9/02/2009**

- Individual Lifeguard Evaluation Report 5 Meets
- Individual Lifeguard VAT® Live Active Drill Evaluation Report Exceeded
- Active Guest-in-Distress Simulation Report Meets
- In-Water Unconscious Guest in Distress Simulation Audit Report Exceeded
- Facility Evaluation Audit Report Meets
- Supervisory Evaluation Audit Report Meets
- Administration Evaluation Audit Report Meets

Summary of results**05/28/2009**

- Individual Lifeguard Evaluation Report 6 Meets and 1 Fail
- Individual Lifeguard VAT® Evaluation Score 1 Fail and 1 Exceeded
- Individual Supervisory Evaluation Audit Report Meets
- Active Guest-in-Distress Simulation Report Meets
- In-Water Unconscious Guest in Distress Simulation Audit Report Exceeded
- Spinal Management Simulation Report Exceeded
- Facility Evaluation Audit Report Meets
- Supervisor Evaluation Score Meets
- Administration Evaluation Audit Report Meets

Summary of results**04/04/2009**

- Individual Lifeguard Evaluation Report 1 Exceeds. 3 Meets and 1 Fail
- Individual Lifeguard VAT® Live Active Drill Evaluation Report Exceeded
- Active Guest-in-Distress Simulation Report Meets
- On-Deck Unconscious Guest in Distress Simulation Audit Report Exceeds
- Facility Evaluation Audit Report Meets
- Supervisory Evaluation Audit Report Meets
- Administration Evaluation Audit Report Meets

Actions taken

Guards were remediated by Head Guard and Aquatics Coordinator to ensure guard understands Ellis and Associates expectations with regards to the VAT. New Zone Coverage Diagrams have been implemented January 2010 to improve guards understanding of their zone of coverage which has helped increase proficiency in the 10/20. New Zone Validations implemented in January 2010 has improved efficiency of being completed in a timely manner. Zone validations are completed four times a year to ensure the zone of coverage for lifeguards has not changed. Lifeguards have access to zone validation to ensure they understand variances that require a

lifeguard to sit, stand, stroll, and or change positions entirely to ensure that the zone of protection is covered. Rotations revised and implemented January 2010 have provided guards a key to follow to ensure rotations are followed correctly regardless of pool configuration. Operational Procedures have changed for the VAT thus changing operational procedures for Georgia Tech.

#7 - Operational Goal

Go live with Aquatic scheduling in October, 2009

Learning Outcome

To 1) improve customer service, 2) provide visibility for multiple units within the CRC, and 3) allow for the ability to generate reports

Evaluation Strategy

The overall plan was to break down the project in to continuous parts to 1) Map out the aquatic complex, 2) Address the exceptions and anomalies, 3) Identify the interconnectiveness of the aquatic facilities, 4) Input all the possible pool configurations, 5) Identify additional schedule considerations - capacity, double bookings, 6) Address fee structure for scheduling purposes, 7) Incorporate event scheduling with the overall daily use schedule, and 8) begin to look at custodial and other schedules related to use.

Method of disseminating and using information for improvement

The project is on-going and has been continued in the next years' goals.

Results

Pool configuration data input is almost complete, with the next step to create a trial schedule in the Class Trainer mode, which will allow for corrections without interrupting the current (live) program. The following steps are being carried over with the goal of going live in October, 2010.

Operations and Management

Goal

Improve efficiency of Management resources.

Outcome

Increase staff role by properly communicating with Facilities and Operation's staff so that they have a more thorough understanding of operational assessment and resolution.

Staff will be better prepared and organized to handle unexpected situations as they arise.

Evaluation Strategy

Most of the information sharing is gathered/provided via our Night Notes, email, work order, customer suggestion forms, and/or special requests. However, we needed to overhaul and streamline the processes so that we had accurate and timely information. Moreover, we needed to rely on our staff to make a conscientious effort to mediate, handle or attempt to resolve the issue/problem first before moving it up the chain of command.

Thus, we would observe what was being brought fourth and critiqued the information provide to ensure its accuracy and avoid redundancy. Then we would provide feedback to staff based on information and its outcome.

Method of disseminating and using information for improvement

Modifications and enhancements to our processes were modified and/or changed to better serve our overall need to proper communicate and information sharing across all levels.

Summary of Results

Gained better insight as to the issues and/or problems associated with a given situation and/or incident as well as the reporting structure to ensure that said issues or problems were handled and resolved in a timely manner. This reduced the needed to follow back with the staff person reporting the problem because they took the time to elaborate, investigate and/or handle directly from the initial recognition of issue/problem. Basically, our objective was to empower the staff to take ownership in resolving the issue rather than just reporting it. Staff are now taking a proactive approach by actively listening, looking and reacting – then reporting their finds to perspective areas to be remedied.

Actions taken

1. Section in bi-monthly in-service training to discuss operating procedures
 - A. Ensure everyone is on the same page with various issues
 - B. Revisit and discuss areas of improvement from a user (Staff) point of view
 1. Remodel Night Notes to include Problem/Solutions and Operations/Custodial feedback
 2. Create check out sheets for resources
 - 1st Aid Inventory, Tennis Center Bag
 3. Adjusting Tennis Center Staff Hours to reflect patron usage
 - Ensure we are not wasting payroll dollars
 4. Created documents to better assist patrons
 - Area food guide for event guests
 - Local hospital direction cards
2. Re-imagining Inventory Control
 - A. Actively tracking inventory usage to adjust inventory levels
 1. Saving money on useless stocking/ expiring items
3. Re-imagining Guest turnstiles
 - A. Currently partnering with college of computing to champion a new looks for the Access Control process.

Staff Development

Goal

Improve staff development with regard to education, training, and support.

Outcome

Staff will demonstrate a better understanding of their role and responsibilities which may change the existing culture toward a more positive and productive manner. Staff members will demonstrate a sense of pride and obligation to fulfill their role in safeguarding the patrons, programs and facility to the best of their ability.

Evaluation Strategy

Observation of staff to determine where we need to focus our attention and then conduct individual meetings with Building Supervisors in order to discuss areas of improvement to initiate a plan of action.

Method of disseminating and using information for improvement

Face to face review of performance and disciplinary/award points with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

The Facilities Management Team (FMT) completes peer evaluations throughout the year; Building Supervisors are responsible for evaluating Facility Assistants and vice versa. Within the year, the evaluations have been modified to qualify an employee's work on the basis of Reliability, Attitude, Policies and Procedures, and Leadership. The category of Leadership replaced Initiative during the fall 2008 semester because of the change in focus on leadership, both personally and professionally. Through workshops, guest speakers, and in-services, we have worked on increasing leadership opportunities and developing those skills.

Areas covered in the assessment are as follows:

- Reliability
- Attitude
- Policy and Procedures
- Leadership

Actions taken

1. Strengthen in-service training
 - a. Training piece
 - i. Discuss issues and current events to ensure consistency in the operation
 - b. EAP Piece
 - i. Increase number of drills during in service training, 1 on 1s.
 - c. Coordinate Guest Speakers for bi-monthly trainings
 1. Example: Diversity Training with Dean Ray
 2. Possible Presentation from Career Services
 3. Possible Presentation from GTPD
 - d. Increase staff independence
 - i. Increase number of red shirt drill training (at least once per semester)
2. Provide innovative supplemental education to enhance resumes
 - a. Guest Service Benchmarking Fall 2010
 - b. Inventory Management
 - c. Training and Development
 - i. Establishing the student admin role as a promotion from Supervisor
 - ii. Official trainers on staff
 1. Establish seasoned Supervisors as designated trainers
3. Re-imagine FA and Supervisor roll (responsibilities, etc)
 - a. continue to develop managerial skills in supervisor and FA staff
 - b. increase coaching opportunities
 - i. Create a monthly Staff Audit to help increase performance of Cast

- ii. Provide feedback to our Staff more regularly
- iii. Gives Supervisors the opportunity to actively audit Staff

Risk Management

1 Learning Goal

Educate building supervisors and student assistants, through in-service training twice monthly, to be better prepared for potential emergency situations.

Outcome

Students will demonstrate through red shirt emergency drills the knowledge and problem solving skills needed to help a victim have the best possible chance for survival.

Evaluation Strategy

The emergency training drill will be observed by CRC professional aquatic staff and Campus emergency personnel.

Method of disseminating and using information for improvement

Observations made by these personnel will be reviewed during a debrief session immediately following the training exercise.

Summary of Results

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

Feedback consisted of the following:

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

Actions Taken

In-Service training and situational exposure on the various conditions associated with our EAP (including the recent addition of Code ADAM) and incident/accident related occurrences assisted in highlighting and recognizing the need for quality assurance as it applies to risk management within the facility. Also, training brought forth the realization of having to rely and work with other entities (i.e. Campus Recreation staff, GTPD and EMS). Random training/quizzes/practical skill demonstrations on Emergency Care protocols help to reinforce the need to act and respond effectively to a given crisis and/or situation.

2 Learning Goal

Improve customer service within the facilities area (i.e. operating procedures, activities, and service/programs).

Outcome

By participating in staff orientation and in-service trainings, Facilities Attendants and BLDG Supervisors will be able to: 1) Offer general information regarding the Dept., and programs and services; 2) Identifying and reinforcing customer service as the front line defense by building staff; and 3) Respond to risk management issues with respect to EAP and other controls that affect proper management. Student staff will demonstrate the following:

Student Staff will also demonstrate the mastering of: 1) Interpersonal Skills; 2) Professional 3. Intrapersonal Skills; and 4) Problem solving skills.

Summary of Results

All staff learned the importance of the following:

- Adherence to relevant health and safety standards established by the Campus Recreation Department – including the Emergency Action Plan (i.e. EAP);
- Ensure that equipment, materials, and practices adhere to relevant law, legislation, standards, Codes, and bylaws;
- Apply sound practices;
- Contribute to appropriate security procedures and systems;
- Prepare documentation necessary for maintenance of safe and secure facilities;
- Recognize appropriate risk management strategies ;
- Assist in conducting risk exposure audits;
- Develop staff training programs regarding risk exposure audits;
- Utilize personal protective equipment appropriate to the emergency and/or crisis;
- Recommend and ensure adherence to procedures and policies for responding to accidents and emergency situations; and
- Recognize the importance of first aid and CPR certification

Actions taken

Emergency training and drills were observed by professional staff, CRC Risk Management Committee, and campus emergency personnel – followed by a post debrief and/or other information sharing opportunities.

Based on the feedback from our student staff, graduate assistant, Evening Coordinator and Assistant Director of Facilities and Operations as well as the results in-service and ad hoc Red Shirt Drills, staff were evaluated and have made improvements to our overall level of team.

Areas of weakness entail:

- Digesting a lot of information and retaining the information;
- Vast footprint to cover in a short period of time;

Areas of Strengths

- Ability to follow established guideline (including standards)
- Staff share a sense of security

Communication

1 Learning Goal

Improve staff development with regard to education, training, and support.

Outcome

Staff will demonstrate a better understanding of their role and responsibilities which may change the existing culture toward a more positive and productive manner. Staff will demonstrate a sense of pride and obligation to fulfill their role in safeguarding the patrons, programs and facility to the best of their ability.

Evaluation Strategy

Staff observation to determine focus and attention then conduct individual meetings with Building Supervisors in order to discuss areas of improvement to initiate a plan of action.

Method of disseminating and using information for improvement

Face to face review of performance and disciplinary/award points with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

The Facilities Management Team (FMT) completes peer evaluations throughout the year; Building Supervisors are responsible for evaluating Facility Assistants and vice versa. Within the year, the evaluations have been modified to qualify an employee's work on the basis of Reliability, Attitude, Policies and Procedures, and Leadership. The category of Leadership replaced Initiative during the fall 2008 semester because of the change in focus on leadership, both personally and professionally. Through workshops, guest speakers, and in-services, we have worked on increasing leadership opportunities and developing those skills.

Areas covered in the assessment are as follows:

- Reliability
- Attitude
- Policy and Procedures
- Leadership

Actions taken

4. Strengthen in-service training
 - a. Training piece
 - i. Discuss issues and current events to ensure consistency in the operation
 - b. EAP Piece
 - i. Increase number of drills during in service training, 1 on 1s.
 - c. Coordinate Guest Speakers for bi-monthly trainings
 1. Example: Diversity Training with Dean Ray
 2. Possible Presentation from Career Services
 3. Possible Presentation from GTPD
 - d. Increase staff independence
 - i. Increase number of red shirt drill training (at least once per semester)
5. Provide innovative supplemental education to enhance resumes
 - a. Guest Service Benchmarking Fall 2010
 - b. Inventory Management
 - c. Training and Development
 - i. Establishing the student admin role as a promotion from Supervisor
 - ii. Official trainers on staff

1. Establish seasoned Supervisors as designated trainers
6. Re-imagine FA and Supervisor roll (responsibilities, etc)
 - a. continue to develop managerial skills in supervisor and FA staff
 - b. increase coaching opportunities
 - i. Create a monthly Staff Audit to help increase performance of Cast
 - ii. Provide feedback to our Staff more regularly
 - iii. Gives Supervisors the opportunity to actively audit Staff

Collaborative Initiatives

1 Goal

Improve routine maintenance and cleaning services with the GT Facilities Department (i.e. Area I and Building Services) to enhance the day-to-day management of resources and staff.

Outcome

Operations Team enhanced their role by implementing better communication with Facilities and Operation's staff so that all parties have a more thorough understanding of operational assessment and resolution.

Evaluation Strategy

Operations' Team collected information gathered/provided from our Night Notes, emails, work orders, customer suggestion forms, observation, and/or special requests then relayed the information to the perspective area so that it would be remedied. This streamline process helped by providing insight as to the issue and/or problem, but also provided follow up so that we could ensure that work was completed as per our expectation.

Method of disseminating and using information for improvement

Modifications and enhancements to our processes were modified and/or changed to better serve our overall need to proper communicate and information sharing across all levels. Initiated a better means of communication (verbal and/or written) between various areas and FMT to ensure that expectations are met as well as tasks are inspected and signed off before being marked completed.

Summary of Results

Gained better insight as to the issues and/or problems associated with a given situation as well as the reporting structure to ensure that all issues or problems were addressed and resolved in a timely manner. Also, emphasized the need to be thorough when reporting an issue. All staff are have been instructed to gather as much information as possible (including a visual inspection of problem) so that they can provide as much accurate details as possible so that it can be remedied.

Actions taken

Ensured everyone is on the same page with various issues when reporting an issue and/or problem

1. Remodel Night Notes to include Problem/Solutions and Operations/Custodial feedback.
2. Set up monthly meetings with Facilities and Building Services.
3. Conducted scheduled walk-thru of the building and disseminated information.
4. Provided spreadsheet of tasks needed to track progress.

Financial Stability

Goal

Improve financial operations and become more fiscally sound with business practices.

Outcome

Gain better insight as to the prioritizing spending habits and needs in accordance with funds available.

Increase visibility and understanding by properly tracking expenditures and revenue.

Hold staff accountable as to the adherence of the budget – specifically with expenditures and revenue.

Evaluation Strategy

Identify potential revenue sources to assist and support annual budget requirements

Work with the Business Manager and Coordinator to continuously track and update information on a routine basis.

Participate in quarterly budget reviews with Director and Business Manager.

Method of disseminating and using information for improvement

1. Participation in quarterly reviews with business manager and director to review budget.
2. Reviewed monthly “actuals” statements.
3. Share budget information with FMT.

Summary of Results

This year we gained valuable ground in ensuring that information collected and shared was timely and accurate. We still have some improvements that are needed, however, they are manageable tasks that need to be complete as part of the routine budget process and adherence.

Actions taken

1. Continuous monitoring and management of budget (including equipment inventory, projections, staffing, and revenue sources.
2. Keep FMT informed on a quarterly basis.
3. Ensure “Actuals” do not exceed forecasts.
4. Restrict or amend spending habits if needed
5. Seek additional revenue source(s) to generate additional monies.

Marketing

Goal 1: Operational

Create an interactive contest for CRC patrons that contribute to the creativity of CRC Marketing while building awareness.

Outcome

CRC patrons will participate in a contest which creates a new marketing concept for the CRC and builds awareness of the programs and services offered through the contest. Patrons will be asked to design the new t-shirt for the CRC.

Evaluation Strategy

The successfulness of the competition will be evaluated by the number of entries, the number of website hits and visits to the contest page as well as through observation and feedback given to staff from participants. This contest will also be evaluated by the demand for purchase of the t-shirts following the contest.

Method of disseminating and using information for improvement

Goal was not reached this year, but I will use this idea as a possible idea for the future.

Summary of Results

Goal was not met within the 2009-2010 fiscal year.

Goal 2: Operational

Increase forms of social media on the CRC website.

Outcome

Develop and maintain a CRC Facebook page with current programs and events throughout the year. The other forms of social media planned on being used were Twitter and Podcasts.

Evaluation Strategy

This goal would be evaluated by the number of Facebook Fans and Twitter followers throughout the year and by the number of hits and visits to the website were the Podcasts would be posted.

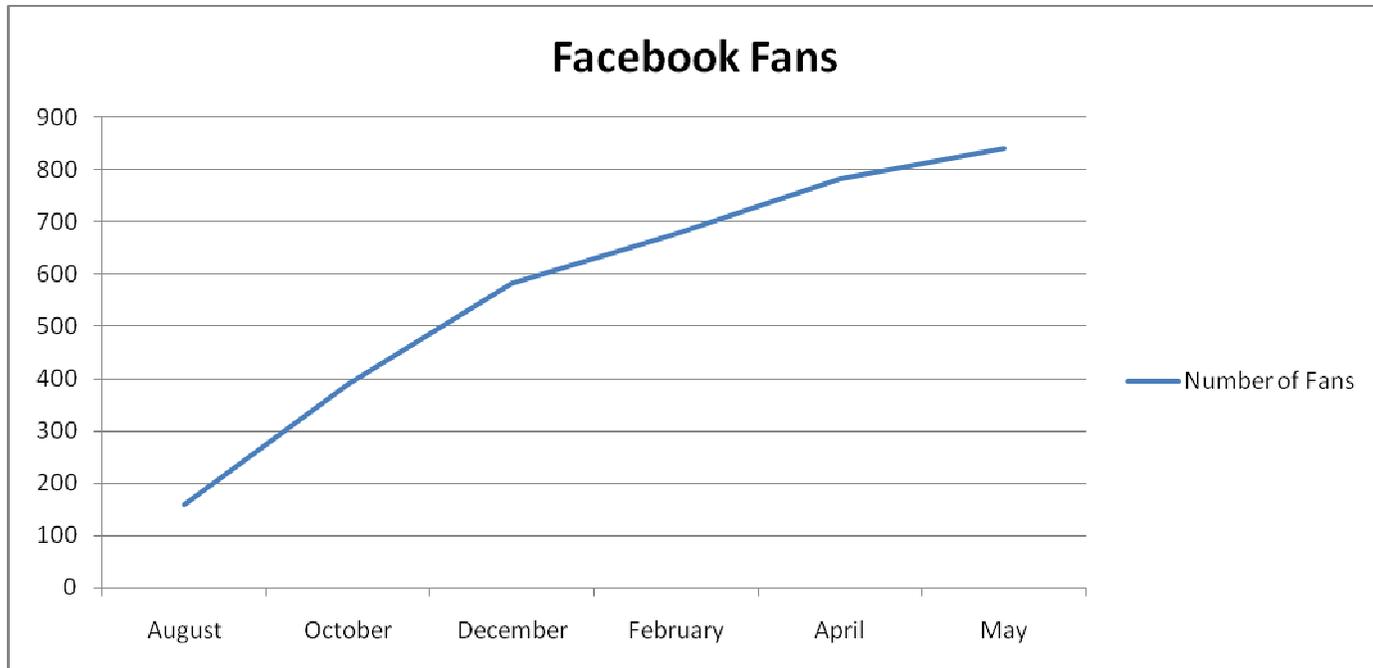
Method of disseminating and using information for improvement

The number of Facebook Fans and Twitter Followers increasing would help the Marketing Department focus on using social media in the marketing plan for the year and in finding new ways to use our current social media in the following years.

Summary of Results

A Facebook Fan page and data was collected on the number of followers and impressions the page received. More data will be collected in the future so that we can monitor our efforts and use this marketing pathway as effectively as possible. A Twitter account was created in the past year but was not kept up with and needs to be redesigned and used in the future in connection with the Facebook Fan page.

Although the goal wasn't to increase the number of fans/followers, it is important to note the success of our Facebook Fan page. Since it was created in August 2009, the number of fans has increased from zero when it was created to 841 on May 28, 2010.



Goal 3

Operational Goal

Increase the participation of current CRC members in the areas of personal training, buddy training, and massage therapy.

Outcome

Developing and sending targeted promotions to current members in order to increase participation in our G.I.T. FIT programs.

Evaluation Strategy

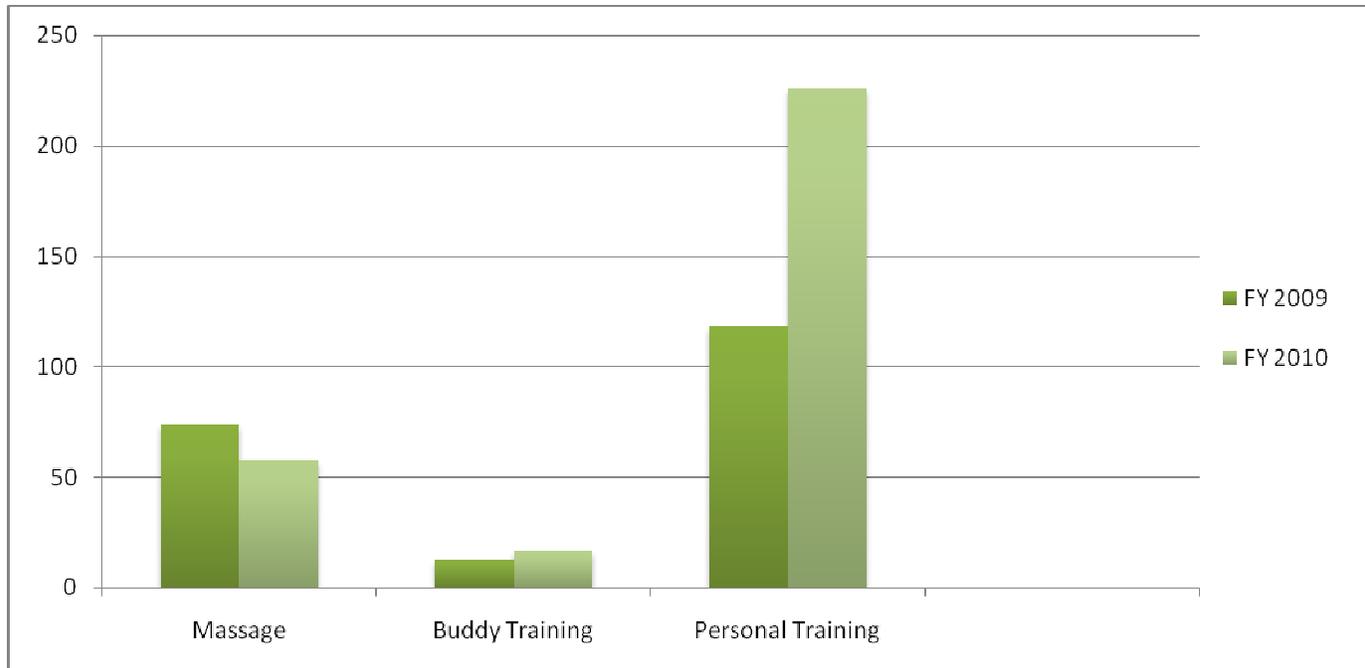
Participation numbers will be reviewed at the beginning and end of the fiscal year to see if the targeted promotions caused an increase in participation in these programs.

Method of disseminating and using information for improvement

Informational postcards and flyers will be sent to current members inviting them to try these programs and offering them discounts for first time users/participants.

Summary of Results

According to data over the past year, participation in the G.I.T. FIT programs did increase, but targeted promotions including postcards and flyers were not sent out. Also, the numbers for massage participation slightly decreased. The data collected from this year will be used as a base point for the following fiscal year where the goal will be to increase participation by 3%.



Goal 1

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

Outcome

CRC Marketing Student Assistants will compose effective and accurate articles, design an appropriate layout for the media, integrate various contests and social media, and coordinate the release schedule of the e-newsletters.

Evaluation Strategy

Student Assistants will be evaluated by the observation of their process/scheduling, the review of their product, the open rate of the email and number of student staff who participate in the contests.

Method of disseminating and using information for improvement

Currently, the marketing assistants are not responsible for a big project on their own. This project is something they will have to brainstorm, conceptualize, create, and send out to their peers at the CRC. The open rates and number of students participating in the various contest/call to action elements of the e-newsletter will be recorded and evaluated as each newsletter is sent out.

Summary of Results

Goal was not met in the 2009-2010 fiscal year and will be a goal for the following year.

Goal 2: Student Learning Goal

Learning Goal

To train marketing assistants on the CRC plasma screen updates so that new screens are current, exciting and informative throughout the year.

Outcome

After being trained on how to update the plasma screens and the policies around what can be posted and time limitations, the students will be able to upkeep these screens within the CRC and able to identify what should and shouldn't be posted on them.

Evaluation Strategy

A verbal quiz will be given to the students to test their knowledge and skill base regarding the plasma screens. Also the screens will be observed by the manager to ensure proper use.

Method of disseminating and using information for improvement

It is important that the marketing assistants understand how and why we use these screens throughout the CRC and what is appropriate to post on them. Within this training it is important that they can learn about different ways to market to their target audience and how we can use these screens as a source of revenue.

Summary of Results

Students were verbally tested and had full knowledge on how to update the signs and what content was suitable for posting.

Goal 3:

To increase collaboration and communication through the marketing staff meetings twice a semester.

Outcome

Through team meetings the marketing department will come up with new and inventive ways to market the CRC's programs and services to the faculty, staff, students, and alumni of Georgia Tech. These meetings will also be a way for the students to come up with new ideas on how to market the CRC to their peers.

Evaluation Strategy

Progress of these meetings will be evaluated through observation and discussion.

Method of disseminating and using information for improvement

The ideas brought forth in these meetings will then be considered as a part of the marketing plan for the following semester or may be implemented immediately depending on scope and cost of the idea.

Summary of Results

Goal was not met in the 2009-2010 fiscal year, but meetings will be implemented in the following year.

Career Services

The mission of Career Services is to encourage students to realize their career goals by: 1) Assisting students in developing self knowledge; 2) Providing students with educational and occupational information; 3) Selecting personally suitable academic programs and experiential opportunities for students; 4) Assisting students in developing effective job search skills, and ultimately; and 5) Working with students toward the attainment of their employment and/or graduate school goals.

Goal 1

Operational Goal

Improve provision of timely and effective services to students.

Outcome

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

Evaluation Strategy

An on-line survey will be sent to students visiting the Career Services office to ascertain students' satisfaction with services received.

Method of disseminating and using information for improvement

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

Summary of Results

An on-line survey was sent to students in April 2010. These are students who visited the office during the year for a variety of services. The primary purpose of the survey was to determine the quality of student experiences in several areas including staff timeliness, professionalism, knowledge, etc. We look for significant changes, particularly areas of concern, from year to year in order to maintain a high level of service.

Students were asked to rate their experiences from Poor to Excellent (five point Likert Scale) in eight categories. A summary of scores are available as well as a comparison of scores going back six years. Scores ranged from a low of 4.0 for "Career Library materials met needs" to 4.7 for Staff was on time for appointments." The "rate overall experience" score was 4.3 which matches last year's score.

Actions Taken

The scores for the career library are normally the lowest we receive. For the coming year we are adding a new 46" flat screen with a plan to display digital sign information and other programming. We will also look at the other resources to evaluate the need for updates and improvements.

Even though the drop is only two tenths of a point since 2007, walk-in wait time scores have declined. The importance of attentiveness to student wait times during walk-in will be re-emphasized.

Goal 2 Internship Information Sessions – Fall 2009 & Spring 2010

The goal of the Internship Information session is to help students increase their level of skill and confidence in finding an internship by providing statistical data on the number of employers seeking GT students for internships using CareerBuzz, Internship Fairs, Career Fairs, networking opportunities, and other available resources.

The sessions covered:

- How to Find an Internship
- Exploring Career Services Resources
- Benefits of an Internship
- What to do After Finding an Internship

The sessions detailed available resources through Career Services including the Annual Internship Fair, on-campus recruiting, CareerBuzz Internship postings, Career Tools, etc. Emphasis was also placed on the importance of using various network sites such as GT Alumni LinkedIn Group, as well as other on-line resources and company websites.

Through extensive marketing and advertising of each session, student attendance increased substantially. Marketing strategies included sending direct targeted emails a few days before each session; announcement on CareerBuzz each time a student logged in to his/her account; flyers posted in each school; announcements on Career Services web site; and listings in the Career Services Career Planner.

Fall 2009

One hundred and six (106) students attended Internship Information sessions which were held during the Fall 2009 semester (two sessions held on Tuesday, September 8, and October 13 at 11:00 a.m. and two sessions on October 21, and November 11, at 5:00 p.m.). On average, 25 students attended the sessions on Tuesday, and 27 on Wednesday evening. Because the survey responses were so low in previous semesters, the survey was administered in paper format at the end of each session, which yielded 100% participation.

Spring 2010

One hundred and sixty-one (161) students attended the Internship Information sessions during the spring 2010 semester. On average, 24 students attended the sessions held on Tuesdays, 11 a.m. to 12 p.m. and 45 students attended the sessions held on Wednesday, 5 p.m. to 6 p.m. There was an increase of 56 students when compared with the fall 2009 sessions.

GOAL 3

Learning Goal

Educate students about the career decision-making process.

Outcome

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

Evaluation Strategy

Pre and post Career Counseling surveys will be administered.

Method of disseminating and using information for improvement Information will be distributed through annual reviews with Associate Director, Career Planning and Education and appropriate staff in the Career Services office.

Summary of Results

Survey results were assessed at the end of fall semester and in June 2010. Presentations were made during FASET Student Breakout Sessions to educate incoming students on the process of career decision-making as well as career counseling services available. Those efforts are reflected in the higher Pre-Career Counseling average scores for questions 1, 2 and 3 than in the past. Current practice will continue.

Actions taken Pre and Post Career Counseling surveys will be administered. Post Career Counseling surveys will be reviewed at the end of each semester. Counselors will continue to receive continuing education to remain up-to-date on counseling skills, as well as, to maintain current certification and licensure.

GOAL 4

Learning Goal

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

Outcome

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

Evaluation Strategy

Paper and pencil survey conducted immediately after seminar.

Method of disseminating and using information for improvement

Annual report provided to appropriate staff.

Summary of Results

Survey results were assessed in June 2010. The attached tables indicate that students gained an increase in knowledge and skills in resume writing, interviewing and conducting a successful job search as a result of attending these seminars. Average survey response on spring 2010 Post Resume Seminar Questionnaire question 2 was 3.90/5.0 slightly below the goal of an average 4.0 on Likert scale

Planned Actions

Re-emphasize to staff the importance of following standardized seminar materials. With the addition of seminars specific to graduate students, create and administer Post Graduate Student Resumes for Industry and Post Graduate Student Job Search surveys. Results will be included in the 2011 Assessment Report.

Moving forward a more in depth analysis will be performed to review historical data against current data collected in order to determine if leaning outcomes vary over time. This trend analysis may aid decision making regarding successful approaches in session delivery.

Goal 5

Learning Goal

Educate and prepare students on employer expectations relating to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Week programs. Provide special programming based on the students' job search needs impacted by the job market trends.

Outcome

Students will be better prepared for their job search process and have a better understanding on how to make their resumes align with employer expectations, as well as gain knowledge on interviewing skills.

They will also have an understanding of the job market trends and employers' hiring practices and recruiting venues.

Evaluation Strategy

A student interview feedback survey designed to measure student's ability to present themselves professionally in a job interview has been conducted for the 2010 Mock Interview Week event.

Evaluations surveys providing feedback on the Resume Blitz have been collected for the 2009 event.

Method of disseminating and using information for improvement

Results will be provided in the Career Services Annual Report and disseminated to appropriate Career Services staff.

Summary of Results

Employers and students have been surveyed on the Resume Blitz event. Both surveys use a rating factor from Excellent to Poor. Surveys are attached for review.

Asked if the Resume Blitz location was convenient or not, out of the 259 student responses, 248 students rated the location of the event as being convenient. 213 students have considered that the feedback provided by the recruiter on their resume was relevant to their major/degree. Feedback provided by the recruiter was rated as excellent by 148 students and good by 90. 259 students affirmed that the event has met their expectations.

For the employer evaluations 50 employers ranked this event. 48 of the employers ranked the overall pre-event planning excellent and good. 2 ranked it as fair and poor. Overall impression of the event was ranked Excellent and Good by 38 employer and Fair and Poor by 2 employers.

For the Mock Interview Event two surveys were administered: One for students, based on a scale of 1-10, with 10 being the highest. The second survey was for employers, using a rating factor of Excellent to Poor.

Out of the 80 student responses, 29 students ranked the feedback learned as a 10. Likewise, when ranking the interview experience, 37 students ranked it a 10. Only a fourth of the students, 4, ranked the event a six or below. Of the 80 student respondents, 79 students said they would recommend the event to a friend.

For the employer evaluation, 49 employers ranked this event. 29 responded Excellent about the experience, 18 Good; 15 responded Excellent on preparedness of the students and 31 Good. 40 out of the 49 employers rated the overall planning of the event as excellent and 9 employers rated it as good.

Actions Taken

For the 2010 Resume Blitz the following changes are occurring:

- Introducing an additional day to the Resume Blitz which will allow companies to participate remotely via Skype and provide students an additional day to participate.
- The employer registration form has been transitioned from a Microsoft Word e-mail attachment to an on-line Survey Monkey registration form that eases the registration process for companies interested in participating.
- Companies' sponsorship is sought to help leverage the cost of the event with recent budget cuts.

For the Mock Interview Event, the following suggestions have been implemented based on last year's student and employer feedback:

- This year employers were given a choice between conducting Behavioral, Traditional and Case Mock Interviews.
- Specific companies have been contacted and participated in Case Interview Day
- Mock Interview time frames have been decreased from 60 minutes interview time slots to 45 minute interview time slots to accommodate higher number of students interested to participate.
- Students were allowed to only sign up for one interview time slot during the regular interview sign-ups. However, Multiple sign-ups were permitted one week before the Mock Interviews.
- The Mock Interview Week has been heavily advertised to graduate students.
- Employers provided interview feedback to students by completing the on-line student interview feedback form. Results were emailed to students individually.
- Mock Interview Information has been incorporated and provided to students in the General Interview Skills Workshop Presentations.

Goal 6

Operational Goal

Career Services will continue to improve services provided to employers during on-campus recruiting activities.

Outcome

Employers will report enhanced levels of satisfaction with Career Services.

Evaluation Strategy

A questionnaire is administered to recruiters in an effort to measure their degree of satisfaction with Career Services during recruiting activities.

Method of disseminating and using information for improvement

Information will be disseminated through the provision of summaries in an Annual report and to appropriate Career Services staff.

Summary of Results

Career Services feedback form, based on the attached employer survey, shows that 109 surveys were received and tallied. The scale is based on a zero (Poor) to a five (Excellent). Our highest Level of Satisfaction ranking, 5 and 4, came in for helpfulness and professionalism of the recruiting staff and our lowest ranking, 2 and 1, came in for satisfaction with the recruiting facility. A total of six categories are used to measure Career Services.

Actions taken

Based on employer comments, the following actions have been implemented for Fall 2009/Spring 2010:

- Request for the rooms to be painted is still pending.
- Two student assistant have been hired to provide full-time coverage of the recruiting area.
- The recruiter survey has been revised and placed on-line; scheduled weekly email follow-ups with recruiters have increased the survey return rate.
- We provide conference room scheduling for company debriefings and monitor the reservations through a Zimbra calendar.
- The employer electronic check-in system has been improved to provide a faster and more accurate check in for companies on the day of their interviews.
- A second monitor has been placed at the Employer Check-in to reduce the recruiter check-in time.
- Company contact information has been updated in CareerBuzz.

The following actions will be implemented for Fall 2010/Spring 2011:

- New computers installed in the Employer Lounge, as well as in the conference room.
- Utilize CareerBuzz in enhancing the Recruiting Team's customer service in the companies recruiting efforts at Georgia Tech by:
 - Cleaning Employer/Contacts Database
 - Continue to maintain a clean database by forcing contact updates once a year
 - Review and update employer/students outgoing emails in the system
 - Oversee a more proactive approach to reduce employer calls by closer monitoring job postings and schedules' activities during Fall & Spring recruiting
 - Decrease the approval time for student/alumni registration/activation, job postings and schedules to less than 48 hours
- Install Skype and web cams on the computers in the interview room to facilitate Skype Interviews for students and employers.

- Develop and distribute, twice a year the Employment Tracking survey to obtain vital employment information from companies hiring Georgia Tech Students
- Re-instate the Employer Newsletter to enhance communication and flow of information in between Career Services and Employers
- Incorporate virtual delivery of on-campus interviews and other on-campus events (Resume Blitz & Mock Interviews) through Skype starting Fall 2010

Goals 7 and 8

Diversity programming in Career Services provides services to underrepresented and diverse student populations by creating, identifying and coordinating career development and outreach programs which include workshops, seminars, special events, orientation sessions, and similar programs on career related subject matter.

Goal 7

Operational Goal

Provide programs and services to underrepresented students with particular emphasis on organizations focused on underrepresented minorities and women.

Outcome

The number of underrepresented students utilizing the resources available through Career Services will increase

Evaluation Strategy

Student attendance information will be entered into the Career Services database and used to generate reporting and statistics for comparison.

Method of Dissemination

At year end information will be included in the Career Services annual report and distributed as appropriate.

Goal 8

Learning Goal

Educate Career Ambassadors about the importance of career development and planning and programming offered through Career Services that will assist in this process.

Outcome

Students will demonstrate knowledge of career services programs and services offered and the importance of participating in these programs.

Evaluation Strategy

- 1) A participant feedback survey will be conducted to assess students' knowledge before and after program participation.
- 2) Student surveys will be evaluated to determine the effectiveness of the Career Ambassador program.

Method of Dissemination

At year end information will be included in the Career Services annual report and distributed as appropriate

Goal 9

Graduate Student Programs

One of the overall goals was to interact with Masters and Graduate Students and provide special programs to address specific needs of graduate students and provide alternative career information focused on industry and government.

Operational Goal

Create a half day long program for graduate students addressing graduate career options thus improving customer service, addressing graduate programming and improving the quality of service for graduate students.

Outcome

Graduate students will see graduate programming is in place and Career Services is addressing their needs. Because of greater knowledge, students will utilize Career Services more often and use information from programming to improve job search strategies and career development.

Evaluation Strategy

Each of the sessions of the First Annual Graduate Industry and Government Career Symposium was evaluated and comments captured.

Method of disseminating and using information for improvement

Results will be provided in the Career Services Annual Report and disseminated to appropriate Career Services staff.

Actions Taken

Secured space for Second Annual Graduate Industry and Government Career Symposium. Added Academic area to the mix and collaborating with CETL.

Summary of Results

Surveys indicated the program provided positive information indicating the program was worth the time.

Each session was evaluated using this scale

1 Strongly disagree, 2 Disagree 3 Agree and 4 Strongly agree

Overall Average for the program was 3.74

The evaluations and comments indicated the symposium was useful, the speakers were knowledgeable and the workshops, panels and keynote would be recommended again. Overall the program was a success and the suggestions provided by the students will be implemented next year.

The overall suggestions indicated the student wanted programs repeated so they could attend multiple sessions instead of selecting a session.

The evaluations all included the following pieces of information:

Usefulness of information Average

Keynote	3.57
Networking	3.68
Job Search	3.74
Interviewing skills	3.91
Industry Panel	3.82
Government panel	3.89

Average 3.76

Knowledge of Speaker

Keynote	3.55
Networking	3.8
Job Search	3.95
Interviewing skills	4.0
Industry Panel	3.71
Government panel	3.67

Average 3.78

Would recommend this program to other students or for future programs

Keynote	3.45
Networking	3.72
Job Search	3.74
Interviewing skills	3.46
Industry Panel	3.82
Government panel	4.0

Average 3.69

Actions Taken

Several actions will be taken for the 2011 Second Annual Graduate Industry, Government and Academic Symposium as a result of the evaluations and learning more about the graduate student population.

- Increase student group involvement to assist with marketing, logistics, programming, contacts. Groups include: Graduate Student Government, Graduate Public Policy Student Association, Graduate Women in Aeronautical Engineering, Bioengineering and Bioscience Unified Graduate Students (BBUGS), Bioengineering Graduate Student Advisory Committee (BGSAC), GTAAN Graduate Committee, Companies' sponsorship is sought to help leverage the cost of the event with recent budget cuts.
- Repeat workshops twice so students have opportunities to attend more than one.
- Add academic component so students considering both options will have an opportunity to see different perspective

Counseling Center

The Counseling Center provides individual and group counseling, workshops on such topics as stress management and study skills, career counseling and psychological testing. The Center is staffed by licensed psychologists, counselors, and marriage and family therapists, as well as counselors-in-training.

Goal #1

Operational Goal

To improve the effectiveness of counseling services to students that successfully addresses alleviation of clients' presenting concerns.

Outcome

Students who obtain individual counseling services from the Counseling Center will experience an alleviation of the presenting concerns as reported on the OQ-45.

Evaluation Strategy

As a regular part of the initial screening paperwork, the Counseling Center adapted the Counseling Center Assessment of Psychological Symptoms (CCAPS; Soet & Sevig, 2006) in place of the OQ-45. The CCAPS was developed at the University of Michigan Counseling and Psychological Services Center. The CCAPS is a 70-item instrument that focuses on the unique presenting issues of college students. The CCAPS includes 9 subscales: depression, eating issues, substance use, general anxiety, hostility, social role anxiety, family of origin issues, academic stress, and spirituality. There are 5 additional scales included for clinical utility: dissociative symptoms, cultural/ethnic identity, violent thoughts, and history of abuse. The CCAPS has demonstrated strong convergent and divergent validity and has demonstrated strong reliability ($\alpha=.93$). The CCAPS also is integrated within the Titanium scheduler and database which allows for automated scoring and report generation. The Center began using the CCAPS at the beginning of the 2009-2010 academic year and, after a year of piloting the CCAPS, the Center is reviewing other assessment options for initial screening purposes.

Method of disseminating and using information for improvement

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

Summary of Results

The Center began using the CCAPS at the beginning of the 2009-2010 academic year. Clients were administered the CCAPS at initial consultation. After a year of piloting the CCAPS, the Center is reviewing other assessment options for initial screening purposes.

Actions taken

While the CCAPS captures significant areas of student functioning, it is difficult to obtain aggregate summative scores for comparative purposes. The Counseling Center is currently reviewing other options for initial assessment instruments that will be satisfactory in the assessment of clients and also yield the necessary data needed for outcome measures.

Goal #2

Operational Goal

Improve counseling experiences to clients who utilize services at the Counseling Center.

Outcome

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

Evaluation Strategy

The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). In sum, clients indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

Method of disseminating and using information for improvement

Overall results will be reported to staff. Each staff will also be given a summary of their own individual ratings by June 30th.

Summary of Results

Results of the survey indicate that, overall, students were satisfied with their experience at the Counseling Center. The following are other results from the survey:

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.4
How satisfied were you with your initial screening appointment?	4.4
How satisfied are you on your progress with the concerns that brought you to counseling?	4.0
How satisfied have you been with your counselor?	4.5
How satisfied are you that your counselor understands the nature of your concerns?	4.5
How satisfied are you with the assistance of the Front Desk staff?	4.7
How likely would you be to recommend our services to a friend?	4.6

Actions taken

Client Satisfaction Survey is regularly administered twice each year (fall and spring semesters)

Goal #3

Operational Goal

To enhance the academic progress/process of students.

Outcome

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

Evaluation Strategy

The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). In sum, clients indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

Method of disseminating and using information for improvement:

Overall results will be reported to staff. Each staff will also be given a summary of their own individual ratings by June 30th.

Summary of Results

50% of the students seeking services at the Georgia Tech Counseling Center reported that their academic progress was impeded by the concerns/issues for which they were seeking counseling. Based on the counseling Center's client satisfaction data for FY10, 97% of the students indicated that counseling has been helpful to them in improving or maintaining their academic progress.

Actions taken

Client Satisfaction Survey will be reviewed by management team and senior staff for its continued utility in this area.

Goal #4

Operational Goal

To enhance and improve the diversity and effectiveness of outreach programming to students and the campus community.

Outcome

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

Evaluation Strategy

During the course of the year, outreach evaluation forms were distributed by staff after each outreach program. The evaluation is based on a 5-point Likert scale (1=Poor, 5=Excellent).

Method of disseminating and using information for improvement

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

Summary of Results

Results of the survey indicate that, overall, students were satisfied with their experience of the outreach programs offered by the Counseling Center. The following are the results of the average ratings from the survey:

	Avg. Rating (1-5 scale)
Workshop Evaluation	
• Breadth of Coverage	4.03
• Personal/Practical Relevance	4.11
• Effectiveness of Presentation	4.03
Presenter	
• Knowledge	4.36
• Preparation	4.25
• Engagement of Audience	4.10
Goal Accomplishment	3.61
Arrangements	
• Convenience	3.92
• Notification of Event	3.71
• Location/Room Environment	3.94
• Format/Multimedia Use	3.75

Actions taken

Outreach Coordinator will evaluate the overall effectiveness of outreach programs based on results and recommend strategies for change as needed.

Goal #5

Operational Goal

To improve the effectiveness of the training program for practicum students and predoctoral interns.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Of the previous interns surveyed, 100% indicated that the internship program prepared them well as entry-level psychologists. 99% of the interns surveyed indicated that they were satisfied/very satisfied with the training they received in the program.

Actions taken

Training committee will continually assess the information collected on the evaluation forms and work to improve the effectiveness of the training program.

Training Committee will review survey results in Summer '09.

Dean of Students Office

Goal 1

Learning Goal

Student Learning and Development

Increase student knowledge about the Dean of Students Office and campus resources.

Outcome

At the completion of FASET Orientation, RATS week and Welcome Home Week students will report an increase of knowledge about the Dean of Students Office and the resources available to help them successfully transition to Georgia Tech.

Evaluation Strategy

FASET Evaluations from presentations at FASET Orientation, RATS Week, and Welcome Home Week.

Method of disseminating and using information for improvement

A review of the FASET Evaluations will be requested from the Office of Success Programs and taken into consideration when planning future presentations.

Summary of Results

Upon reviewing FASET evaluations it is fair to say that this goal was accomplished. The Dean of Students Office had a presence in the FASET Orientation program by offering a variety of options for both families and students including: open houses, information sessions, panel discussions, a presence at Marketplace and Opportunities at Tech. All departments in the Dean of Students were involved in the FASET Orientation. Specific information sessions were facilitated by: Student Involvement, Greek Affairs and the Dean of Students. Open Houses were hosted by Women's Resource center and ADADPTS. Many of the Dean of Students staff also participated in the Breakfast for Families and Guests on day two of FASET. FASET statistics highlight the following:

Student Survey:

*88% of participants who attended the Greek Life information session were either very satisfied or satisfied.

*93% of participants who attended the Student Involvement information session were either very satisfied or satisfied.

*92% of participants who attended the Marketplace Information session were either very satisfied or satisfied.

*96% of participants who felt that FASET was very effective or effective in informing them about campus services, resources and issues.

*96% of participants who felt that FASET was very effective or effective in demonstrating that Georgia Tech cares about its students.

*91% of participants who felt that FASET was very effective or effective in connecting them to others in the Georgia Tech community.

Parent Survey:

*99% of participants who attended the Dean of Students Conversation with families were either very satisfied or satisfied.

*87% of participants who attended the Greek Life information session were either very satisfied or satisfied.

*91% of participants who attended the Parent/Guest Breakfast were either very satisfied or satisfied.

*98% of participants who attended the Marketplace Information session were either very satisfied or satisfied.

*95% of participants who attended the ADAPTS Open House were either very satisfied or satisfied.

99% of participants who attended the Women's Resource Center Open House were either very satisfied or satisfied.

RATS Week and Welcome Home Month:

The Dean of Students Office was involved in a number of RATS WEEK and Welcome Home events and programs. Here is just a sampling of the events:

Greek Life: Welcome events for the four governing boards: CPC, IFC, MPHC, and MGC.

Office of Diversity Programs: Welcoming events for Hispanic students, International students and India Club.

Student Involvement and Community Service: Involvement Week and Into the Streets.

Women's Resource Center: Cheesecake Reception and International Spouse Orientation.

ADAPTS: Open House

Actions Taken

The Office of the Dean of Students will continue to be involved with FASET. It is a wonderful opportunity for the Dean's staff to be introduced to new students and their families.

Additionally, it is also a prime time to share information about our resources, opportunities and services. We will spend some time focusing on areas that don't currently have as much of a presence in the program to see how we can improve that for the future.

Goal 2**Operational Goal****Staff Development**

Increase the quality of customer service provided to students.

Outcome

Students will report high levels of satisfaction with the customer services provided by staff in the Office of the Dean of Students.

Evaluation Strategy

Completion of student/staff training sessions. An online survey sent to students to learn their perceptions of the quality of customer service provided by staff in the Office of the Dean of Students.

Completed Guide for Student Assistants

Method of disseminating and using information for improvement

Students will be evaluating their experience of working in the Office of the Dean of Students. Feedback will be solicited from others on the customer service skills of our student assistants. Survey results will be shared with staff in the Dean of Students Office, VPSA, and website.

Summary of Results

The Dean's Office saw a total of 1215 students during the summer '09- through spring '10 semesters. This represents an increase of 48 appointments.

Due to the H1N1 crisis this past academic year, a survey could not be sent to students who interacted with the Dean of Students Office. We were unable to conduct a true and fair survey due to the fact that H1N1 students were tracked in the same database as all other students however, these students did not necessarily interact with the staff. Most students dealing with H1N1 were brought to our attention by Tech's Health Services staff. We now know that in a situation like the one above we will need to find a way to track the student differently in order to a true and meaning sample.

Training sessions were conducted with student assistants once a semester. Expectations on what constitutes "good customer service" were reviewed and questions were clarified. An exit interview was conducted with the one student assistant who will not be returning due to graduating. Feedback was given to the student about her overall performance as a student assistant. The student was also given the opportunity to share her thought on her experience and ways to improve overall customer service. The Guide for Student Assistants was completed and shared with each student assistant.

Actions Taken

A new tracking system will be developed before the start of the next academic year that will allow us to track students during a crisis situation like H1N1.

Goal 3

Operational Goal

The Office of the Dean of Students will increase Dean representation/presence at Institute events.

Outcome

Constituents of the Office of the Dean of Students will report observations of Dean representation/presence at Institute events including: Football Games, FASET, Family Weekend, Commencement, RATS week, Homecoming, etc.

Evaluation Strategy

Attendance will be tracked by Deans, Assistant Deans and Coordinators.

Method of disseminating and using information for improvement

Tracking data will be shared with ODOS staff, stakeholders and posted on website.

Summary of Results

A tracking component was built into our weekly Deans Meeting titled "The Week Ahead." This allowed us to review the programs of each department along with the larger Institute programs

to see who was planning on attending from the Dean of Students Office. When necessary a staff member would be asked to attend to represent the Dean's Office.

A review of the past year demonstrates very good participation in many of the larger Institute, Division, and department programs. Examples are:

- FASET Orientation
- Convocation
- Family Weekend
- When the Whistle Blows
- Commencement
- Midnight Breakfast
- Strategic Planning Sessions
- Student Leadership Conferences
- Diversity Symposium
- Student Honors Luncheon
- Faculty/Staff Honors Luncheon
- Greek Week
- Diversity Week
- Disabilities Week
- Homecoming
- SGA Events
- Housing Staff Training
- Up With the White and Gold
- GT 1000 Classes
- New Faculty Orientation
- GTANN Presentations
- OOD Classes
- Savannah New Student Orientation

Actions Taken

We will continue to track our involvement over the next academic year. We will make sure that individual staff is being acknowledged for their involvement on campus.

ADAPTS – Disability Services Programs

The ADAPTS Office provides students with information and support regarding students with disabilities. Assistance is also available for meeting the requirements of ADA and Section 504 of the Rehabilitation Act of 1973. The ADAPTS Office assists students self-identifying as having a disability. Staff members in the ADAPTS Office serve as full-time advocates for students with disabilities. Their role is to ensure that all students have physical and programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community. The purpose of ADAPTS is to improve the educational development of students with disabilities and to enhance the understanding and support within the institute through equitable access, accommodations, and the provision of programs and services.

Goal 1

Operational Goal

ADAPTS staff will increase the efficiency of the ADAPTS intake process.

Outcome

Students will report being able to utilize ADAPTS services in an efficient and effective manner.

Evaluation Strategy

In an effort to streamline the intake process of students of disabilities in obtaining services, the ADAPTS-Disability Services Program will conduct a survey of students' application process for services at Georgia Tech.

Students will be also invited to participate in interviews that discuss their overall satisfaction with the intake process and how it prepared them for the process of receiving accommodations at Georgia Tech.

Method of disseminating and using information for improvement

Results will be integrated in to current intake process and results will be added to the website and shared with key individuals.

Summary of Results

Approximately, two weeks after the start of classes in the fall 2009 semester, each new first-time student was split into two groups. The Director met with one group of students individually and the Disability Services Coordinator met with the second group of students individually.

During the initial intake process each student was walked through the process of obtaining accommodations that included: note taking sign up, signatures of professors, testing center procedures, etc. Also, each student is reminded of the procedures through attachments to their faculty accommodation forms and verbal reminders when they pick up their packets.

Each first-time student has a meeting with our office at least two times before the beginning of the academic year; once during FASET and in an intake meeting.

We conducted follow up meetings by contacting 36 first-time students approximately 2 weeks after the start of fall 2009 courses. Although the majority of the students reported either meeting with their professor or obtaining the necessary signatures, they still had basic questions regarding, note taking and testing accommodations. Students lacked the communication skills to discuss their accommodations in detail. This was evenly distributed problem among males and females. Three students had issues with the use of the personal response system (PRS). Other students reported no problems or did not meet as requested. The gender distribution of first-time students: 65% male and 35% female. 30% of the students are diagnosed with ADHD, 13% with specific learning disabilities, 16% with chronic-health conditions and other (includes muscular dystrophy, cystic fibrosis, traumatic brain injury, etc.) disabilities make up the remaining 41%.

Next fall we will use the survey in order to receive more anonymous answers.

Also, during the intake process student responsibility and expectations forms are reviewed but the student does not retain a copy and tend to forget the information.

Actions Taken

- *Added an accommodation specific to the use of the PRS.*
- *Also, we will begin to give students a copy of the student responsibility and expectation forms that they signed on their application.*
- *Changed the location of the student guide to services on our website to be more prominent.*

Goal 2

Educational Goal

Increase career-related knowledge among students with disabilities.

Outcome

Students and career services staff will report being more familiar with how to make the choice of when to self-identify when applying for employment and career services. ADAPTS personnel will report an increase in their ability to serve students with disabilities.

Evaluation Strategy

In order to enhance the career development of students with disabilities, the ADAPTS-Disability Services Program will conduct an educational seminar and survey for students applying for full-time and internship opportunities.

A follow up survey of seminar attendees will be conducted to gauge the helpfulness/usefulness of the information provided.

Method of disseminating and using information for improvement

Feedback will be incorporated in the FAQ section of the ADAPTS website. Data also will be reviewed to determine if changes need to be made before repeating.

Summary of Results

Unable to secure a speaker on this topic. Will repeat this goal.

Actions Taken

- *Participated in the Workforce Development Program with the U. S. Department of Labor. Prior to this event we attempted to hold a workshop to address career development but were unable to secure a speaker with experience with this subject matter.*
- *Met with Director of Career Services about including information specifically for students with disabilities on website.*
- *Career Services staff members participated in a webinar on preparing student with disabilities in the workforce. The director of disability services attended this workshop and joined the discussion afterwards.*
- *This goal will be repeated in the fall 2010 semester and plan career development workshop in order to assess the effectiveness.*
- *We will participate in Workforce Development Program once again in the fall and conduct our own workshop if we are still unable to secure a presenter.*

Diversity Programs

Diversity Programs provides an institutionalized approach for meeting the co-curricular needs of students by coordinating and planning educational opportunities that enhance interaction and learning across groups. Through intentional programs like Religious Awareness Week and Disability and Diversity Week, staff in the Office assists the campus in understanding, appreciating and celebrating Georgia Tech's rich cultural diversity. Diversity Programs is responsible for fostering a vision of diversity appreciation which is actualized through intentional educational programming in support of the Institute's Strategic Plan.

Goal 1

Operational Goal

Diversity Programs will increase communication and collaboration among diverse groups on campus and among other state institutions.

Outcome

Campus departments, student organizations, and state diversity officers will report efficient, effective communications in the sharing of information and resources pertaining to diversity initiatives.

Evaluation Strategy

- A. Track and assess the usage and perceived usefulness of the Diversity Toolbox created by state diversity officers.
- B. Increase collaboration with campus departments and student organizations.

Method of disseminating and using information for improvement

A., B. Results were shared with state diversity officers and those departments/organizations that collaborated with the Office.

Summary of Results

- A. The Office of Diversity Programs hosted the Georgia Diversity Consortium on May 15, 2009. The theme of the meeting was collaboration. Georgia State University presented on their Tunnel of Oppression, Emory University presented on FUSION! and the Georgia Institute of Technology presented on the play "Plantanos and Collard Greens." Emory University and Spelman College were special guest of Georgia Tech. The Consortium agreed that more time and effort needed to be spent on collaboration to consolidate time and resources.
- B. There was a deliberate attempt to increase collaboration on campus with student organizations and campus departments. The Office collaborated with 8 new departments/organizations.

Actions Taken

A. The Consortium created an on-line tool box, gadiversity.pbworks.com, so that resources can be shared. The following links are part of the tool box: Upcoming Events, Burning Issues, Career Networking and Mentoring, Assessment Tools, Diversity Speakers, Performances, Vendors, Catering, Ethnic Foods, T-Shirts, Fundraising Ideas, and Professional Development (Workshops, Conferences, and Grant Writing). To date 20 members are part of the site. All consortium

members reported the tool box was an excellent resource. To save money, Georgia Tech will host Agnes Scott's Marisela Martinez as a Diversity Week 2010 speaker. She will present, "Dangerous Distortions: A Comparison of the ways African Americans, Latinos and Asians are misrepresented in the media." In addition, Associate Dean/Director, Stephanie Ray shared her speaking expertise with the group.

B. Diversity Programs collaborated with the following departments/organizations: Stamps Health Center, Roosevelt Institute, International Education, OMED, Human Resources, Women's Awareness Month, Sigma Beta Rho Fraternity, National Pan-Hellenic Council, Student Government Association, Diversity Forum, Hillel/Jewish Student Union, Muslim Student Association, African American Student Association, Black Graduate Student Association, Caribbean Student Association, Housing, School of Biology, Success Programs – GT 1000, History, Technology and Society, College Republicans, Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Homecoming Committee, Women's Leadership Conference, Pride Alliance and India Club.

Goal 2

Operational Goal:

Diversity Programs will improve the offering of programs and services for underrepresented students and student groups.

Outcome

Underrepresented students and student groups will report perceiving Diversity Programs and services to be relevant to their needs.

Evaluation Strategy

- A. Diversity Programs staff met with Pride Alliance officers and the Safe Space Committee to enhance Safe Space II Training.
- B. Staff met with students who requested domestic partner services for students.
- C. Staff met with transgendered graduate student to assist her in transitioning from male to female. In addition, staff met with academic advisor, academic department, graduate cluster, Human Resources and the Dean of Students to assist the student in making a smooth transition. An exit interview was conducted with the student.
- D. A benchmark survey was conducted of peer institutions to ascertain whether EEO Statements included gender identity and/or gender expression
- E. Diversity Programs staff took 35 students faculty and staff to see the play, "For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf" July 2009. Several attendees indicated they wish the play could be produced at Georgia Tech.

Method of disseminating and using information for improvement

- A. Program evaluations were shared with the Safe Space Committee and Pride Alliance.
- B. Data was reviewed by Diversity Programs staff and was shared with key offices and departments (Vice President for Student Affairs, Dean of Students, Director - Campus Recreation Center, Director - Buzz Card Services, Director- Stamps Health Services, Director – Housing, Senior Director – Employee Relations, and the Vice President for Campus Services.
- C. Shared feedback with Dean of Students.
- E. Shared evaluation results with cast, production staff, and volunteers.

Summary of Results

A. New learning outcomes were created for Safe Space II. It was decided that workshop participants should learn the following information: the impact of stereotypes on the GLBTQ community, be able to identify the different stages of the coming out process, be able to support someone in the coming out process, be able to identify factual information from misinformation about bisexuality, be acquainted with terms associated with the transgendered, be able to identify the differences between sex, gender, and sexual identity, be able to advocate for those who identify as LGBT, understand the impact of homophobia and heterosexism, be familiar the stages of ally development, and develop skills to support GLBT students or colleagues. In addition, it was decided that more emphasis needed to be placed on Transgendered Awareness in Safe Space II. A training was conducted on November 13, 2009. Participants were given the opportunity to rate their experiences, and reported the following:

- 100% of participants rated the workshop as excellent.
- Participants reported understanding five of the learning outcomes to a great extent (impact of stereotypes, ability to identify stages of coming out, the ability to support someone who is coming out, being able to advocate for one who is LGBT, and supporting someone who identifies as bisexual).
- Workshop participants communicated the following about the inclusion of transgender: "Great to see the transgender and coming out info", and "Great Transgender Coverage."

B. Staff met with four students who requested domestic partner services for students. Two students requested health services, and two students requested campus recreation privileges.

C. The transgendered student had the following to say about support from the Office of Diversity Programs. "The assistance and support given through your office exceeded my expectations. I am ever grateful that you and your office staff have gone above and beyond the routine of "ordinary" student issues to be helpful and understanding."

D. Equal Employment Opportunity statements from Georgia Tech's peer institutions, including the University of Georgia, were reviewed to determine whether "gender identity" or "gender expression" was mentioned. It was determined that nine out of the twenty institutions (45%) made mention of "gender identity" or "gender expression" in their EEO statements. These universities are highlighted in the attached summary. How the institutions specifically utilized the terms are outlined below:

Gender Identity and/or Gender Expression

- Northwestern University
- University of Michigan
- University of Minnesota
- Cornell University

Gender Identity

- Stanford University
- University of California - Berkeley
- University of California – Los Angeles
- University of Illinois – Urbana Champaign
- California Institute of Technology

E. Over 800 individuals attended the play. Attendees were given the opportunity to evaluate the performance. The results were as follows:

- 96% of the participants rated the performance as excellent or good.

- 44% of the participants were unaware of Shange’s work.
- 83% of the participants indicated they learned something new.
- 100% of the participants indicated they would like to see more plays at GT.

When participants were asked how the play impacted them or the GT Campus, they gave the following responses:

- “Love it...brought my girls.”
- “Absolutely, it was very validating for all women. I think it fit very well into Women’s Awareness Month.”
- “Great.”
- “Increased Awareness, empathy increased and respect.”
- “Significant for exposure of other culture life.”
- “Highlighted struggles African American Women face in life.”
- “It has opened my eyes to the plight of women’s problems other than my own.”
- “Yes, I think the impact was great.”
- “Thought provoking, Inspiring to others to treat women better.”
- “Know thyself and the love I have within the time he gives.”
- “It has impacted me. I hope it has created some awareness of African American women’s experience.”
- “The beauties of color.”
- “It has very good artistic expression of the black female experience.”
- “Helped you to refocus on who you are and redirect your priorities.”

Actions Taken

A. Due to the fact that many Safe Space Committee members departed the university, three new members were added.

B. Domestic Partner Services for Students are being reviewed by the Georgia Tech administration, and according to Dr. Schafer, are near the final stages of approval.

C. Staff continued to receive additional training to meet the needs of Transgendered students. Staff attended training conducted by the American College Personnel Association Prism Initiative and the Atlanta Diversity Manager’s Affinity Group Training, “Transgender in the Workplace.”

D. Gender Identity has been added to the proposed EEO Statement. The Senior Director of Employee would like additional information related to gender expression.

E. Since students have reacted positively to Diversity Through the Arts, the program will be continued.

Goal 3

Learning Goal

Diversity Programs will increase multicultural competency among students, faculty and staff.

Outcome

Georgia Tech students, faculty and staff who attend diversity related programs and trainings will report an increase in their level of multicultural competence.

Evaluation Strategy

A. Workshop Evaluations.

Method of disseminating and using information for improvement

Results were shared with Diversity Programs stakeholders for the purposes of improving the curriculum and training experience.

Summary of Results

A1. Diversity Programs presented a day-long training, "Multicultural Competence in Student Services," on March 23, 2009. Twenty-seven individuals attended the training. The training yielded the following results:

91.7 % of participants rated the training as excellent or good.

83.3% reported being more aware of how their actions have differing impacts on different employees as a result of attending the training.

66.7% of participants indicated they were more aware of Georgia Tech's diversity as a result of attending the training.

83.3% of participants indicated they were more aware of how culture impacts behavior as a result of attending the training.

91.7% of participants reported understanding the value of multicultural competency being included in organizational goals as a result of attending the training.

66.6% reported they were more aware of what components should be included in a Diversity Strategic Plan as a result of the training.

83.4% of participants reported they understood how to include multicultural competence as a part of their performance evaluation as a result of the training.

90% of the participants indicated they understood the importance of culturally competent leadership as a result of the training.

100% of the participants indicated they were more aware of their comfort level when it comes to working with students and co-workers from different cultures and backgrounds.

91.7% of the participants indicated they were more aware of how inequities can affect those they supervise or co-workers.

A2. Diversity Programs presented, "Uncovering the Scarf: Seeing the World from Her View" during Diversity Week 2009. Approximately 20 individuals attended the workshop. In addition, approximately ten women participated in the experiential learning activity – participants were asked to wear a Muslim head scarf for three days and journal their experiences. Participants reconvened on the third day and shared their experiences. The results were as follows:

Participants rated the workshop a 7.6 on an 8.0 scale.

Participants felt the subject matter was treated a 7.7 on an 8.0 scale.

Participants felt the program enhanced their ability to work in diverse teams a 7.1 on an 8.0 scale.

When asked how they will use what they learned in the classroom, workplace and/or student organization, participants responded as follows:

Be able to better explain.

- "In discussion."
- "Not jump to conclusions about women."
- "Ask first."
- "Be open to others."
- "Respect other's decisions in wearing and not wearing the scarf."

A3. Diversity Program collaborated with Housing to present, "Reality Unveiled II" April 6-8, 2010. Reality Unveiled is a hands-on experiential learning guided tour. Participants were shown rooms related to Human Trafficking, Poverty, Sexism, Racism, Homophobia, Racism, and Alcohol/Drug Abuse. 105 students, faculty, and staff went on the tour. Participants were asked to fill out a survey. The survey results were as follows:

- 99% felt the content of the program met their expectations.
- 99% felt the program was worth their time.

Participants took away the following awareness from opening day:

- "Valuable is a vast word. BUT the information on human trafficking was wonderful."
- "The numbers associated with it all."
- "The strict data provided was delivered in a manner that was clear and easily understood."
- "Facts."
- "Human trafficking is prominent in ATL."
- "Learned about how things like sex trafficking are going on in Atlanta."
- "How much is going on in this world that we don't seize to realize."
- "Men sharing feelings (made me think) [sexism]."
- "How common all these topics are in our everyday life, scary."
- "Really learned a lot about child trafficking in Georgia that I did not know."
- "Human Trafficking overall was very powerful."
- "The entire program."
- "There is plenty of space for improvement in our world."
- "There are many things that could and should be done...sometimes. I tend to forget that."
- "All around us there is oppression, but often times we are unaware."
- "Life is real."
- "All the minor details about issues I was only mildly aware of at first."
- "Despite people are aware of such facts, the magnitude is so different."
- "Sexual trafficking."
- "Definitely didn't know it was such a big problem in Atlanta."
- "Genocide & human trafficking."

Actions Taken

A1. Survey results were shared with the Student Affairs Diversity Committee in preparation of Dr. Amy Reynolds facilitation of the Student Affairs Retreat. In addition, due to the fact, that 25.3% of respondents indicated they were not more familiar with student cultural identity theories, that part of the presentation will be enhanced to include more interaction and application.

A2. Survey results were shared with the Muslim Student Association. Many participants asked that the program be repeated with the opportunity to wear the scarf longer.

A3. The planning committee would like to make the program more campus-wide next year, but the committee is dependent on available space.

Greek Affairs

The Office of Greek Affairs provides support, advising, and advocacy for the members of the Greek community. The fraternity and sorority community at Tech includes 55 different organizations which are divided into four governing boards: the Collegiate Panhellenic Council, the Interfraternity Council, the Multicultural Greek Council, and the National Pan-Hellenic Council. The staff members in Greek affairs advise the leadership of the individual chapters and the executive boards of the four councils regarding basic operations, leadership development, risk management, hazing, event planning, recruitment, and membership development. The office also serves as a liaison contact between various offices on campus and the organizations. The Office of Greek Affairs collaborates with several offices on campus to ensure each chapter is upholding the policies set forth by the Institute, as well as promoting safe and healthy lifestyles for all members of the Greek community.

Goal 1

Operational Goal

Improve communication with Greek Affairs constituents: students, alumni, inter/national fraternity and sorority headquarters staff and volunteers.

Outcome

Greek Affairs constituents will report high levels of satisfaction with communication with the Office of Greek Affairs.

Evaluation Strategy

The fourth administration of the Greek Affairs Communication Survey (first administered in June 2007 and repeated in May 2008 and June 2009) given to constituents to determine their satisfaction with communication with the office.

Method of disseminating and using information for improvement

A report will be published and disseminated to all Greek Affairs constituents.

Summary of Results

The Greek Affairs Communication Survey was conducted in June 2010. The survey was sent to alumni volunteers, chapter presidents, governing board executive officers, and inter/national headquarters staff members. The data show that 30.2% of respondents say they receive a response from the office staff on the same day (up from 17.4% of respondents in 2009), 35.8% of respondents say they receive a response on the next day (down from 32.2% of respondents in 2009), and 25.7% said they received a response from staff within a week. (This is compared to 34.8% in 2009, 28.2% of respondents in 2008, and 75.5% of respondents in 2007 who said they receive a response from a staff member within a week of contacting the office.) Of note, 8.3% of respondents reported that staff did not respond to their communication, which is down from 12.2% in 2009. Additionally, 98.2% of respondents listed e-mail as their preferred method of communication (compared to 96.6% in 2009).

For the first time, less than a majority of the respondents (45.9%) receive *GreekBuzz*, the online newsletter for Greek Affairs (down from 59.8% in 2009). Of those respondents who receive *GreekBuzz*, only 11.2% forward *GreekBuzz* along to others (compared to 19.1% in 2009).

A majority of the respondents (59.7%) felt the quality of www.greek.gatech.edu was good or better (compared to 52.7% in 2009 and 46% in 2008 who felt the content was average in 2008 and 46% who felt it was good or better in 2007). When asked about how they used the website, respondents reported that the most popular reasons were to access the links to the council websites (55.4% in 2010, down from 60.6% in 2009), to access emergency contact information update form (53.3% in 2010, up from 52.1% in 2009), to access *GreekBuzz* (31.8% in 2010, down from 40.8% in 2009), and to access the roster update form (61.3% in 2010, up from 60.6% in 2009). One of the new features to the website this year, the online grade reports, received 25.6% of the responses.

When asked how satisfied they were with communication from Greek Affairs, 72.5% said they were satisfied (compared to 71.0% in 2009 and 69.2% in 2008) with 17.2% reporting being highly satisfied (compared to 15.9% in 2009 and 15.4% in 2008) and 10.3% being unsatisfied (compared to 10.1% in 2009 and 15.4% in 2008).

Based on the data, the additional work on a more timely response paid off, but the change in staffing lead to fewer editions of *GreekBuzz* being produced, which explains the decrease in those numbers. The statistics related to the website quality demonstrate the increased amount of content on the office website, which was revised during the 2009-2010 academic year.

Actions Taken

GreekBuzz must be produced on a more regular basis and the chapters and governing boards must fall back into the rhythm of submitting content like in the past to generate the newsletter, which used to be a major attraction for constituents to visit the website. Staff expectations for responding to communication should continue so the number of constituents who are satisfied and highly satisfied can continue to increase.

Goal 2

Operational Goal

Improve communication with facility-related constituents.

Outcome

Facility-related constituents will report high levels of satisfaction with communication with the Office of Greek Affairs.

Evaluation Strategy

Greek Affairs will conduct a series of web surveys to facility-based constituents to determine their satisfaction with their communication with the office.

Method of disseminating and using information for improvement

A report will also be published and disseminated to all Greek Affairs constituents.

Summary of Results

The Greek Affairs Facilities Communication Survey was conducted in June 2010. It was sent to on-campus personnel who work in Facilities, Emergency Preparedness, Fire Safety, Capitol Planning and Space Management, and Real Estate.

One-hundred percent of the respondents prefer e-mail as their method of communication (which is the same as the previous three years) and 52.5% of the respondents reported they received a response from a staff member the same day, compared to 50.0% in 2009, 55.6% in 2008, and 33.3% in 2007. Thirty-one percent reported they receive a response the day following their contact (compared to 25.0% in 2009). The majority of respondents (64.8%) reported that they are Very Satisfied with communication with our office (compared to 62.5% in 2009). Twenty-three percents of the respondents reported that they are Satisfied with communication with our office (compared to 25.0% in 2009).

When asked if they received *GreekBuzz*, 59.4% of respondents said they did (down from 62.5% in 2009) and 34.1% of the respondents would be interested in submitting content to be included in future issues (down from 37.5% in 2009). The majority of respondents (67.2%) rated the quality of www.greek.gatech.edu as Very Good with the remaining 32.8% of respondents rating the content as Good. In 2009, 66.7% rated it Very Good and, 33.3% rated it Good.

Based on the data, communication methods are functioning well with campus-based, facility-related constituents but there is room for improvement concerning *GreekBuzz*.

Actions Taken

Similar to the other communication survey, steps will be taken to continue regular communication and follow-through from staff. Regular meetings will continue with Fire Marshall and his staff and Environmental Health and Safety staff. More regular meetings are needed with Capitol Planning and Space Management staff and Real Estate staff. Our office needs to do more outreach to these departments in relation to *GreekBuzz* to make them aware of what is going on in the Greek community in addition to soliciting content from their areas.

Goal 3

Operational Goal

Greek Affairs will increase its knowledge about the Greek community.

Outcome

Through participation in the AFA/EBI Fraternity/Sorority Assessment, Greek Affairs will acquire more information about the Greek community in addition to useful benchmarking information.

Participants will report levels of satisfaction with programs and services and provide valuable statistical data about the composition of our Greek community in addition to information about what they have learned as a result of their membership in a Greek organization.

Evaluation Strategy

Greek Affairs will administer the AFA/EBI Fraternity/Sorority Assessment online to the Greek community to determine their satisfaction with and learning outcomes achieved through their Greek experience.

Method of disseminating and using information for improvement

A report will also be published and disseminated to all Greek Affairs constituents. Chapter presidents and advisors will receive an organization-specific report giving them a description of the data collected from their members who respond.

Summary of Results

The AFA/EBI Fraternity/Sorority Assessment was administered online in Spring 2010. It was sent to all students who are members of the Greek community with an impressive response rate of 62.4%, the highest in our six selected peer institutions (Clemson University, Duke University, University of Central Florida, Vanderbilt University, and Wake Forest University – known as our Select Six in AFA/EBI terminology). Twelve schools in our Carnegie class participated in the survey: Case Western Reserve, Colorado State University, Duke University, Georgia Institute of Technology, Northwestern University, Oregon State University, University of Connecticut, University of Nebraska, University of Pennsylvania, University of South Carolina, University of Wisconsin – Madison, and Vanderbilt University.

The following is a summary of some of the demographic information of note:

Greek organization membership – Fraternity: 59.0%, Sorority: 41.0%

Gender – Male: 57.3%, Female: 42.5%, Other: 0.2%

Race/Ethnicity – Caucasian: 81.5%, Asian/Middle Eastern/Pacific Islander: 9.6%

Sexual orientation – Heterosexual: 98.5%, Gay/Lesbian/Bisexual/Transgender: 1.1%, Unsure/Questioning: 0.4%

Residence – On-campus but not in the chapter residence: 45.5%, In the chapter residence: 37.4%, Off campus: 17.2%

Class standing – Second-year: 26.7%, Third-year: 24.5%, First-year: 21.8%, Fourth-year: 21.2%, Fifth-year: 5.2%, Graduate student: 0.5%

Area of study – Engineering/Technology/Architecture: 65.5%

Average number of hours studied per week – 11-15 hours: 28.5%, 6-10 hours: 23.1%, 16-20 hours: 21.6%

Average number of hours worked per week – 0 hours: 57.3%, 6-10 hours: 10.7%, 11-15 hours: 10.7%

The most striking statistic is the most unexpected: Tech students reported the highest overall satisfaction with the fraternity/sorority experience of our Select 6 and Carnegie Class and Tech ranked 14 out of all 68 institutions who have administered the AFA/EBI survey on this measure. While it would seem logical that Tech students would enjoy their experience a great deal, it was surprising that we fared so well when compared to our peers.

Other highlights for our campus include the following:

- Tech Greeks reported a high satisfaction rate with the sense of belonging they get from being a member of a fraternity or sorority. This means they feel they are spending time with people who include them in their activities, who share common interests with them, who they enjoy spending time with, who will be lifelong friends, and who share the same beliefs and values as they do.
- Tech Greeks reported a high degree of satisfaction with their diverse interactions as a result of being a member of a fraternity or sorority. This means they feel their involvement with their chapter increased their ability to value and respect people who are different from them, interaction with people who are different from them, and their ability to work with diverse populations in terms of ethnicity, culture, and political beliefs.
- Tech Greeks reported a high degree of satisfaction with their self-worth. This means they felt passionate about achieving their chapters goals and tasks and that their actions were consistent with their deeply-held values and beliefs. As a result of their

membership in their chapter, they also felt that had pride in being a member of their chapter, understood their ability to contribute to the success of their chapter, and felt a sense of accomplishment.

Under the recommendations for improvement by AFA/EBI, the students' responses recommended that we increase efforts (e.g. personnel, fiscal, time, focus) in the areas of personal development skills and fraternity and sorority programming. ("Fraternity and sorority programming" refers to programming offered by the individual chapters, not the programming from the governing boards or the Greek community as a whole.). Under personal development skills, the responses indicated that our students need more assistance with time management, their ability to prioritize, their ability to establish an effective study schedule, and written communication skills. Under fraternity and sorority programming, the responses indicated that our students are unsatisfied with the variety of chapter programming, community service programming, educational experience, and alumni activities.

It is also important to note that students who live in the chapter facilities reported lower of satisfaction with their degree of privacy, ability to study in the house, and ability to study in their room. Students also reported high degrees of safety/security in their room, for their possessions in their room, and their being in their house or residence hall, but students reported low degrees of feeling safe or secure to walk on campus at night.

When compared to the *Council for the Advancement of Standards (CAS) Program Criteria*, Tech's results fared well with almost all of the responses placing us with a majority of the responses in the 6-7 range of the scale (7 indicating "Extremely satisfied") except for one criterion under Meaningful Interpersonal Relationships: Engage faculty members outside the classroom.

When compared to the *NASPA/ACPA Leadership Reconsidered*, our results again place us with a majority of the students' responses falling into the 6 or 7 range (with 7 indicating "Extremely Satisfied") except for one criterion under Competence: Managing finances.

When compared to the *NASPA/ACPA Learning Reconsidered*, our results placed us in a good place with a few exceptions that echo some of the information listed above. Our students rated a majority of their satisfaction at a 6 or 7 (7 indicating "Extremely satisfied") on most of the indicators except for the following: Cognitive Congruity: Establishing an effective study schedule; Civic Engagement: Manage finances; Interpersonal/Intrapersonal Competence: Engaging faculty outside the classroom; Practical Competence: Written communication skills; Persistence and Academic Achievement: Establish an effective study schedule.

Based on the data, more work should be done on the chapter level to improve the programmatic offering for members and to improve the quality of life for members who live in the chapter house. More training and development should be done in the areas of personal development (finances, time management, ability to prioritize, written communication skills) and more time should be spent on trying to figure out how to increase student/faculty interaction outside of the classroom.

Actions Taken

Since the results were not made available until the beginning of June and arrived during a time of staff transition, no actions were taken, but plans are underway to meet with each chapter

advisor and president to review their chapter results and to work with the new staff in the office and the student leaders of the governing boards to determine how best to use the information contained in the results to inform our programs, services, and resource allocation as an office and as an entire Greek community.

Office of Student Integrity (OSI)

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

Goal 1

Operational Goal

OSI will decrease the total number of academic cases adjudicated.

Goal 2

Operational Goal

OSI will decrease the total number of non-academic cases adjudicated.

Outcomes

1. The total number of academic cases in 2009-2020 will be reduced by 10% when compared to the 2008-2009 academic year.
2. The total number of non-academic cases in 2009-2020 will be reduced by 10% when compared to the 2008-2009 academic year.

Evaluation Strategies

1. Compare data from academic year 2008-09 and 2009-2010 to see if the total number of cases had changed.
2. Compare data from academic year 2008-09 and 2009-10 to determine in what areas (e.g. violation types, demographics, etc.) overall numbers have changed.

Method of disseminating and using information for improvement

1. Annual report
2. Semester reports
3. OSI staff meetings
4. Dean's meetings
5. Academic integrity newsletter
6. Posting of data on OSI website

Summary of Results

Statistics to date demonstrate that there was an increase in the number of academic cases (356 to 530) and a slight decrease in the number of non-academic cases (372 to 355).

Actions Taken

Information has already been communicated to Dean of Students and Vice President for Student Affairs. Actions to be determined.

Goal 3

Learning Goal

The campus community will demonstrate knowledge of the Student Conduct process and the educational values of honor, integrity, self-responsibility and accountability.

Outcome

1. Administrators and panels who hear cases will demonstrate their knowledge of the educational goals of the Student Conduct process through articulation and adjudication.
2. Accused students will be knowledgeable of the Student Conduct process and be able to demonstrate some knowledge of the impact of their choices related to an incident.

Evaluation Strategy

1. Educational goal questions will be added to reflection papers and other sanctions where appropriate to allow for qualitative review of the educational process.
2. Student conduct administrators will make written notes regarding student's self-reflections on learning during their administrative meetings (in meeting notes) and ask education-oriented questions during investigations.
3. OSI will develop a "pre" and "post" survey about the Student Conduct process for use in administrative meetings.

Method of disseminating and using information for improvement

1. Annual reports – additional of anecdotal data to allow for discussion of student experiences.
2. Semester reports – same as number 1.
3. Academic integrity newsletter
4. OSI staff meeting

Summary of Results

Only anecdotal information about education can be stated. Additional educational goal questions have been added to some reflection papers. Educational questions are being asked in student meetings. No pre- or post- survey yet developed.

Actions Taken

None at this time. Will determine next action after statistical data is reviewed to determine next best course of action.

Goal 4

Operational Goal

OSI will enrich the educational experience by working the Honor Advisory Council (HAC) to develop an alternative academic integrity sanction to meet the needs of students at the ends of semesters, or for those students for whom the Ethics Seminar would not be most appropriate.

Outcome

OSI and HAC will work to jointly create an academic integrity sanction that compliments and supports the educational value of the Ethics Seminar.

Evaluation Strategy How will you measure worth/value of a revised sanction?

Much like other sanctions, this new sanction will have a self-reflective component which will help OSI to evaluate its overall learning outcomes. Questions will be asked of students that will give qualitative data with respect to the learning outcomes.

Method of disseminating and using information for improvement

Information will be disseminated via the OSI website, the newsletter and via HAC itself.

Summary of Results

Alternative academic integrity sanction not yet developed. Worked with HAC to revise current seminar to better meet student needs and outcomes – changed to 1 night format and added information to T-Square for ease for students. Will continue to work with HAC and Academic Integrity Committee to develop alternative academic sanction.

Actions Taken

Revised ethics seminar added to website and T-Square for students. Communications to students are done via T-Square and during/in conjunction with seminars. Discussions ongoing with HAC and Academic Integrity Committee.

Student Involvement

The Office of Student Involvement offers collaborative and intentional activities, which develop leadership skills in students. Student Involvement consists of three important programs within the Office of the Dean of Students: Student Media, Community Service, and Student Organizations working along with various units from within the campus and the community. The Student Media advises four print publications, one internet-based publication, and the student radio station. Community Service advises 16 student-coordinated service projects and programs through the Mobilizing Opportunities for Volunteer Experience (MOVE) Student Organization, and provides a clearinghouse of community initiatives for students, faculty, and staff. Student Organizations provide opportunities for involvement in Sports and Recreation Clubs, Honor and Professional Societies, Service, Performance, Production, Political, Educational, Cultural, Religious and Spiritual organizations.

Student Organizations and Leadership Programs

Goal 1

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

Outcome 1

By attendance at the Success Series workshops participants will report increasing their leadership skills.

Evaluation Strategy

Surveys distributed after workshops

Method of disseminating and using information for improvement

Use results of surveys and student suggestions to improve the topics for the next year's presentations.

Summary of Results

My focus for the 2009-2010 academic year was to increase the number of programs being presented as well as the attendance at each of the Success Series workshops. In the previous year, our average attendance at workshops was six students and this year that number increased to 14 students. In addition to the increase in attendance we also increased the number of presentations from two for the year to seven. Over the course of the academic year, **112 students attended Success Series workshops.**

In the Fall, three workshops were hosted that focused on the topics of goal setting and action planning, cultural leadership styles, and leadership theory. **Eight-four percent of follow up survey respondents reported areas of leadership growth including interpersonal skills, communication skills, goal setting, prioritizing, action planning, and directive skills.**

In the Spring, four workshops were hosted that focused on the topics of dealing with difficult executive board members, incorporating service into student organizations, stress management, and time management. Only the workshop about dealing with difficult executive board members was evaluated. **Eighty percent of follow up survey respondents reported an increase of leadership skills as a result of attending the workshop. Some skills that were noted were patience, confrontation, communication, and active listening.**

Actions Taken

Moving forward into next year my focus will be to maintain the growth of the Success Series and continue to evaluate its effectiveness. In addition to an electronic survey that is sent out after the workshop I will also focus on getting anecdotal feedback from survey participants.

Outcome 2

Participants at the Presidents' Summit will be able to articulate how the Summit contributed to their abilities as a leader.

Evaluation Strategy

Paper evaluation distributed in attendees registration packet

Method of disseminating and using information for improvement

Results will be shared with the board to improve the rest of the years programming and will be shared with the 2010 Summit Chair in order help guide them in their planning

Summary of Results

Ninety-eight student organization leaders attended Presidents Summit. Students had the opportunity to attend seven different sessions that covered topics such as campus funding,

member motivation, leadership styles, publicity, event planning, and running effective meetings. On their evaluations, students noted learning more about many leadership skill areas including creating a positive organization identity, working within a greater organization system (campus funding, space planning, etc.), self-identification of leadership types, running efficient meetings, event planning, and publicity.

Actions Taken

During the review of survey responses last year at the conclusion of the Summit, event planners were able to see which areas of change were successful and those that need to be evaluated again. Surveys showed that student leaders appreciate the opportunity to get as much information in one place as possible, but that the variety of organizations and differences in amounts of leader experience call for a wider range of topics or more “big picture” information. Using the responses from the previous year’s surveys, the President Summit chair for the coming year will continue to reformat and alter the program to meet student needs.

Goal 1

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

Outcome 3

Participants in new organization network will be able to articulate leadership skills gained by participation.

Evaluation Strategy

Surveys distributed after workshops

Method of disseminating and using information for improvement

Use results of surveys and student suggestions to improve the topics for the next years presentations.

Summary of Results

Due to lack of interest from student leaders, the network did not meet beyond its initial meeting.

Actions Taken

Lack of interest in the network is being discussed with some of the initial student leaders who were interested in forming the group. Moving forward, I plan on determining a more structured approach to working with the groups so that leaders know that the time spent at the activities will be well spent. In addition to forming this group, I hope to start collecting data specific to new organization success on campus and determine what causes some organizations to thrive while others dwindle and eventually fall apart.

Outcome 4

Members of the Presidents’ Council Governing Board will be able to articulate two leadership skills developed as a result of their participation on the board.

Evaluation Strategy

Electronic survey sent to the board at the end of their term

Method of disseminating and using information for improvement

Results will be shared with board leadership to improve training and procedure for the 10-11 year.

Summary of Results

100% of members reported that their involvement with PCGB increased their leadership skills to some extent, some of the skills noted included: communication, networking, collaboration, delegation, and confidence.

Actions Taken

By using areas that student report at weaknesses in their leadership skills at the beginning of their term of office, I will focus on areas that students express as needed areas of improvement.

Outcome 5

Participants in the Student Leader Retreat will be able to articulate leadership skills developed or improved upon as a result of their participation in the retreat.

Evaluation Strategy

Evaluations collected at the end of the retreat

Method of disseminating and using information for improvement

Summary report on Student Leader Retreat

Summary of Results

Students described leadership skills that they developed as a result of attending the Student Leader Retreat including: Networking, collaboration, brain-storming, team-building, communication skills, big picture perspective, cultural understanding, overcoming obstacles, and listening skills.

- Networking, collaborating brainstorming, working as a “tribe”
- I feel I am now more comfortable with some of the more intimidating leaders on campus, and will be more likely to voice my opinion because I know it actually matters.
- Communication skills
- I learned that networking and connections are vital. If connections aren’t made, we as a student body would not be a tribe!
- Networking, teamwork, insight from a big picture perspective
- Learned how to better lead and work in a team
- I improved my networking skills
- Understanding, learning/education through debate and discussion, more connections, cohesiveness
- Appreciation for everything other orgs do
- More appreciation for how to make change/get involved in campus issues
- Being able to listen to ideas and find a consensus from the ideas of others

- Overcoming fears and challenges
- Communication, understanding of how my org can better serve campus
- Networking
- The importance of collaboration
- Better understanding of the tribe
- Better listening skills and development of views contradictory to my own
- The ability to call on the resources of all the different campus orgs
- Patience and communication, importance of overall goals for org and campus
- Listening, collaboration, connections, Public relations!
- Understanding, appreciation
- Ability to work on cultural issues

When asked what components of the retreat participants said that they would take back to their campus organizations the most common responses were: New larger campus view perspective, collaborative connections to other organizations, problem solving and solution application.

- I want to expand our organization to bigger scale—establish bigger, better connections and get out freshmen more involved in the big picture topics—also get them to involve non-FLO freshmen
- The problems and potential solutions on campus; opportunities with other organizations; skills toward being tribes
- I am going to take back that their opinions matter and that nothing will change unless they do something about it
- I will take back the common goals and vision that this group developed in hopes of creating a campus vision for the student body
- I hope to spread news about campus and its issues. I hope to encourage positive help from members in my community
- Share the info, might steal some activities 😊
- Talk about how to apply things learned at the next meeting
- We are having a “refocusing” session later this month and collaboration will now be a huge theme
- My organization involves so many aspects of campus, I can easily incorporate these ties, especially the diversity and recruitment, back with me
- Brief exec meeting and showcase problems discuss (and how to address them)
- Open up discussion of at least 1 topic
- Tribal community!
- More collaboration between orgs
- We will be able to better serve other orgs and campus work on burning issues (know who else to work with too)
- Reports, new projects, new focus
- I am going to encourage collaboration mainly by encouraging FAB to support other organizations by going to events
- Stronger ties to the people we already work with, new special initiatives
- The pink slips and notes at the next E-Board meeting
- I will personally lead some initiatives to improve my organizations as a whole
- Tell exec about what I learned and hear, empower officers to have ability to reach out and collaborate too

- Share common campus issues with exec and presidents
- Better explanations

Actions Taken

Student Leader Retreat organizers will use data from previous year's surveys to create plans for future retreats.

Goal 2

Operational Goal

Faculty members, students, staff and alumnae will be aware of different opportunities for involvement in student organizations, community service and service-learning activities.

Outcome 1

Increased participation in organization involvement, leadership and service programs and activities

Evaluation Strategy

Track number of organizations that begin the chartering process

Track number of students involved with programs and activities coordinated out of Student Involvement staff.

Track GT assessment data

Method of disseminating and using information for improvement

Annual reports, meetings with stakeholders, FASET, GT1000 and staff development.

Summary of Results

In Spring 2010, 37 organizations began the chartering process.

From July 2009- March 2010, 39 organizations completed the chartering process

112 students attended Success Series presentations

74 students and advisors attended Officer Orientation

7,343 users logged in to the Jacket Pages online system

Actions Taken

This is an area in which I need to continue to create effective assessment tools that can be used year to year to track growth and expansion. We have begun using some tools that will continue to be beneficial in assessing our impact and reach on the broader campus. I will also focus on creating more opportunities for faculty and staff to connect with our office.

Goal 3

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities.

Outcome 4

Effective, purposeful, and creative, programs, services, and activities.

Evaluation Strategy

Electronic survey distributed to all student organization presidents

Feedback surveys on Jacketpages, new office procedures, etc.

Method of disseminating and using information for improvement

Annual reports and notification to student organization leaders including emails and officer orientation

Summary of Results

Throughout the year, many administrative changes occurred within our office. The most significant change occurred with the change from a full time staff member running the front office to a team of four student assistants that manage the day-to-day processes of the office. With this change, we were able to extend our hours for students. In addition, there were changes made to managing of the chartering process in an effort to try to move organizations through the steps of the process in a more concise manner. In addition, we installed new cabinets were installed in the center that increased the amount of storage cabinets from 10 to 35.

Actions Taken

Utilizing student assistants' knowledge, our office will continue to increase social media presence and online communication tools. In addition, we will continue to improve the transition of information to new student organization officers.

Goal 4

Students will engage in reflection and debriefing strategies that allow them to articulate their understanding of personal values, beliefs, and social responsibilities.

Outcome 1

By participation in LeaderShape, students will be report confidence in their capacity to act according to their values and social responsibilities.

Evaluation Strategy

Pre and post test

Method of disseminating and using information for improvement

Summary reports

Will utilize results to plan the follow up series and in fundraising efforts

LeaderShape, Inc collects and utilizes the data to improve and tweak the curriculum

Summary of Results

We did not have LeaderShape this year due to lack of funding

Actions Taken

n/a

Community Service

Goal 1

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

Outcome 1

Through participating in Jumpstart Corp members will report increased leadership skills.

Evaluation Strategy

Jumpstart Fall and Spring Surveys

Method of disseminating and using information for improvement

1. Project reports
2. Semester reports
3. Annual reports
4. Grant proposals

Summary of Results

Jumpstart Corps members reported increased confidence in leadership abilities from 3.9 to 4.2 (on a 5 point scale, 1 being “not at all confident” and 5 being “very confident”)

Actions taken

Current Jumpstart Corps Members were invited to apply for Team Leader positions for the upcoming school year due to the reported increases in confidence in leadership ability.

During the next evaluation process, I plan to request Jumpstart Corps Members provide feedback on the specific aspects of the program that promote leadership growth the most as to strengthen and expand those practices in the future.

Outcome 2

Through advising, retreats, and meetings, MOVE Committee members will be able to:

- identify goals for their committees
- develop and implement an action plan

Evaluation Strategy

Meetings and self reports

Electronic survey distributed to MOVE Executive members

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

66% of respondents said involvement in MOVE helped increase their capacity as a leader

"I learned how to manage others. It was difficult to not do everything myself, but I learned to put my trust in others. I learned how to work toward a common goal as a team."

"Other orgs do a better job at this. Mainly in terms of the responsibilities - more is asked of most other orgs"

Actions Taken

This year's response rate was 50%, so in the future I would like to distribute earlier to ensure a higher response rate.

During retreats and one-on-one meetings, MOVE leaders established goals for themselves and their committees. The goals were revisited at an end of the year meeting. In the future, I would like to establish a formal reporting process to better capture exactly what each committee accomplishes per semester.

Goal 2

Operational Goal

Faculty members, students, staff and alumnae will be aware of different opportunities for involvement in student organizations, community service and service-learning activities

Outcome 1

Increased participation in service programs and activities

Evaluation Strategy

Track GT assessment and numbers of service programs and participants

Method of disseminating and using information for improvement

Annual reports, meetings with stakeholders, FASET, GT1000 and staff development

Summary of Results

11 students and 2 staff participated in Alternative Spring Break
15 students served as MOVE Executive and Committee members
2150 pints of Blood collected (increased from 1882)
3 professors taught documented service-learning classes, a total of 7 sections
5 staff members volunteered with Jumpstart GT
11 Parents Association members completed 16.5 hours of service in conjunction with Parents Programs and Jumpstart GT
106 one-time volunteers completed 306 hours of service with Jumpstart GT

99% of Jumpstart GT volunteers reported a positive experience and an increased willingness to volunteer in the future.

From ASB evaluation:

100% of respondents said they would be very likely to find other ways to do community service while at Tech.

Actions taken

Next year, would like to offer Alternative Fall and Winter Break in addition to Alternative Spring Break to further increase the opportunities for students to serve.

I would like to list Jumpstart GT volunteer opportunities on the service database to raise awareness of Jumpstart and on-campus volunteer opportunities.

Goal 3

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities

Outcome 1

After meeting with the OCS, student leaders of domestic and international service projects will identify best practices for risk management.

Evaluation Strategy

Risk Management Questionnaire
Meetings

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

Meetings with leaders of service trips included discussion of risk management, and distribution of packet resources, including risk management questionnaire.

Actions Taken

To reach out to more student organizations who will be planning service trips, would like to offer a group "orientation" session that goes over risk management procedures and allows for questions and answers. This would be advertised through the President's Council to reach organization that may not be informing us of travel plans.

Goal 4

Learning Goal

Students will engage in reflection and debriefing strategies that allow them to articulate their understanding of personal values, beliefs, and social responsibilities

Outcome 1

Through trainings and reflection, Jumpstart Corps Members will report an increased knowledge of good citizenship, behaviors and social responsibility.

Evaluation Strategy

Jumpstart Survey

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

Jumpstart Corps Members reported a 9.3% increase (85.5% to 95.8%) in the understanding of good citizenship behaviors and social responsibility due to their Jumpstart experience and training.

100% of Jumpstart Corps Members reported agreement with the belief that they have a set of responsibilities to their community.

Action Taken

While %100 of Jumpstart Corps Members feel responsible for their community, only %75 reported an understanding of the issues that face their community. Next year, I will focus more training the specific challenges and needs of the community surrounding Georgia Tech.

Student Media

Goal 1

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

Outcome 1

Student editors who serve on the Board of Student Publications will be able to identify at least two leadership skills they have gained from their editorial appointment.

Evaluation Strategy

Evaluation form, small group reflections, personal statements during 1-on-1 meetings.

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

According to results from the 2009-2010 Student Leadership Skill Assessment Questionnaire distributed to all publications editors:

75% of respondents answered they felt they had gained and/or developed the skill of MEANINGFUL INTERPERSONAL RELATIONSHIPS (this was a big surprise as the 2008-2009 yielded (0%));

One of the student editors responded: “Being the Editor required me to really understand the members of my team, both on the professional level as well as on a personal level. Once I was able to establish a meaningful interpersonal relationship, I was able to work with them more efficiently.”

25% of respondents answered they felt they had gained and/or developed the skill of REALISTIC SELF-APPRAISAL (same percentage as on the 2008-2009 survey);

An editor commented: “Being the Editor-in-chief, I learned that despite the initial goals, it is important to re-assess the journal’s goals depending upon the progress and adapt myself to the re-assessed goals. This student group taught me to be flexible and adaptable.”

25% of respondents answered they felt they had gained and/or developed the skill of COLLABORATION (this was down from 50% last year);

“Although I did not know this when I started, one of my primary function as assistant editor ended up being to manage the public face of Erato (through advertisement, distribution, and our independent and joint events). This last area, specifically the joint open mic event with the GT Body Image Committee, was really what helped me to develop this skill.”

25% of respondents answered they felt they had gained and/or developed the skill of EFFECTIVE COMMUNICATION (this was the same result as the 2008-2009 survey as well);

“I designed event and submission ads, came up with the name for our joint event, was a primary point of contact and information for Erato (between members and between Erato and the rest of Tech), and played a large role in the artistic design of the journal. Through all of these communicative outlets, I was surprisingly able to influence much of Erato’s direction and public perception throughout the year.”

25% of respondents answered they felt they had gained and/or developed the skill of ENHANCED SELF ESTEEM (a 25% increase from the 2008-2009 survey);

The editor of the North Avenue Review wrote: “When I first too this role I was unsure of my abilities as a leader, especially in writing and editing. I feel much more competent in myself and my skill set now. I feel respected and understand the importance of respecting others.”

Intentionality in terms of the skills developed nor what are we doing to assist in the development was not calculated but could be built into next year’s survey for more data

Actions taken

In order to better assess the impact of involvement in a Student Media organization, the pre-session and post-session survey will continue to be synchronized to ask similar questions so results can be better measured (pre-assessment to take place August/September) and (post-assessment to be administered in the March/April range of the spring semester).

More intentional efforts must be made to collect post-assessment forms from members of Student Media organizations prior to finals and end of semester

Outcome 2

Student members of the Radio Communication Board (RCB) will be able to identify at least two leadership skills they have gained from serving in a leadership position with the RCB and/or WREK Radio.

Evaluation Strategy

Evaluation form, small group reflections, personal statements during 1-on-1 meetings

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

Assessment tool not returned to date

Actions taken

Attempts have been made to collect the survey and contact has been made with the GM to complete the form

Outcome 3

Students who choose to participate in one of the Student Media organizations will be able to identify at least two leadership skills they have gained from being a member of Student Media.

Evaluation Strategy

Evaluation form, small group reflections, personal statements

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

According to results from the 2009-2010 Student Leadership Skill Assessment Questionnaire distributed to publications student staff members:

50% of respondents answered they felt they had gained and/or developed the skill of INTELLECTUAL GROWTH

One student wrote: "My writing was greatly improved. At the beginning of the year I felt that I might not be good enough to write, however, my writing skills developed more than I imagined they would throughout the year and I was able to progress."

50% of respondents answered they felt they had gained and/or developed the skill of COLLABORATION

"Without collaboration, the yearbook probably wouldn't have been possible this year."

50% of respondents answered they felt they had gained and/or developed the skill of EFFECTIVE COMMUNICATION

"I learned to be persistent. You can't sit around and wait for someone to give you an interview, you have to pursue interviewees."

50% of respondents answered they felt they had gained and/or developed the skill of REALISTIC SELF-APPRAISAL;

A staff member for the Blueprint wrote: "I have gained the ability to make deadlines for myself. I have learned to be more responsible, because, while I am depended on like everyone else on staff, no one is standing behind me telling me what to do. This freedom comes with the responsibility of making wise choices and making sure everything stays on track."

Only (4) student publication members returned their assessment form, so statistics are based upon only approximately 5% of students involved with a student publication. Intentionality in terms of the skills developed nor what are we doing to assist in the development was not calculated but could be built into next year's survey for more data.

Actions taken

In order to better assess the impact of involvement in a Student Media organization, the pre-session and post-session survey will continue to be synchronized to ask similar questions so results can be better measured (pre-assessment to take place August/September) and (post-assessment to be administered in the March/April range of the spring semester).

More intentional efforts must be made to collect post-assessment forms from members of Student Media organizations prior to finals and end of semester

Goal 2

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities.

Outcome 1

Student Media Organizations will have structures in place that ensure sustainability.

Evaluation Strategy

Work with the Editors and General Manager to update the constitutions for each of the Student Publications and WREK radio.

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

Constitutions were distributed and reviewed during Student Media Orientation in August 2009 and editors were assigned the responsibility to discuss these documents with their publication's

members throughout the Fall semester and make updates/edits/changes as needed throughout this time. During Spring semester 2010, editors met and discussed these edits with the Director with plans to present them to the Board of Student Publications at the March/April 2010 Pub Board Meeting.

Actions Taken

Due to other more pressing issues facing the Board at the Spring meeting, these documents were tabled until the Fall 2010 meeting but will take top priority at that time.

Women's Resource Center (WRC)

The Women's Resource Center strives to enhance the academic performance and personal development of the women at Georgia Tech by striving to create a more inclusive and supportive campus environment for women, and by promoting understanding among Georgia Tech's diverse community of men and women. In order to achieve these goals, the WRC provides: 1) Information: To act as a resource for women seeking information on women's issues including health issues, academic opportunities, safety concerns, and career options; to provide a library collection that supports the academic interests of women; 2) Support: To provide a comfortable gathering place for women, with diverse needs and interests, at Georgia Tech; to assist student groups developing and implementing programming that fosters a greater sense of understanding and responsiveness to women's issues on campus; 3) Advocacy:

To act as a crisis intervention resource that aids students in locating and utilizing campus and community services; to advocate for changes in campus policies and practices that impact women's educational experiences and opportunities as well as those that affect the campus climate for woman; 4) Training: To provide women with opportunities to build skills that will prepare them for life following graduation, especially through developing leadership; 5) Services: To aid the development of campus services that cater to the diverse needs of women at Georgia Tech; and 6) Community: To foster a sense of community among the diverse groups of women and men at Georgia Tech.

Goal 1

Operational Goal

The Women's Resource Center will improve programs and services of benefit to women students.

Outcome

After participation in WRC programs and services, students will perceive the program or service to be relevant to their academic or personal development. Students will also acknowledge the availability of resources and support on campus. At least 80% will find the program "beneficial" or "very beneficial."

Evaluation Strategy

A brief survey will be conducted after programs and seminars offered by the Women's Resource Center.

Method of disseminating and using information for improvement

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at WRC Advisory Board meetings and included in the annual report.

Summary of results

The Women's Resource Center offered more than 48 events throughout the 2009-2010 academic year. Findings from three programs are highlighted here:

Women's Welcome Event: Since 2001, the Women's Resource Center has offered a welcome event for freshmen with tips for succeeding at Georgia Tech. The event, co-sponsored with Residence Life, attracted 105 to the West campus reception and 132 students to the East campus reception, an overall increase from 80 in 2006. According to the program evaluations which yielded a 20% response rate, students found the program to be relevant to their personal development and academic success and the findings showed improvement in motivating students to ask for help when needed (85% in 2009) and to get to know their faculty (73% "yes" and 21% "somewhat" compared to 53% in 2009, 64% in 2008). Eighty-seven percent of the respondents said they would recommend the event for new women students next year, which was down from (100%) the previous year, but overall the response rate was down while attendance was up.

Graduate Women's Lunches: The WRC again offered graduate women's lunches as a forum for these women to meet and discuss their experiences in academia and research. Programs included a welcome reception, a panel of women who traveled with the Innovate program to Vietnam and Taiwan, a professional on productivity and a Ph.D faculty in Chemistry on tenure-track positions in academia.

Women's Leadership Conference: The annual student-organized Women's Leadership Conference attracted approximately 350 participants on October 23 - 24, 2009. The theme was "unleash your potential impact the world" –Keynote speakers included Alumna Keynote Teresa Smith, Breakfast Speaker Beverly Seay, and Luncheon Speaker Betsy Myers. According to the program evaluation 86% of respondents stated that the conference "met" (39%) or "exceeded" (47%) their expectations and 98% would recommend the conference to others.

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. Participants have high expectations for the conference given its current reputation. These statistics were lower than usual and have been discussed by the 2010 planning committee to improve the conference experience for participants.

Goal 2

Operational Goal

The Women's Resource Center will convey sexual violence-related knowledge to students, faculty, staff, and others and improve advocacy, response programs and services for victims of sexual violence.

Outcome

After participation in WRC programs and services, participants will demonstrate increased knowledge of sexual violence and strategies to assist someone who experiences sexual violence.

Victims who receive services from the WRC will indicate receiving sufficient support and resources to cope with their experience.

Evaluation Strategy

A brief survey will be conducted at the end of programs and seminars offered by the Women's Resource Center. Victims will receive personal follow-up from the WRC to obtain feedback about their experience.

Method of disseminating and using information for improvement:

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at Sexual Violence Task Force meetings and included in annual report.

Summary of results

Trainings were offered from 50-minute presentations to HPS classes, Housing student and professional staff, tutors and Greek organizations to four and eight-hour trainings at the Ally and Advocate level. Shorter presentations included a self-awareness scale for students to complete, for example at an October 2009 GT1000 class, the students' "general awareness of consent" increased from 26.32% to 42.11%. Additionally, during a Spring 2010 Greek Advance Peer Education 50-minute presentation on consent and helping skills the students' 95% of participants would refer a friend to the Women's Resource Center for support services and 100% rated the content as either "excellent" or "good".

Sexual Violence Trainings: During the Spring Ally Training, 95% of participants rated the "usefulness" of the training as "excellent." During the Fall Advocate Training, 67% of the participants rated the training as "good" and 33% as "excellent." Comments from these evaluations demonstrate increased awareness of "strategies to assist someone who experiences sexual violence." During the Spring Safe Sister Training, with response rate of 100%, 59% attendants rated the overall program as "excellent" while 35% rated it as "good" and 100% would encourage a friend to seek help through the Women's Resource Center if needed. Several women commented on the following based on the training and information they received:

- *"I feel more prepared to handle a situation now if one arises". Comment from Safe Sister Training*
- *"I am more able to help a friend in need or to know what to do if I myself get into an incident." Comment from Safe Sister Training*
- *"More confident in dealing w/ sexual violence situations. Continue to be a resource for students. ." Comment from Advocate Training*

Advocate Training yielded a 100% response rate with attendants rating the program as either "good" or "excellent". In addition, overall the content of the program was rated as either "good" or "excellent". 100% of participants would encourage a friend to seek help through the WRC if needed. Comments from the training:

- "Being an advocate can truly help a survivor through the healing process.
- "Witnessing victim experience would be a privilege."
- "That there were a lot of resources on campus for sexual assault victims."

The Women's Resource Center also took the lead in revising the Georgia Tech **Student Policy on Sexual Misconduct and Sexual Harassment**, in collaboration with the Office of Student Integrity. This policy was approved on April 27, 2010 by the Faculty Senate for introduction to campus Fall 2010.

Women's Resource Center again offered its annual **Take Back the Night**, the cornerstone sexual violence awareness program at Georgia Tech. organized by the WRC Women's Awareness Month student committee. The event was held March 11, 2010 at a packed Campanile and attracted more than 850 participants. HPS classes offered extra credit with 325 students signing in from their classes.

During the 2009-2010 academic year, WRC received 25 confidential reporting forms: five reports were during the 2009, twenty were during 2010. Each of these students was assisted with resources and received several follow-up emails and/or phone calls for support. The Women's Resource Center worked with twenty women: one with the judicial process and one woman who consider a shelter, and thirteen throughout their experience with sexual violence, stalking and/or harassment. It appears more women are coming forward to report the violence, as we've had an increase in the number of reported cases and a variety of issues such as intimate partner violence and stalking

Actions Taken

The number of participants voluntarily signing up for Ally, Safe Sister and Advocate Training indicate an interest in continuing staff and peer trainings. The evaluation data, highlighted above, reinforce an increased awareness of both the issue of sexual violence, with an emphasis on consent, as well as how to help a student who has experienced violence. The WRC will continue presentations and trainings to the Georgia Tech community, working in conjunction with the Department of Health Promotion's. The office will also continue individual support and referrals for victims of sexual violence. To further address the students' concerns, the center worked to improve the current Institute policies and practices.

In addition, The Georgia Institute of Technology – in particular the Women's Resource Center and Stamps Health Center with campus and community collaborators— proposed a 36-month initiative (10/10-9/13) through the **Department of Justice Office of Violence Against Women** to enhance a well established coordinated, campus-wide violence awareness and prevention program and to bolster the campus's response, advocacy, and treatment services for college women. The violence prevention component primarily will address college men, but it will also include staff and faculty training, a media campaign, and a general awareness program for all students. Additionally, the project would take a proactive approach to peer and staff advocacy and response, developing a seamless campus protocol for responding to survivors of sexual violence. If fully funded The Georgia Tech VOICE program (VOICE) would receive up to **\$289,281.60** to provide the financial resources needed to expand the program initiatives that were implemented and sustained after receiving seed money from the Office of Violence Against Women in 2002 over the course of 36-months. A decision will be made in October 2010.

Goal 3

Operational Goal

The Women's Resource Center will conduct programs and seminars of interest to specific populations of women (freshmen, graduate women, women of color, international women and lesbian/bisexual women) who may be underserved on campus.

Outcome

After participation in WRC programs and services, participants will report high levels of motivation and encouragement from the Women's Welcome Event and related other programs. After participation in WRC programs and services, at least 75% of participants will indicate a stronger perception of community through the Women's Resource Center. At least 90% would recommend the program to others.

Evaluation Strategy

A brief survey will be conducted at the end of programs and seminars offered by the Women's Resource Center. Informal focus groups will also be held on an annual basis.

Method of disseminating and using information for improvement:

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at WRC Advisory Board meetings and included in annual report.

Summary of results

This year the Women's Resource Center offered specialized programs to freshmen and graduate women. See Goal 1 for results highlights. The WRC also offered several programs such as a fieldtrip to see For Colored Girls, and a fieldtrip to see Ballet Folklorico de Mexico at the Ferst Center for the Arts, and programs to address body image. Not all of these programs were assessed.

Actions Taken

87% of the respondents of the Women's Welcome Event would recommend the event again next year. This message has been consistent almost every year of the program, indicating a strong desire from women for the continuation of the program to build community among new women at Georgia Tech.

According to the program evaluations which yielded a 23% response rate, students found the Ballet Folklorico de Mexico program to be either "excellent" (84.6%) or "good" (15.4%). A few comments illustrate the range of impact on participants:

"I loved it! As a Mexican American, it was so amazing to see my culture and share it with so many others!"

"I absolutely loved it!!!"

"I was so glad I got to see it. It really was entertaining and fun and gave me a greater appreciation for the programming at the Ferst center."

This event increased participants' awareness and appreciation of the cultures represented at a yield rate of 84.7%.

Based on consistently positive results, the Women's Resource Center plans to continue specialized program offerings to graduate women. The WRC will also continue to offer speakers and programs with diversity in mind; verbal and evaluative feedback to these events was positive.

Goal 4

Learning Goal

WRC student leaders and Women's Leadership Conference participants will improve leadership skills through intentional leadership development.

Outcome

After participating in WRC student committees and/or the Women's Leadership Conference, participants will demonstrate an improvement in leadership skills. At least 85% of participants will find the WLC to be beneficial to their leadership development.

Evaluation Strategy

Self-assessment for WRC student leaders.

Informal focus groups.

Women's Leadership Conference evaluation.

Method of disseminating and using information for improvement

WRC staff will review on at least annual basis. Highlights will be shared with program's student committees and advisory boards.

Summary of results

WRC Student Leaders: Year-end celebration dinners for each group (2009 Women's Leadership Conference, 2010 Women's Awareness Month chairs, and WRC student staff) were utilized as informal focus groups. WLC, WAM and WRC student leaders were asked to verbally reflect on their leadership experiences. Students indicated that they learned about their own abilities and how to work on a team as well as improved their organizational skills through their leadership at the Women's Resource Center. Students also indicated a sense of pride and accomplishment for the quality of the student-organized programs they created through their hard work and vision.

Women's Awareness Month: The Women's Resource Center offered the annual Women's Awareness Month in March 2010. The month of programs and events, organized by a student committee advised by the WRC, attracted more than 2,055 participants over the month. At the end of the year, the committee completed a self evaluation. Some comments illustrate the impact of their involvement on their leadership development:

"I learned how to work with a very diverse group of people. I became more aware of women's issues and became proud of who I am."

"I learned a lot about how I lead, how to motivate others, and how great WAM is."

"I gained confidence and communication skills from serving on the WAM committee. Specifically at the programs. I enjoyed learning self defense and about the history of the mental health administration in south GA."

"I learned so much more about the importance of these programs to this campus."

(see evaluation report for more details)

Women's Leadership Conference: The annual student-organized Women's Leadership Conference attracted approximately 350 participants on October 23 - 24, 2009. The theme was "unleash your potential impact the world" –Keynote speakers included Alumna Keynote Teresa Smith, Breakfast Speaker Beverly Seay, and Luncheon Speaker Betsy Myers.

- 92% of the respondents found the conference "very beneficial" (46%) or "beneficial" (47%) to their life/education/career.
- 86% of respondents stated that the conference "met" (39%) or "exceeded" (47%) their expectations.
- 97% would recommend the conference to others.

A few comments illustrate the range of impact on participants:

" Ability and awareness to recognize the difference in personalities and how they affect completing project and momentary relationships."

"The presenter was dynamic and engaging. Topics flowed smoothly and participation of workshop attendees was fun"

"Great energy! Infectious personality! Good workshop, answered a lot of questions."

" My job searching skills were the most developed. I learned more effective ways to do job hunt and ensure I have that #1 job offer by the time I graduate."

(see evaluation report for more details)

These findings are consistent with evaluations of past year's conferences, indicating that the conference is a strong component of women's programming at Georgia Tech, attracting and reaching a wide range of participants who, according to assessment data, do not all consider themselves to have strong leadership abilities.

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. Participants have high expectations for the conference given its current reputation. These statistics were lower than usual and have been discussed by the 2010 planning committee to improve the conference experience for participants. Information regarding the 2009 Women's Leadership Conference has been disseminated to the 2010 student committee who has utilized the findings to begin their planning of next year's conference. WLC 2010 website chair compiled an assessment of the last three conferences to guide the planning for the 2010 WLC conference. WAM co-chairs utilized an online survey for the student planning committee. Due to the high response rate at the conference, WLC evaluations will remain hand-written and collected at the conference.

Ferst Center for the Arts

Goal 1

Students will experience the cultural arts through a variety of arts disciplines at the Ferst Center for the Arts.

Outcome

In 2009-2010, the Ferst Center for the Arts will increase student activity at the center through attendance at cultural arts performances, and through hosting of performances by students at the Ferst Center.

Evaluation Strategy

Student attendance is tracked through the Box Office. Box Office reports are available daily and at end of year for evaluation. Student Organizations who present performances at the Ferst Center are tracked through Fastbook, a facility use software program, and through accounting software. Attendance and facility use records from previous years are also available for evaluation purposes.

Method of disseminating and using information for improvement

Student attendance and usage numbers are reviewed by the director and the staff throughout the year. The results are also discussed with the Student Advisory Board which meets 3 times a year and with the Advisory Board which meets quarterly. Student attendance of Ferst Center season shows is one factor used to determine future arts programming and marketing strategies. The staff also evaluates events held by students in the Ferst Center in order to improve their presenting experience.

Summary of Results

The Ferst Center is used for a variety of purposes throughout the year. The Center coordinates and presents a “season” of cultural arts performances, and works with a variety of Student Organizations who present their own cultural arts performances.

- The number of student organizations who presented their own cultural performances at The Ferst Center numbered 19 in 2009-2010. Presenting performances offers the students a variety of learning experiences: planning, marketing, scheduling and working with volunteers, planning and working with artists, executing contracts, etc. Included in this number was the DramaTech musical production of The Producers that made the transfer from their black box theater to the Ferst stage – a unique experience in producing the same show on a different stage.
- The number of students attending Ferst Center “season” performances was 2387, 15% of our total season audience compared to 2008-2009 season attendance of 2214 , which represented only 13% of our audience.
- Students who participated in the George Tech Inventure competition had the experience of working on the Ferst Center stage in the broadcast recording for Georgia Public Television.

Actions taken

The Ferst Center will continue to evaluate student usage and attendance to aid in programming that will challenge, stretch, appeal to and involve students. In order to increase student audience size, the Ferst Center will develop multi-media season marketing efforts, targeted material to the student population and work closely with the Ferst Center Campus Committee to network communication on campus.

Goal 2

Student employees working as ushers and concessions assistants in the Ferst Center will learn customer service and other business skills.

Outcome

As ushers, students will demonstrate knowledge of basic theatre management such as crowd control, assisting patrons, and emergency procedures. As concessions assistants, students will demonstrate knowledge of inventory control, sales techniques and financial transactions. Students will display professionalism and a great attitude.

Evaluation Strategy

Students receive continuous onsite evaluation by the House Manager and Concessions Manager. Evaluations are conducted primarily by close observation in the work environment.

Method of disseminating and using information for improvement

Student employees receive in-person individual feedback from Managers. Orientation sessions are held at the beginning of each semester for training. Information relevant to all employees on improving customer service or reviewing relevant procedures is discussed during a meeting held prior to the start of each event. Email communication is also used between managers and employees prior to each event.

Summary of Results

Students who learn skills as ushers and in concessions can generally move easily between the two positions. Patrons often comment to upper management on how helpful and courteous the student staff is at the Ferst Center. Students return to work at the Ferst Center throughout their years at Tech resulting in a knowledgeable and effective student staff. Once trained, about 90% work successfully and independently in their job duties.

Actions taken

The House Manager and Concessions Manager, with the direction of the Operations Manager and the Director of the Ferst Center, will continue to observe and refine the usher and concession area role in the audience experience. As programs and lobby structures change, so will the training change to reflect a professional theatrical experience.

Goal 3

Student employees working in the Box Office will learn computer software, customer service, and leadership skills.

Outcome

Students will demonstrate knowledge of the computer software by selling performance tickets and other items on sale in the Box Office, will demonstrate customer service skills by answering

questions pertaining to events at the Ferst Center and assisting patrons in a variety of ways, and will demonstrate growth in leadership skills as they learn to lead other student employees. Students will display professionalism and a great attitude.

Evaluation Strategy

Students receive continuous onsite evaluation by the Box Office manager and Box office supervisors who work closely with them. Evaluations are conducted primarily by observation. During and after the training period, supervisors use a checklist of ticketing and customer service procedures to evaluate the employees' progress.

Method of disseminating and using information for improvement

Student employees receive training from the Box Office manager and supervisors. An informational session is also held each semester with the marketing manager so that student employees will be able to communicate better with customers about upcoming shows. Student employees receive in-person individual feedback from Manager and supervisors. Information relevant to all employees is posted on the ticketing software program used by all employees. Students have the opportunity to advance to a supervisory position and are given feedback on the skills/improvements needed in order to be promoted.

Summary of Results

Georgia Tech students demonstrate they have achieved competency in computer, customer service and leadership skills and are regularly promoted in the Box Office:

- In 2008-2009 a recent GT graduate who worked in the Box Office first as a clerk and then as a supervisor took on assistant manager duties as a result of Ferst Center staff reorganization. She continues to supervise the box office in 2009-2010 and is responsible for hiring and training the current box office student labor. She is an integral part of the staff and attends all department staff meetings and prepares reports daily for the Director. Three student employees were promoted to supervisory positions in 2009-2010, filling positions that were left open by students who graduated.
- After initial training and close supervision, most student employees prove they are able to think independently and can competently make decisions without the assistance of a supervisor.
- Students often demonstrate problem solving skills in a variety of situations as they assist customers.
- Two students from the box office also filled in at the administrative front desk and brought those learned skills to new duties related to artist management.

Actions taken

The Box Office manager will continue formal, written evaluations for all student employees in order to document areas for improvement, their progress and their successes.

The Ferst Center for the Arts provides a brilliant showcase for the presentation of concerts, recitals, lectures, dance, film and theater. The Ferst Center programs outstanding seasons of music, theatre, dance, and opera performances from September to May. The Ferst Center hosts not only the best in performing arts, but visual arts as well. Presenting a broad spectrum of artists, the Richards and Westbrook Galleries feature local artist exhibits that combine fine art

and technology. The Ferst Center for the Arts serves as an example of Georgia Tech's dedication to a holistic educational experience and excellence both on campus and in the community.

Parents Program

The mission of Parents Program is to equip parents with the information and resources they need to support their students, as well as, to provide opportunities for parents to stay connected and involved in their student's educational experience.

Goal 1

Operational Goal

Increase the number of meaningful opportunities for Georgia Tech Parents to get involved on campus.

Outcome

The number of parents who are able to get involved on campus will increase due to increased opportunities.

Evaluation Strategy

The Parents Program will provide evidence of increase in the number of opportunities and parents involved by comparing the appropriate statistics kept during the 2008-2009 and 2009-2010 academic years.

Method of Disseminating and Using Information for Improvement

The Parents Program will share this data with parents to motivate additional parents to get involved on campus. Internally, the data will be used to improve the quality of opportunities offered. Additionally, this data can be utilized to encourage other areas on campus to seek way for parents to volunteer in their areas.

Summary of Results

124 Georgia Tech parents volunteered through 21 different volunteer opportunities, both on and off campus. This is an increase of 25% more volunteers than in the 2008-2009 academic years (99) and an additional 56% more volunteer opportunities (9).

Actions Taken

The Parents Program will publicize this level of participation in the August 2010 edition of *ParentNews* as part of the call to action to recruit additional volunteers for the upcoming academic year and share this information with campus partners who may be able to utilize parent volunteers in their own programs.

Goal 2

Operational Goal

Increase parent to parent communication/interaction both electronically and in person

Outcome

Georgia Tech parents will feel a stronger sense of community amongst each other as well as within the larger GT community. Additionally, parents will be able to offer guidance to other parents as they navigate their way through supporting a Tech student.

Evaluation Strategy

- A. Monitor the effectiveness of electronic methods of parent to parent communication, such as the Parents Forum, Family Weekend Facebook page, etc.
- B. Observe & document the number of parents seeking support to host events for GT parents in their region.

Method of Disseminating and Using Information for Improvement:

The Parents Program will share this data with parents to motivate parents to potentially coordinate additional regional events. Internally, the Parents Program will use this information to determine effectiveness of electronic parent to parent communication and make improvements as necessary.

Summary of Results

After observation, the Parents Forum generally attracts 50 spam postings for every one legitimate parent posting. Despite including various reminders about the Parents Forum in *ParentNews*, traffic never increased substantially on the Parents Forum.

Actions Taken

The Parents Program will be transitioning from the Parents Forum to a new Parents Program Facebook fan page to include scheduled postings from the Parents Program in encourage interaction amongst parents on the page. Use of the Parents Forum will eventually be terminated.

Goal 3

Operational Goal

Through dissemination of *ParentNews*, Georgia Tech Parents Program will improve the degree of relevance of information provided to parents of Georgia Tech undergraduate students.

Outcome

Parents Program will observe an increase in the Click Through Rates (CTR) of *ParentNews* articles.

Evaluation Strategy

The Communications Officer will track open rates and click through rates to monitor usage of *ParentNews* throughout the year.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

The open rates average 30% (vs. the industry for Education and Training at 16%) and the click-through rates (CTR) average 10% vs. the industry CTR of 3.4%. These numbers are slightly lower than reported in 2008-2009 but are still well above the industry average. It is important to note that while percentages may be lower, the actual number of opens and click-throughs is holding steady which suggests that we may be reaching the point of diminishing returns with the growth of our e-mail list. As we have seen in the past, this high percentage of CTR corresponds to the monthly increase in Parents Program website traffic. *ParentNews* campaign reports suggest that articles directing parents with actionable “self-help” information receive higher levels of engagement (i.e. click-throughs) than articles that can be classified as “nice to know.”

Actions Taken

The Communications Officer will continue to track and refine *ParentNews* content to monitor interest levels in specific areas of interest amongst readers as demonstrated by CTR.

Goal 4

Operational Goal

Family Weekend will be a self- supporting event that is well attended and is a positive experience for those who attend.

Outcome

- A. Family Weekend does not create debt.
- B. Georgia Tech families in attendance are left feeling more connected to their student’s academic institution and experience.

Evaluation Strategy

- A. The Parents Program will conduct a short electronic survey by e-mail, distributed amongst attendees of Family Weekend, to determine quality and satisfaction with their Family Weekend experience.
- B. The Parents Program, with the assistance of the Director of Finance & Operations for the Division, will strictly monitor income and expenses for Family Weekend.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of programming during future Family Weekends and will disseminate this data to other campus contributors to allow for improvement as well.

Summary of Results

A. Family Weekend survey respondents were asked to rate their overall satisfaction with Family Weekend 2009. Nearly two-thirds (62%) of respondents said that Family Weekend met their expectations and over one-fourth of respondents said that Family Weekend exceeded their expectations. Only eleven percent of respondents said that Family Weekend was below their expectations.

B. Family Weekend 2009 reported record attendance. Family Weekend, in turn, did not create debt but instead generated an additional \$21,078.03 in revenue which will serve as a financial cushion for Family Weekend 2010.

Actions Taken

Continue due diligence in regards to both budgeting for Family Weekend and for coordinating strong programming for Family Weekend, complete with high levels of customer service.

Goal 5:

Operational Goal

Improve the diversity and participation level amongst Parents Advisory Board members

Outcome

- A. A variety of experiences and perspectives amongst board members will provide Georgia Tech leadership with a more representative voice of the parent population.
- B. Parents Advisory Board members will be more engaged and be empowered to “do” more outside of board meetings to advance the mission of the Georgia Institute of Technology.

Evaluation Strategy

- A. The Parents Program will be intentional when extending invitations to join the Parents Advisory Board.
- B. The Parents Program will administer a satisfaction survey measuring the quality of board meetings to board members after the fall meeting.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve recruitment of board members and will utilize the data from the satisfaction survey to continue to improve the board member experience as the board expands.

Summary of Results

- A. The Parents Program and Director of Development for Student Affairs requested nominations for board members from various departments on campus to include OMED, Hispanic Initiatives, Undergraduate Admissions, President’s Scholar Program, etc. in order to increase diversity within the board. While ethnic and racial diversity within the board did not increase substantially, geographical diversity was increased.
- B. Through the satisfaction survey administered after the fall board meeting, over half of the respondents reported that the meeting was an adequate length of time, with the appropriate number of presentations, which were the appropriate amount of time and quality. 100% of respondents reported high/very high levels of satisfaction with their fellow board members, the Parents Program staff, their Parents Advisory Board experience, and the usefulness of the board.

Actions Taken

The Parents Program and Director of Development for Student Affairs continue to utilize campus partners to assist in the identification of potential board members and to continue to improve the quality/efficiency of the Parents Advisory Board meetings.

Student Affairs Information Technology

Student Affairs Information Technology (SAIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Affairs. SAIT Staff works in partnership with units to meet the unique needs of a leading research institution. Information Technology in Student Affairs serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Affairs.

Goal 1

Operational Goal

Student Affairs IT will improve server and web site security.

Outcome

A decrease will be observed in the number and frequency of logged probes and attacks.

Evaluation Strategy

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

Method of disseminating and using information for improvement

Information will be disseminated to the technical staff during monthly meetings. When necessary, we will notify the OIT of potential risks.

Summary of Results

As in past evaluation periods, most of the traffic logged is normal network traffic from machines on the same subnet as the servers. The logs did have some traffic that looked as if it had been initiated from the outside, but this traffic was found to be responses to requests from our servers. This traffic consisted of responses to time synchronization requests and software updates.

Actions taken

We have tuned the logs to exclude the normal subnet traffic. This should make it easier to spot abnormal traffic. We continue to fine tune the host-base firewalls to provide the best protection for the servers and still allow them to function as needed.

Goal 2

Operational Goal

Student Affairs IT will improve desktop security by replacing current host-based anti-virus, firewall and anti-spyware software with a centrally managed product (ePO).

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement:

Information will be distributed to the division via monthly e-mails. Milestones will be addresses at monthly staff meetings.

Summary of Results

The new version of the ePO main console has given us quick access to more data that is useful to our operation. With the older version of the software, we had to depend on the end user to tell of is there was a problem with the antivirus software. Perhaps the software did not update or stopped scanning files. The new version of the console identifies machines that are having problems with the antivirus software.

The new reports have given us quick access to a list of users with the most detections and a list of computers with the most detections over the last three months for our Division.

Actions taken

Systems that have failed to update or that are not communicating with the server are repaired and then monitored until their anti-virus software appears to be functioning correctly.

The log entries for system that are routinely identified as being infected are inspected. If a case is spotted where the virus was not removed by the system, we then perform a less restrictive scan in an attempt to clean the machine.

Goal 3

Operational Goal

Student Affairs IT will improve and/or create documentation for current services and processes.

Outcome

- 1) Shorter learning curve will be observed for new employees, resulting in reduced training periods.
- 2) Proficiency will be improved in cross-departmental support.
- 3) Familiarity of current, in-house services and processes will be enhanced.

Evaluation Strategy

Internal and OIT management review of documents.

Method of disseminating and using information for improvement

Some documents will be accessible by users on the web; feed-back will be evaluated on a rolling-basis and we will take action as necessary

Summary of Results:

We have created documentation that, at this point is used solely by our IT staff, including our student workers. The documentation is focused on the servers that are operated by Student Affairs and the services they provide. Additionally, we have documentation about process and procedures used to create and apply system images to new machines.

Actions taken:

We continue to collect and create documentation for our internal operations. Once we feel that we have sufficiently documented our infrastructure, we will move to collecting and creating documentation for our user base.

Goal 4**Operational Goal**

Training members of the IT staff will provide increased support services and products outside their relative areas, and provide IT staff members with training outside their current skill sets.

Outcome:

Better support for the division manifested through quicker turn-around time when internal support staff is unavailable.

Evaluation Strategy:

User feed-back will be obtained via Remedy Action Request System and will be reviewed during monthly Student Affairs IT meetings.

Method of disseminating and using information for improvement:

Built-in reporting tools will allow us to collect and review user-feedback, when it is supplied. This information will be review with the IT staff during monthly meetings.

Summary of Results

Rather than using Remedy, we are using time in our staff meetings to discuss issues that arise in each others' areas. We have found that this to be helpful and have started to have similar updates both before and after a person goes on or returns from vacation or other away-from-the-office situation.

Success Programs – FASET**GT1000****Operational Goal**

Enroll at least 60% of first-year students in GT1000, the Freshman Seminar Course.

Learning Goal

Students will acquire knowledge of university resources, information regarding their majors and possible careers, and strategies for academic success.

Outcome

- Students who take the course will earn higher GPAs and will transition more successfully to Georgia Tech than those who do not complete the course.
- Students will be satisfied with their experience in GT1000, including interaction with faculty/instructors and upperclass peer mentors (team leaders).

Evaluation Strategy

A student survey will be conducted at the beginning and end of each semester for students to report how confident they are in skills related to academic success and college transition and to measure the self-perceived change in confidence in the course learning outcomes.

Institutional data will be reviewed to assess the academic performance of students in the course versus students not in the course.

Method of disseminating and using information for improvement

Student survey data will be disseminated by class to instructors by semester, and reviewed during teacher training annually. Findings will be used to guide enhancements and improvements to the course and curriculum as well as instructor and team leader training programs.

Summary of Results

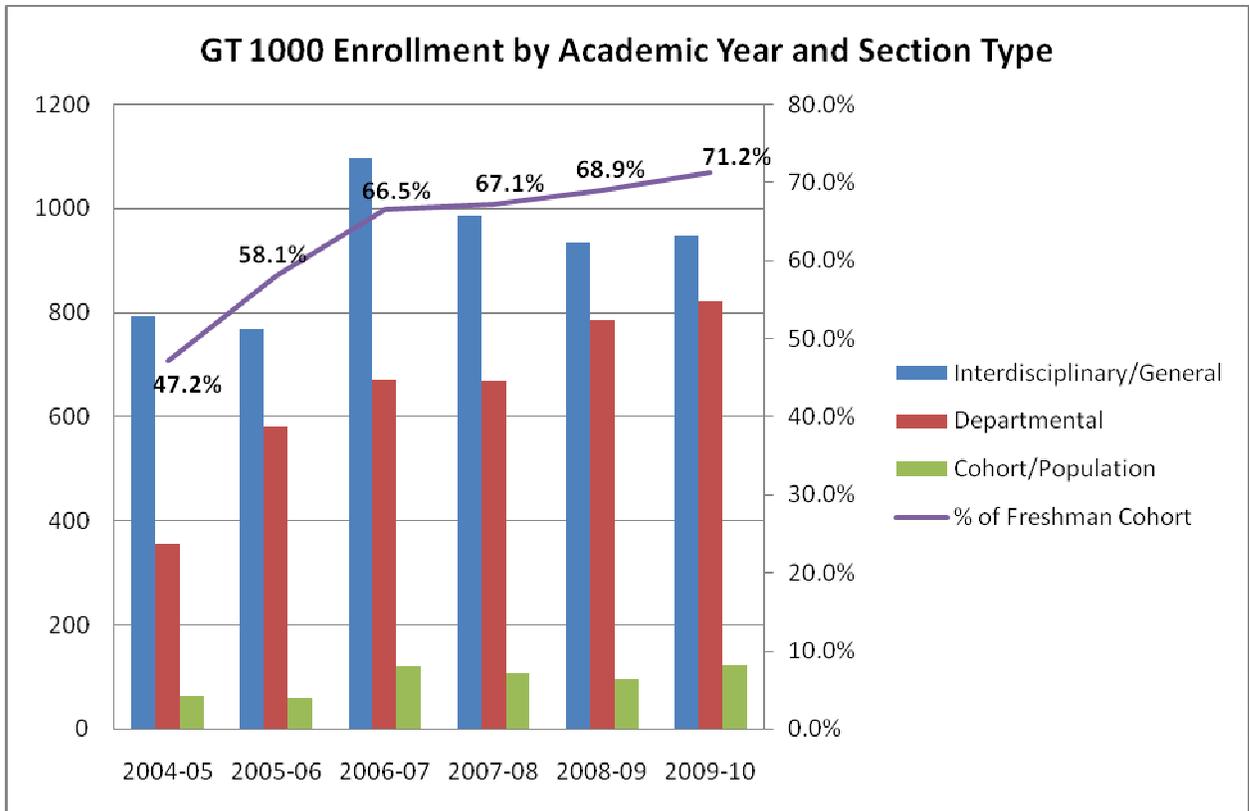
A total of 81 sections of GT1000 were offered in Fall 2009 and Spring 2010 with an overall enrollment of 1889 students, which equates to approximately 71.2% of the freshman class. An additional 63 students participating in the Armstrong Atlantic State University (AASU) GTREP program took the course at the GT-Savannah campus. Finally, the overall DFW rate for GT1000 was 5.7%- with the majority of students receiving an "A" or "B" in the course. Additional enrollment details are as follows (including a graph of historical enrollment trends):

GT1000 Enrollment Data by Semester, Summer 2009– Spring 2010

	Summer 2009	Fall 2009	Spring 2010	TOTAL
Total Number of Sections	Not offered	76	5	81
Interdisciplinary Sections		40	4	44
Discipline Sections		29	1	30
Population Sections		7	0	7
Total Enrollment^a		1844	45	1889
Interdisciplinary Sections		913	32	945
Discipline Sections		808	13	821
Population Sections ^b		123	--	123
DFW %		5.4%	17.8%	5.7%
Number of Instructors ^c		88	8	94
Number of Student Team Leaders	290		290	

Notes:

- a. This represents 71.2% of the entering fall freshmen class (N=2655 in Freshman cohort)
- b. This does not include 63 GT-Savannah students who took the course at Armstrong Atlantic.
- c. The number of instructors is higher than the number of sections because some sections have co-instructors. Also, two instructors co-taught in both fall and spring so are not counted twice.



At the beginning and end of each semester, students are asked to self-assess their learning on each of the learning outcomes for the GT1000 course. Statements were evaluated on a five-point Likert scale (scaled varied by question and is noted with the outcome in the table below). Below are the average responses (based on a 5-point Likert Scale) for the learning outcomes from the 1014 Fall 2009 post-course responses (stratified by All, C/I, and D) and 14 Spring 2010 responses:

Question	Average Response – All (N=1014)	Average Response C/I (N=574)	Average Response D (N=440)	Average Response Spring 10 (N=14)
How aware are you of what an individual does in a job when they graduate with a degree in your major?	3.78	3.68	3.91	4.43
What is your comfort level with your decision to pursue a degree in the major you have chosen?	3.85	3.84	3.86	4.21
What is your comfort level with approaching a professor with a question?	3.92	3.83	4.03	4.14
How confident are you that you could find academic support (such as tutoring) if you need it?	4.11	4.09	4.15	4.29
How confident are you that you could create a resume targeted to a specific leadership/educational opportunity (co-op, internship, leadership position)?	3.98	4.00	3.96	4.21

What is your confidence level with your ability to succeed at Georgia Tech?	3.96	3.97	3.94	4.00
How much experience do you have with writing a journal or other forms of reflective writing?	3.86	3.87	3.84	3.93
To what extent is goal setting currently utilized in your life?	3.70	3.70	3.70	4.15
How familiar are you with campus resources, traditions, and co-curricular activities (such as clubs and organizations)?	3.93	3.96	3.89	4.36
Have you ever helped to create a set of guidelines (expectations, responsibilities, etc.) while working as part of a team or group?	3.76	3.79	3.71	4.07
How involved (outside of classes) are you here at Georgia Tech? (Organizations, sports, peer leader, etc.)	3.55	3.58	3.52	3.79
How essential do you think it is to be involved in extracurricular activities at Georgia Tech?	4.16	4.13	4.19	4.64

Additional questions on the survey asked students to state whether they had knowledge of key academic issues: who their advisor is, how to register for classes, how to make an appointment with an advisor, having a resume, and using a planner. Below are the % yes for the 1014 Fall 2009 post-course responses (stratified by All, C/I, and D) and 14 Spring 2010 responses

Question	% Yes – All * (N=1014)	% Yes – C and I* (N=574)	% Yes - D* (N=440)	% Yes – Spring 10* (N =14)
Do you know who the academic advisor is for your major or College?	91.67%	91.95%	91.29%	100.00%
Do you know how to make an appointment with your academic advisor?	91.06%	90.84%	91.33%	100.00%
Do you know how to register for classes using OSCAR?	97.57%	95.74%	100.00%	100.00%
Do you currently have a resume?	92.90%	93.20%	92.51%	100.00%
Did you use a planner or some form of time management system this semester?	74.01%	75.89%	71.53%	71.43%
Did you complete a group project as part of your GT1000 class?	96.76%	98.75%	94.13%	100.00%
Did you give a presentation (either as a team or as an individual) as part of your GT1000 class?	92.91%	98.22%	85.95%	100.00%
*Percentage calculated based on those who responded to the question.				

Further analysis was conducted to determine how GT1000 affected the responses of students from the pre-course survey to post-course survey. In Fall 2009, 813 students completed both the pre-course survey and the post-course survey. A total of 14 responses from GT-Savannah students were withheld from this analysis to control for location-based differences, making the analysis population N = 799. Significance testing was conducted to determine if a statistically significant shift occurred in the learning outcome responses from the pre-course survey to post-course survey for each student. The Likert scale responses from the Learning Outcomes section were analyzed using nonparametric significance testing (sign test). (NOTE: Due to low sample size in the Spring 10 dataset, significance testing was not conducted.

Question	Survey	% Scale Response (N=799)					
		1	2	3	4	5	blank
How aware are you of what an individual does in a job when they graduate with a degree in your major? ¹	Pre	4.76%	13.77%	47.31%	28.66%	4.76%	0.75%
	Post	2.50%	3.63%	27.66%	43.43%	20.28%	2.50%
What is your comfort level with your decision to pursue a degree in the major you have chosen?	Pre	2.75%	6.26%	29.79%	42.43%	17.77%	1.00%
	Post	3.13%	5.38%	22.28%	39.05%	27.78%	2.38%
What is your comfort level with approaching a professor with a question? ¹	Pre	0.63%	7.88%	35.67%	32.54%	22.53%	0.75%
	Post	0.88%	4.38%	27.03%	35.54%	29.54%	2.63%
How confident are you that you could find academic support (such as tutoring) if you need it? ¹	Pre	1.00%	3.75%	26.28%	35.92%	32.17%	0.88%
	Post	1.25%	4.01%	17.40%	33.79%	40.80%	2.75%
How confident are you that you could create a resume targeted to a specific leadership/educational opportunity (co-op, internship, leadership position)? ¹	Pre	10.14%	20.78%	35.42%	22.28%	10.39%	1.00%
	Post	1.75%	4.63%	20.53%	38.17%	32.79%	2.13%
What is your confidence level with your ability to succeed at Georgia Tech? ¹	Pre	1.25%	2.13%	27.03%	45.56%	23.03%	1.00%
	Post	1.63%	3.25%	22.78%	39.67%	29.79%	2.88%
How much experience do you have with writing a journal or other forms of reflective writing? ¹	Pre	11.14%	22.28%	36.17%	20.28%	9.51%	0.63%
	Post	2.50%	6.51%	23.15%	31.79%	33.04%	3.00%
To what extent is goal setting currently utilized in your life? ¹	Pre	3.75%	10.51%	36.67%	33.29%	15.02%	0.75%
	Post	3.38%	7.38%	29.91%	29.66%	26.78%	2.88%
How familiar are you with campus resources, traditions, and co-curricular activities (such as clubs and organizations)? ¹	Pre	3.00%	12.89%	51.19%	26.53%	5.63%	0.75%
	Post	1.13%	2.88%	22.78%	45.06%	25.91%	2.25%
Have you ever helped to create a set of guidelines (expectations, responsibilities, etc.) while working as part of a team or group? ¹	Pre	4.13%	14.14%	36.42%	34.79%	9.14%	1.38%
	Post	2.50%	7.01%	25.91%	39.17%	22.90%	2.50%
How involved were you in high school (pre survey) /first semester at GT (post survey)? (organizations, clubs, sports, leadership, etc.) ²	Pre	0.75%	2.38%	12.64%	24.28%	59.32%	0.63%
	Post	4.01%	8.76%	33.54%	30.79%	20.03%	2.88%
How essential do you think it is to be involved in extracurricular activities at Georgia Tech? ²	Pre	0.50%	2.50%	16.15%	35.29%	45.06%	0.50%
	Post	2.13%	3.00%	15.52%	30.91%	45.81%	2.63%

Notes:

1-Significance testing and histogram suggests a positive shift in median of responses (pre to post).

2- Significance testing and histograms suggest students are not as involved during the fall semester at GT while taking GT1000 when compared to high school involvement. Expected since they are just arriving on campus and may not be aware of the opportunities available.

Students are asked to rate their experience in GT1000 based on a number of issues. The results below are from the 1014 students who completed the post-course survey for Fall 2009 and 14 students who completed the post-course survey for Spring 2010. Table shows results for all sections, then stratified by section type Cohort/Interdisciplinary (C/I) or Discipline (D). Departmental section responses seem to rate GT1000 as more effective and would be more likely to recommend GT1000 to future freshman than the C/I sections.

Question	Response	All Sections (N=1014)	C/I (N=574)	D (N=440)	Spring 10 (N=14)
How well-planned and organized was your GT1000 class?	Very well-planned and organized	54.04%	52.44%	56.14%	57.14%
	Well-planned and organized	35.60%	36.59%	34.32%	35.71%
	Somewhat well-planned and organized	8.58%	9.23%	7.73%	7.14%
	Not well-planned or organized	0.99%	1.39%	0.45%	0.00%
	Didn't respond	0.79%	0.35%	1.36%	0.00%
How approachable and willing to assist students was (were) your INSTRUCTOR(S)?	Very approachable and always willing to assist students	70.02%	71.25%	68.41%	78.57%
	Approachable and willing to assist students	21.01%	20.21%	22.05%	21.43%
	Somewhat approachable and willing to assist students	6.31%	5.75%	7.05%	0.00%
	Not approachable or willing to assist students	1.38%	1.74%	0.91%	0.00%
	No opinion/I cannot comment	0.39%	0.52%	0.23%	0.00%
	Didn't respond	0.89%	0.52%	1.36%	0.00%
How approachable and willing to assist students were your TEAM LEADERS?	Very approachable and always willing to assist students	54.44%	55.40%	53.18%	42.86%
	Approachable and willing to assist students	26.33%	29.09%	22.73%	21.43%
	Somewhat approachable and willing to assist students	10.95%	10.10%	12.05%	28.57%
	Not approachable or willing to assist students	1.38%	1.74%	0.91%	0.00%
	No opinion/I cannot comment	1.38%	0.70%	2.27%	0.00%
	My class did not have Team Leaders	4.44%	2.26%	7.27%	7.14%
	Didn't respond	1.08%	0.70%	1.59%	0.00%
Considering everything, how effective was GT1000?	Very effective	23.47%	21.60%	25.91%	14.29%
	Effective	39.94%	36.93%	43.86%	57.14%
	Somewhat effective	24.85%	27.35%	21.59%	21.43%
	Not effective	8.78%	11.50%	5.23%	0.00%
	Didn't respond	2.96%	2.61%	3.41%	7.14%
How highly would you recommend GT1000 to future freshman students?	Very highly	27.61%	24.22%	32.05%	7.14%
	Highly	25.15%	23.52%	27.27%	50.00%
	Somewhat highly	29.78%	30.84%	28.41%	28.57%
	Not at all	14.50%	18.64%	9.09%	7.14%
	Didn't respond	2.96%	2.79%	3.18%	7.14%
To what extent was the GT1000 textbook (GT1000: The Freshman Seminar) utilized in your class?	Readings and/or activities from the textbook were used in class discussions, assignments, or activities.	24.16%	35.02%	10.00%	
	Readings and/or activities from the textbook were assigned, but they were not utilized directly in my class.	28.60%	31.88%	24.32%	
	The textbook was not utilized in my class.	45.46%	31.88%	63.18%	
	Didn't respond	1.78%	1.22%	2.50%	
How helpful was	Very helpful	5.62%	8.01%	2.50%	

the GT1000 textbook (GT1000: The Freshman Seminar)?	Somewhat helpful	26.92%	33.10%	18.86%	
	Not helpful	25.25%	29.79%	19.32%	
	Not applicable (didn't use the textbook)	40.34%	27.87%	56.59%	
	Didn't respond	1.87%	1.22%	2.73%	

One of the issues that we continue to see is lack of usage of the GT1000 textbook. This will be addressed by incorporating more of the textbook into the summer instructor workshops.

Finally, data provided by Institutional Research and Planning (IRP) are shown below for the Summer and Fall 2009 cohort (students who matriculated in Summer or Fall 2009 semesters respectively) and the overall cohort (students who matriculated in either Summer 2008 or Fall 2009- inclusive and exclusive of student athletes). In most cases, students who took GT1000 and participated in the Residential Freshman Experience earned higher GPAs than those who did neither.

	Both		GT1000 Only		FE Only		Neither		Total	
	GPA ^a	N	GPA ^a	N	GPA ^a	N	GPA ^a	N	GPA ^a	N
Summer 09 Cohort	2.96	144	2.60	36	2.93	47	2.98	20	2.90	247
Summer 09 Cohort ^b	2.96	140	3.10	8	2.94	46	3.01	16	2.97	210
Fall 09 Cohort	3.14	1379	3.03	331	3.12	533	3.01	165	3.11	2408
Fall 09 Cohort ^b	3.14	1356	3.08	288	3.12	530	2.98	154	3.12	2328
Total 09 Cohort	3.12	1523	2.99	367	3.10	580	2.98	185	3.09	2655
Total 09 Cohort ^b	3.12	1496	3.08	296	3.10	576	2.99	170	3.11	2538

^a GPA is mean cumulative GPA at the end of fall semester. Therefore, students who began in summer semester, this includes both summer and fall GPA. ^b Does not include student athletes.

Actions taken

Survey results were shared with individual instructors. There were no issues with instructor performance this year. Efforts will be made to incorporate the usage of the GT1000 textbook into instructor training.

GT1000- Team Leader Program

Operational Goal

Create measurable learning outcomes for the Team Leader program.

Learning Goal

Use the Team Leader learning outcomes to guide the development of training session and to assess their effectiveness in GT1000 classes.

Outcome

After attending Team Leader training, Team Leaders will feel better prepared, based on the Team Leader Learning Outcomes.

Evaluation Strategy

Team Leaders will complete a survey prior to training, after training, and at the end of the semester.

Method of disseminating and using information for improvement

Data will be used to design more intentional training programs.

Summary of Results

On Sunday, August 23, 2010 the Team Leader Advisory Board (TLAB) held their training for the 2009 Team Leader Team from 10 a.m. – 2 p.m. in the Instructional Center. Of the 290 Team Leaders (TLs) 210 were in attendance and completed the pre-survey with 177 completing the post survey. During the midpoint of the semester a survey was sent to touch base with Team Leaders about their experience with 95 students completing the survey. At the end of the semester 99 students completed the TL program evaluation.

This year's training curriculum was designed around a series of learning outcomes. Team Leaders were asked to rank how prepared they felt for 11 key functions on a scale of 1 to 5 (1=Unprepared, 2=Somewhat Unprepared, 3= Neutral, 4=Somewhat Prepared, 5=Prepared). The results below show consistent growth in comfort level as a result of attending Team Leader training. Areas with lower response rate (i.e. *Outcasts United*, Planning Extracurricular Activities) TLAB is worked to provide supplemental training through Head Team Leader meetings and handouts. At the completion of the semester Team Leaders were asked to answer how prepared they felt regarding these same learning outcomes. In general, results indicated that our training program was effective in preparing Team Leaders for the semester. However, there remains room for growth in the supplemental training program during the semester as responses tended to level off or decrease by the end of the semester.

	Before Training (209)	After Training (177)	End of Semester (99)
Leading Small Groups	4.03	4.49	4.51
Answering Student Questions	4.34	4.69	4.73
Grade or Respond to Journals	3.97	4.38	4.31
Give Ideas for Class Activities	3.89	4.46	4.55
Teaching Topics as Assigned by Instructor	3.93	4.45	4.44
Lead Class Activities	4.00	4.58	4.57
Give Appropriate Advice about GT	4.50	4.73	4.72
Plan Extracurricular Activities	3.76	4.44	3.97
Contact Students	4.26	4.59	4.54
Facilitate discussions around <i>Outcasts United</i>	2.78	3.90	3.65
Answering Questions About Campus	4.41	4.71	4.64

The survey also asked Team Leaders to identify their understanding of their role as a Team Leader on a 1 to 5 scale (1=Unprepared, 2=Somewhat Unprepared, 3= Neutral, 4=Somewhat Prepared, 5=Prepared). Due to an omission on the post-training survey data was not collected to compare to the pre-training evaluation. A mid-semester survey was created and the question was asked again. While the survey method is not statistically significant, it is worth noting the drop. This could be attributed to a variety of factors including realization of actual role of a Team Leader versus the envisioned role.

	Response Average
Pre-Test at Training	4.13
Mid-Term Survey	3.68
End of Semester Survey	3.31

This marked the first comprehensive evaluation of the Team Leader training program. The survey results show that attending Team Leader training does have an impact on the self-identified level of preparedness of the Team Leaders. However, this confidence appears to decrease over the course of the semester. It will be important to evaluate ways to provide on-going training.

Actions taken

Results were shared with the Director of Success Programs and the Team Leader Advisory Board. As a result a two-step training process has been implemented for 2010-2011 (Training 1 in April, Training 2 in August).

The results support the concept of on-going training for Team Leaders.

FASET – Parent/Guest Orientation Program

Operational Goal

Provide an orientation program for parents and guests of new students.

Learning Goal

Parents/Guests will acquire knowledge of parent resources and information regarding student and parent transition issues.

Outcome

As a result of participating in the FASET Orientation program, Parents/Guests will identify as feeling satisfied in the following areas:

1. Eased my concerns about enrolling my student at Georgia Tech
2. Taught me what I needed to know as a parent/family member of a Georgia Tech student
3. Addressed my needs as a parent/family member of a Georgia Tech first-year student

As a result of participating in the FASET program, Parents/Guests will learn what they need to know about the following four areas/roles during FASET Orientation:

1. Their role in helping my student make good choices
2. How to support their student's success in college
3. The role of the academic adviser

4. What I might experience as a parent/family member of a Georgia Tech student

Evaluation Strategy

A parent/guest survey will be conducted at each Fall Freshman FASET Session.

Method of Disseminating and using information for improvement

Parent/Guest survey data will be disseminated to key campus stakeholders via a program and annual report format.

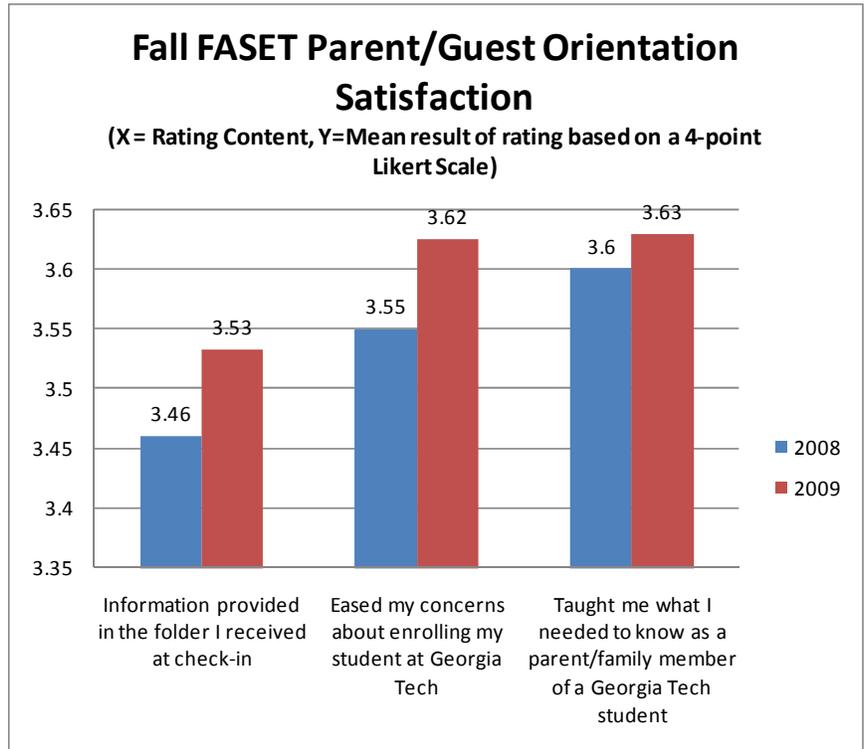
Results will be used to develop the 2010 Parent/Guest Orientation Program

Summary of Results

For all of the Fall Semester Freshman FASET sessions, 954 of 2,364, or 40%, of the Parents/Guests who attended completed the program evaluation. This is an increase from the 29.6% completed in 2008 and 5.7% completed in 2007.

95% of participants were at minimum satisfied with the program, with approximately 64% indicating they were very satisfied. The results of the three learning outcomes are below:

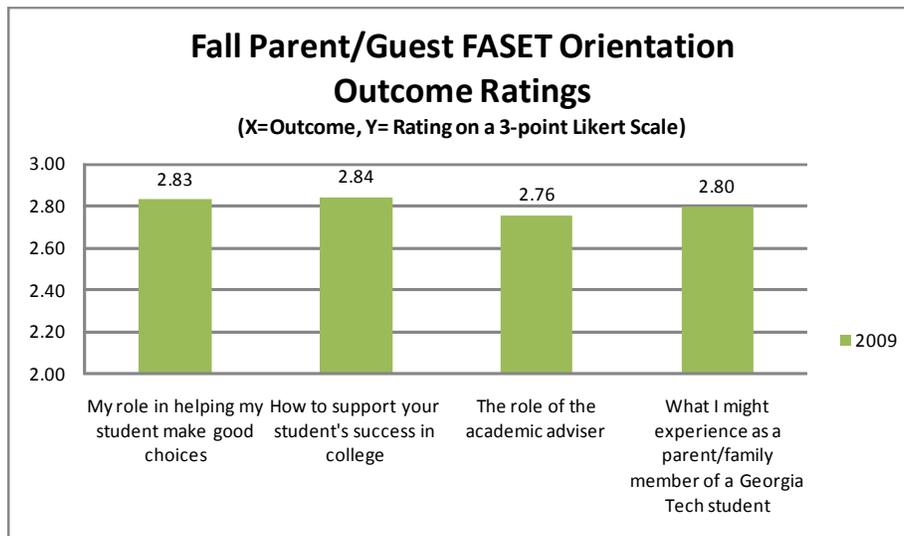
1. Eased my concerns about enrolling my student at Georgia Tech (97.4% satisfied or very satisfied)
2. Taught me what I needed to know as a parent/family member of a Georgia Tech student (98.3% satisfied or very satisfied)
3. Addressed my needs as a parent/family member of a Georgia Tech first-year student (98.6%)



The Parent/Guest Orientation program was specifically designed to help parents/guests to learn critical information to partner with Georgia Tech in supporting their students while at Georgia Tech. Parents/guests were asked to evaluate following four areas on a scale of 1 to 3 (3 =

Learned all that I believe I need to know, 2 = Learned something, but still do not know some things I feel I should, 1 = Did not learn anything). The results are as follows:

1. Their role in helping my student make good choices (84.1% learned all that they believed they needed to know)
2. How to support their student's success in college (84.5% learned all that they believed they needed to know)
3. The role of the academic adviser (77.5% learned all that they believed they needed to know)
4. What I might experience as a parent/family member of a Georgia Tech student (79.8% learned all that they believed they needed to know)



Actions Taken

Survey results were shared with key campus stakeholders and presenters. The results were used to adjust session content with presenters for the next summer. As a result the following changes will be implemented for FASET 2010.

- New Parent/Guest programming hosted by the Parents Program to highlight campus culture and traditions (replacing the Parents Reception which was ranked 31 out of 31 Parent/Guest programs offered in 2009).
- Continue to meet with presenters to enhance the Parent/Guest experience by providing session specific data and results, both quantitative and qualitative.
- Add Parent/Guest evaluations to Transfer FASET to improve the Transfer Parent/Guest experience.

FASET- Freshman Program

Operation Goal

Provide an orientation program for new freshman students.

Learning Goal

Incoming freshmen will acquire knowledge of student resources and information regarding student transition issues.

Outcome

As a result of participating in the FASET Orientation program, Students will identify as feeling satisfied in the following areas:

1. To reduce anxiety you may have about attending Georgia Tech
2. To inform you about campus services, resources, and issues
3. To demonstrate that Georgia Tech cares about its students
4. To connect you with others in the Georgia Tech community

Evaluation Strategy

The student survey will be conducted at each Fall Freshman FASET Session following course registration.

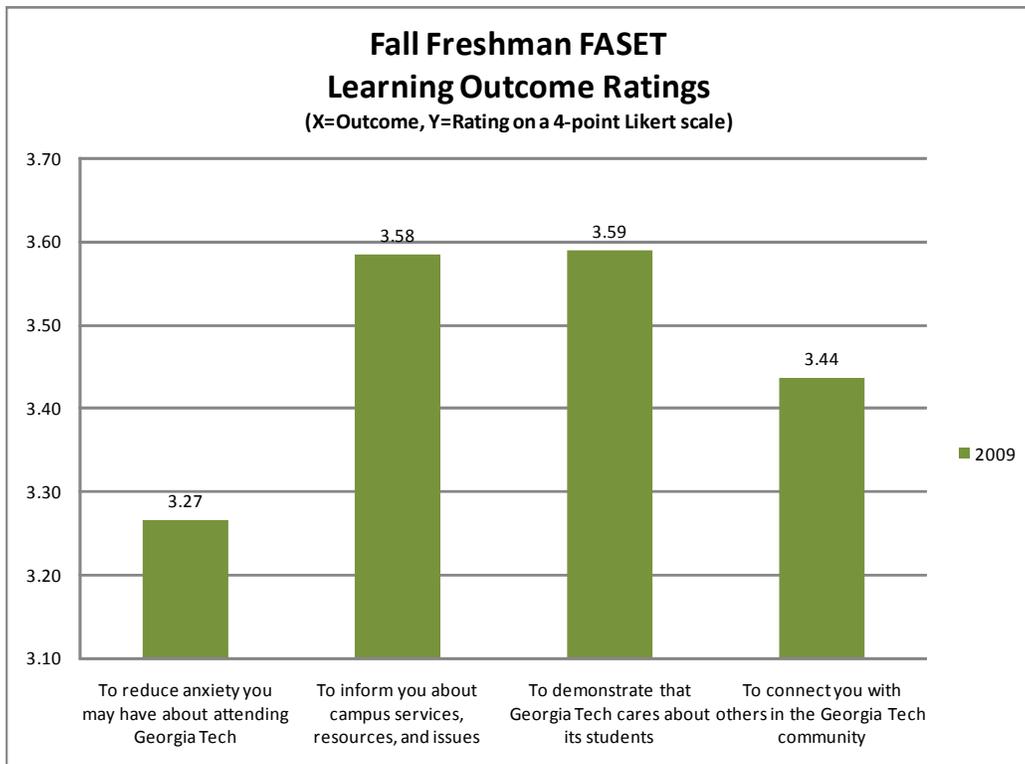
Method of Disseminating and using information for improvement

Student survey data will be disseminated to key campus stakeholders via a program and annual report format.

Results will be used to develop the 2010 Student Orientation Program

Summary of Results

For the five 2009 Fall Freshman sessions, electronic evaluation, created using Survey Monkey, were completed by students attending FASET. Students were asked to complete the online survey in the computer lab after they had finished their course registration. The survey yielded a response of 1,751 participants, which represents 75.9% of the student attendees. This represents an increase of 16.2% from 2008 response rate.



The most effective aspects about orientation are the information given about campus services, resources, and issues and that Georgia Tech cares about its students. The least effective aspect

of orientation is the reduction of anxiety about attending Georgia Tech. The FASET Orientation is 95 percent effective for all incoming students with over 50 percent rating it as very effective.

Actions Taken

Survey results were shared with key campus stakeholders and presenters. The results were used to adjust session content with presenters for the next summer. As a result the following changes will be implemented for FASET 2010.

- Meet with all FASET presenters to discuss session messaging, repetitiveness, participant interaction and session logistics.
- Evaluate Opening Session to improve messaging, length, monotony, energy, etc.
- Find alternate location for the Marketplace Resource and Information Fair.
- Improve Ferst Theater Décor, including the creation of a pre-opening video.

FASET: Transfer Student Program

Operation Goal

Provide an orientation program for new transfer students.

Learning Goal

Incoming transfer students will acquire knowledge of student resources and information regarding student transition issues.

Outcome

As a result of participating in the FASET Orientation program, students will identify as feeling satisfied in the following areas:

1. I understand the opportunities for student involvement at Georgia Tech.
2. The Academics at Tech Presentation provided me with all of the information I needed to know about Georgia Tech academics.
3. I understand the expectations of me as they relate to the Honor Code.
4. I understand the expectations of me as a member of the Georgia Tech community.
5. I understand the computing resources at Georgia Tech.
6. I understand the Academic Support resources at Georgia Tech.
7. I understand the Transfer Credit process.

Evaluation Strategy

The student survey will be emailed out to all registered attendees following the FASET session.

Method of Disseminating and using information

Student survey data will be disseminated to key campus stakeholders via a program and annual report format.

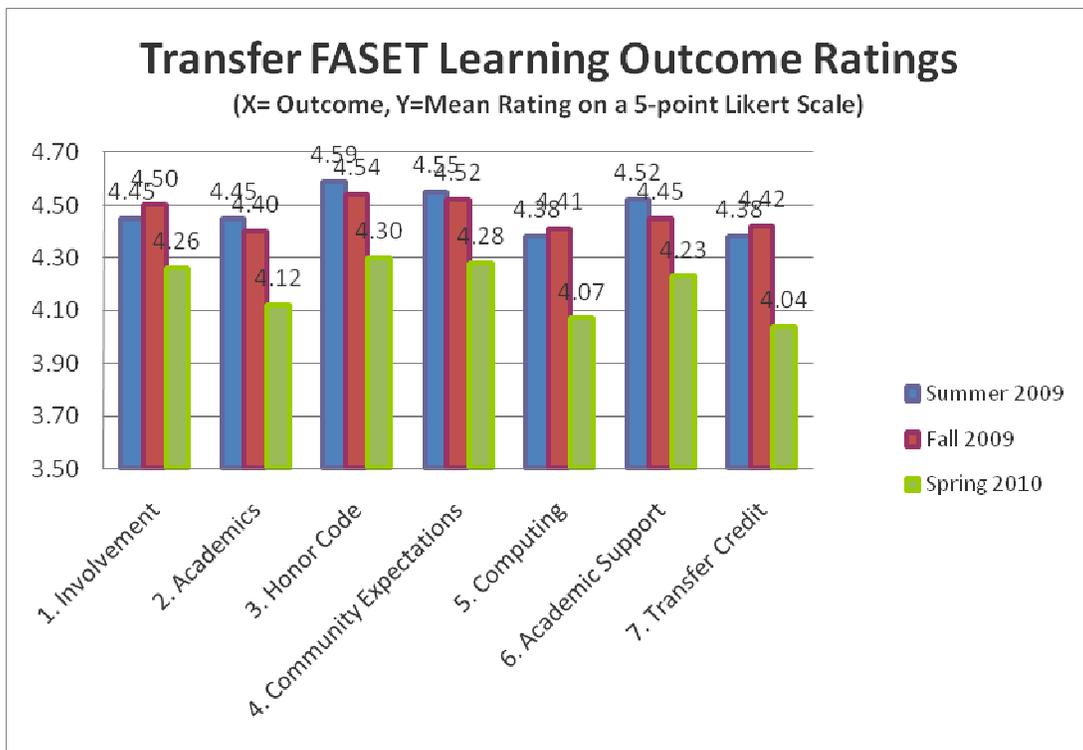
Results will be used to develop the 2010 Transfer Orientation Program

Summary of Results

For the 2009 season, an evaluation was e-mailed out to all students that signed up for the Transfer FASET sessions, with a subsequent reminder e-mail sent out a week later. Response rates have increased from the 2008 FASET season. In the Spring of 2010, parents/guests were included on the email to complete the evaluation; however, this resulted in a low response rate for that category.

- Summer 2009: Of the 55 students who attended Summer Transfer FASET, 29 chose to complete a survey about their experience, yielding a 52.7% response rate.
- Fall 2009: Of the 424 students who attended one of the two Fall Transfer FASETs, 243 chose to complete a survey about their experience, yielding a 57.3% response rate.
- Spring 2010: Of the 216 students attended the Spring Transfer FASET, 49 chose to complete a survey about their experience, yielding a 22.7% response rate.
Parents/Guests were also sent the survey for this semester. Of the 58 Parents/Guests who attended the Spring Transfer FASET, 10 chose to complete a survey about their experiences, yielding a 17.2% response rate.

FASET measures identified Learning Outcomes for Transfer Students. While knowing participant satisfaction is beneficial, connecting satisfaction with learning helps provide a clearer picture of effectiveness of our program. The scale represents the students' perception of the individual presentation effectiveness ranging from 1 (Not Very Effective) to 5 (Very Effective).



1. I understand the opportunities for student involvement at Georgia Tech.
2. The Academics at Tech Presentation provided me with all of the information I needed to know about Georgia Tech academics.
3. I understand the expectations of me as they relate to the Honor Code.
4. I understand the expectations of me as a member of the Georgia Tech community.
5. I understand the computing resources at Georgia Tech.
6. I understand the Academic Support resources at Georgia Tech.
7. I understand the Transfer Credit process.

Action Taken

Over the next year, it is important to continue to evaluate the program to ensure that it supports the Georgia Tech's mission, vision, and goals. This can be achieved through a

comparison of our program content and structure in comparison to the best practices of peer institutions (i.e. rotation sessions, involvement opportunities). In the 2010 season, FASET will add to the sessions:

- A brief presentation on Georgia Tech Traditions in the morning
- Small group interaction with students over lunch
- Improved TAC in a new location – Success Center Basement
- Separate program evaluation for Parents/Guests

Academic Support

Operational Goal

To provide an academic support program which covers common first and second year curriculum that assists students in learning course material.

To assess the quality of 1-to-1 tutoring and PLUS program in meeting student learning needs.

Outcome

Students’ perception of their academic performance in courses for which they receive tutoring or participate in collaborative learning will increase.

Evaluation Strategy

Students will complete a satisfaction survey evaluating their academic support experience after sessions.

Method of disseminating and using information for improvement

Data will be used at the start of each semester in hiring and training practices of tutors. Additionally, tutors will undergo in service training where assessment data will be used to inform policy and procedure.

Utilization of the 1-to-1 Tutoring Program increased during the 2008-2009 academic year. The number of actual appointments held is shown in the table below:

Semester/Academic Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Summer	230	168	137	161 ^a	250
Fall	883	1007	1367	1496	1190 ^c
Spring	559	765	1054	943 ^b	1335
Total	1672	1940	2558	2600	2775

^a There are two weeks of Summer 2008 Tutoring appointment data missing.
^b PLUS was offered in Calculus and Genetics for the first time.
^c PLUS offered in all sections of Calculus I&II as well as Genetics and Evolution.

As the table shows, overall participation has increased by 6.5%, for the 2009-2010 academic year, which is impressive given that PLUS was offered in all sections of Calculus I and II in the Spring '10 semester (the most popular courses for 1-to-1 Tutoring). Peer Led Undergraduate Study and the increased focus on 1000 and 2000 level academic assistance may account to the slight decline in the tutoring numbers for the Fall semester

To assess the performance of tutors as well as the program, students who come for tutoring are asked to complete an on line evaluation immediately following a tutoring session. The following is an overview of average tutor performance and program evaluation:

	Fall 2009 (N = 154 Responses)	Spring 2010 (N = 417 Responses)
<i>Tutor Ratings: 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5- Excellent</i>		
Knowledge of the subject	4.60	4.53
Effectiveness in communicating subject matter	4.64	4.54
Patience in explaining subject matter	4.78	4.76
Promptness and Reliability	4.71	4.70
Approachability	4.79	4.69
Overall effectiveness in enhancing learning	4.64	4.60
<i>Tutoring Program Ratings: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree</i>		
Participating in 1-to-1 Tutoring has improved my overall academic skill in this particular course.	3.52	3.59
I would recommend 1-to-1 Tutoring to a friend/peer.	3.64	3.72
I will utilize this service again if needed.	3.73	3.77
<i>Students' perceived academic improvement due to tutoring (% of Students who indicated they feel their letter grade will improve)</i>		
More than one letter grade	25%	26%
One letter grade	40%	44%
One-half letter grade	33%	26%
No change	7%	6%

Peer Led Undergraduate Study (PLUS)

Peer Led Undergraduate Study (a peer facilitated study program based on the Supplemental Instruction Model) was offered in all sections of calculus I and II in the Spring 2010 semester after successful pilots in the '08-'09 academic year and the fall 2009 semester.

Calculus 1501 & 1502	Fall 2010	Spring 2010
Enrolled Students	665	1456
Average number of visits per Student	5	4.5
Individual Student Participants	292	688
% Class Attending	44%	43%
% 10+ visits	7%	5%
Total Visits	1460	3140
Average Students/Session	11	12

% A,B,C (PLUS) / A,B,C (non-PLUS)	93%/83%	95%/ 84%
% D,F,W (PLUS) / D,F,W (non-PLUS)	7%/17%	5%/16%

Plus participants earned more A, B, and C, grades than non-PLUS peers.

Students who attended PLUS sessions were asked to complete an on line survey to measure their satisfaction with the program and their perceived academic improvement.

	Fall 2009 (N = 128 Responses)	Spring 2010 (N = 228 Responses)
<i>Leader Ratings: 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5- Excellent</i>		
Knowledge of the subject	4.72	4.68
Effectiveness in communicating subject matter	4.81	4.87
Patience in explaining subject matter	4.68	4.62
Promptness and Reliability	4.71	4.46
Approachability	4.58	4.76
Overall effectiveness in enhancing learning	4.69	4.81
<i>PLUS Session Ratings: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree</i>		
Participating in PLUS has improved my overall academic skill in this particular course.	3.88	3.92
I would recommend PLUS to a friend/peer.	3.79	3.86
I will utilize this service again if needed.	3.77	3.95
<i>Students' perceived academic improvement due to attending PLUS (% of Students who indicated they feel their letter grade will improve)</i>		
More than one letter grade	32%	36%
One letter grade	44%	49%
One-half letter grade	23%	18%
No change	11%	7%

Actions taken

Providing students with study skills during academic assistance sessions will become a focal point of the program.

Student study behavioral changes will be assessed for the 2010-2011 academic year.

PLUS offerings will continue to expand for challenging courses such as ISYE 2028 and CS 1371.

Sophomore Programs- Sophomore Summit

Operational Goal

Provide a program that supports Sophomore Student success.

Learning Goals

- Assist students in creating a sense of purpose as it relates to college and life
- Create goals for their next two years (academic and professional)
- Provide opportunities for peer-to-peer networking
- Provide opportunities for student to faculty/staff interaction

Outcomes

As a result of participating in Sophomore Summit 2010 students will be able to;

- create a long-term life goal and identify key commitments and tasks to support this goal through their life wedge diagram.
- create professional goals for their next two years and identify strategies for achieving them.
- create academic goals for their next two years and identify strategies for achieving them.
- create the feeling that Georgia Tech cares about sophomores.

Evaluation Strategy

A pre-survey and post-survey/evaluation will be administered to Sophomore Summit participants.

Method of disseminating and using information for improvement

Results will be shared with the Sophomore Programs Advisory Board, and Sophomore Summit planning committee.

Summary of Results

The program outcomes and sessions were assessed by both the pre-test (27 of 41 attendees responded) and post-test (30 of 37 attendees responded).

Respondents indicated growth in agreement for all of the program outcomes. Participants were asked to respond to questions about each of the goals using a scale of 1 to 4. (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree). Data show that summit was successful in achieving all of its goals. The most impressive gains were in the areas of developing goals and strategies for the next two years (32.78% increase) and creating a sense that Georgia Tech cares about second-year students (24.71% increase).

	Pre-Test (27)	Post-Test (30)	% Change
Sense of purpose as it relates to college	3.07	3.40	10.75%
Sense of purpose as it relates to life	2.74	3.23	17.88%
Academic goals and strategies	2.96	3.37	13.85%
Professional goals and strategies	2.41	3.20	32.78%
Georgia Tech cares about second-year students	2.59	3.23	24.71%

Actions taken

Survey results were shared with the Sophomore Programs Advisory Board and 2010 planning committee.

Based on feedback, Sophomore Programs is exploring the feasibility have hosting Sophomore Summit in the Fall and Spring semesters. With the hiring of the LEAD Director (Dr. Wes Wynens), Sophomore Programs will look to incorporate him in to the curriculum planning process.

The Office of Success Programs' mission is to support the orientation, transition, and academic success of Georgia Tech undergraduates through comprehensive programs and services that promote the holistic development of students within an academically rigorous environment. Students are initially introduced to the office through FASET, the orientation program for first-year students, transfer students, and their parents and guests, R.A.T.S. Week, a welcome week for freshmen, and Freshman Convocation. In addition, they coordinate GT 1000, the Freshman Seminar and a variety of academic support services available to all students, including 1-to-1 Tutoring, PLUS (Peer-Led Undergraduate Study) Groups, and Academic Coaching.

END OF REPORT