**Georgia** Institute of **Tech** nology

Division of Student Affairs

**Final Assessment Report**
**2011-2012**

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**August 1, 2012**

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# Administration

**Goal 1**
**Operational Goal**
The Director of Administration will improve the oversight and management of the Division's Strategic Plan.

**Outcome**
The Director of Administration will demonstrate evidence on the development and continuous progress monitoring the Division's Strategic Plan.

**Evaluation Strategy**

- Meeting documentation
- Evidence of draft and final written documents
- Distribution of publications and other materials associated with the Division's Strategic Plan

**Method of disseminating and using information for improvement**
Initial distribution will be to the VPSA Cabinet, Division of Student Affairs and subsequent distribution as determined by the Vice President of Student Affairs.

**Summary of Results**
The Strategic Plan for the Division of Student Affairs became final on 2/1/12 after being vetted and approved (in this order) by Dr. Schafer - VP for Student Affairs, Chet Warzynski – Executive Director of Organizational Development, President Peterson, Michael Warden - VP for Communications and Marketing and the VPSA Cabinet. A formal email from Dr. Schafer was sent to the Division on 2/6/12 sharing the new strategic plan.

The strategic plan task force with representation from all departments met 17 times throughout 2011 developing the plan, to include a revised Vision, Mission, Core Values, and Goals with Strategies and Tactics. Sub-committees were also established to breakdown the different assignments: Analyze Pre-Retreat Survey Data, Analyze Retreat Data, Situation Environment Analysis (SEA), Writers, and Proofreaders.

**Action Taken**

- The new Strategic Plan is posted on the Division of Student Affairs web site.
- Rachael Pocklington, the Division's Marketing and Communications manager continues to develop collateral marketing material for the Strategic Plan for distribution. Mounted posters arrived for distribution on 6/14/12.

- Reviews of specific sections/documents are currently taking place by the VPSA, with the VPSA Cabinet to follow.
  - The Strategic Plan Goal's strategies and tactics
  - Implementation plan
- Further action to implement the strategies and tactics Division-wide will take place once vetted and approved.

**Goal 2**
**Operational Goal**
The Director of Administration will improve the efficiency of the hiring process and quality of candidates for positions in the Division of Student Affairs.

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

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

**Method of disseminating and using information for improvement**
Initial distribution will be to the VPSA Cabinet, Division of Student Affairs, GT Office of Human Resources and subsequent distribution as determined by the Vice President of Student Affairs.

**Summary of Results**
This remains incomplete at this time due to other priorities placed ahead of this goal (Multicultural Competence Strategic Plan and Program Review Process).

**Action Taken**

- One new employee orientation was conducted on September 16, 2011.
- To date material has been collected from various resources and programs to support the development of a more efficient hiring (and onboarding) process for the Division.

  Documents include:
  - Behavioral Interviewing Guide to support identifying competencies in candidates
  - Competency-based interview questions
  - Examples of competency self-assessment templates for new hires (and current staff as well)
  - Master Series final report – Onboarding: Attracting, engaging and retaining the talent needed for Georgia Tech's journey from Good to Great
  - Hiring Process
  - Structured Interview Training

- How to Hire Staff Employees

This assessment goal will carry over in 2012-2013.

# Campus Recreation Center (CRC)

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

*Aquatics*

## Goal 1
## Operational Goal:
CRC will improve lifeguard operations.

## Outcome
Lifeguard service levels and retention rates will improve.

## Evaluation Strategy
Success will be evaluated during each month's quality assurance review process, monthly internal audit, quarterly Ellis audit, secret shopper program and determined by the retention rates of part-time employees.

## Method of disseminating and using information for improvement
Face-to-face review of the evaluation and review process with the employees by the supervisor including discussions at bi-weekly in-service meetings will provide opportunities for immediate feedback and to reinforce areas of note.  A matrix will also be utilized to indicate staff progress regarding specific job-function training parameters.

## Summary of Results

- Established a multi-level command structure with advancement criteria to identify leadership qualities, more accurately delineate areas of responsibility, and provide a mechanism for upward mobility within the ranks of the part-time workforce.

| Position | Staffing Levels | Comments |
|---|---|---|
| Lifeguard I | 50 | Entry Level Position |
| Lifeguard II | 20 | Head Guard / Basic Leadership Position |
| Instructor | 16 | Qualified to teach lifeguarding courses |
| Shift Supervisor | 12 | Senior Guard in Charge |
| Senior Guard | 2 | 1) Compliance 2) Operations |

- Provided additional training opportunities for lifeguards to expand their knowledge and comfort level with and in emergency situations.  Programs included: crowd manager training, wilderness first aid, advanced wilderness first aid, wilderness first responder, lifeguard instructor training, and disaster preparedness.  Additional first responder modules were incorporated into regularly scheduled monthly in-service training.

- Implemented a communications plan to modernize and professionalize routine and emergency communications.

- Implemented a Quality Assurance Program which included the development and implementation of a monthly leadership in-service program.

- Implemented an internal audit program conducted by Senior Guards and reviewed with the management team that assisted in the review of operational effectiveness.

- Implemented a shift reporting system that will assist with staff training, performance review, and identifying items of note such as maintenance and/or operational issues.

**Actions Taken**
A program review was completed with the new Aquatics Coordinator who will implement several processes to continue progress towards this goal.

**Goal 2**
**Operational Goal**
Improve and enhance event management in a continued commitment to fulfill the Institute's expectations of providing the highest quality of service and satisfaction to students, colleagues, and external constituents.

**Outcome**
The overall quality of the customer experience will improve.

**Evaluation Strategy**
Assessment was measured in the amount of staff time and expense associated with event set-up and break down. Customer satisfaction will be tracked and reviewed through the quality assurance process.

**Method of disseminating and using information for improvement**
Post-event review of the evaluation criteria with the management team will provide opportunities for immediate feedback and to reinforce areas of note. A matrix will also be utilized to indicate progress towards established benchmarks.

**Summary of Results**
This is a work in progress as we continue to shape our team to address the needs of the facility and our clients with regards to our ongoing effort to enhance the operational effectiveness and the quality of the event/experience while minimizing adverse impacts associated with external events.

Significant strides have been made to develop and implement an event tracking and monitoring system to identify trends, customer satisfaction, and facility/campus impacts. To this end the staff has been compiling data from Meet Summary Reports and post event Evaluation Reports to determine user identified needs.

Over the course of the year, the department recorded a 25% reduction in staff time associated with set up and break-down.

**Actions Taken**
A program to streamline event management will be implemented in FY 2012 to specifically target customer service, staffing, and resource utilization. Additionally a study has been undertaken to review traffic flow in the facility and around campus to identify areas for additional improvement.

**Goal 3**
**Operational Goal**
CRC will improve staff training and development through the implementation of a modular interactive training program utilizing innovative technologie.

**Outcome**
The operational effectiveness of the lifeguard service and the interoperability with the rest of the Recreation staff will improve.

**Evaluation Strategy**
An evaluation tool will be built into each training program that will provide real time feedback on content and quality of instruction. Success will also be evaluated during each month's quality assurance review process, monthly internal audit, quarterly Ellis audit, secret shopper program and determined by the retention rates of part-time employees.

**Method of disseminating and using information for improvement**
Face-to-face review of the evaluation and review process with the employees by the supervisor including discussions at bi-weekly in-service meetings will provide opportunities for immediate feedback and to reinforce areas of note. A matrix will also be utilized to indicate staff progress regarding specific job-function training and performance parameters. A series of applications including video playback and interactive simulators will provide immediate feedback regarding knowledge retention, skill development, and remediation.

**Summary of Results**
We began the process to utilize modern technologies to develop an immersive educational experience to provide initial and continuing education in the areas of lifeguard, first aid, event management, customer service, emergency management, and CRC operations. This included the filming of video segments to be used in future training programs and the use of iPad applications to simulate, instruct, and review various CPR, First Aid, and AED protocols.

**Actions Taken**
Specific modules of instruction have been identified, story-boarded and filmed to add to a database of materials for use in future training programs. Where applicable other areas of the CRC have been included to streamline services throughout the different operational areas.

**Goal 4**
**Learning Goal**
The aquatics program will foster an environment for public service and continuing education in an active healthy environment where students will learn a host of lifelong transferable skills.

**Outcome**
Student employees will learn valuable transformational and transferable skills in dealing with a variety of emergency situations that will test their skills and abilities from both a technical and leadership perspective.

**Evaluation Strategy**
Assessments will be evaluated, maintained and reviewed with each student employee throughout their term of employment. Trends will be tracked and monitored for progress towards specific benchmarks utilized for performance evaluations, staff retention, and employee advancement.

**Method of disseminating and using information for improvement**
Post-event review of the evaluation criteria with the management team will provide opportunities for immediate feedback and to reinforce areas of note. A matrix will also be utilized to indicate progress towards established benchmarks.

**Summary of Results**

- The aquatics staff was exposed to a variety of educational opportunities related to emergency medical training beyond entry level requirements. Specific modules included: Oxygen Administration, Blood borne Pathogens, Dry-land Spinal Injury Management, Evaluation and Assessment of Diagnostic Skills, Aquatic Rescues involving Canoes and Kayaks, and Scuba Emergencies and related barotrauma's.

- Through specific in-service topics, the aquatics staff was exposed to a variety of "soft skills" that employers typically look for in addition to a potential employee's education and experience. Topics included discussions on the core competencies of communication, flexibility, teamwork, and positive attitude.

- The aquatics staff has been provided opportunities for daily physical training in pursuit of the development of an active healthy lifestyle. The aquatics staff has been provided opportunities for continuing education in the core competencies of mitigation, preparation, response, and recovery exercises.

**Actions Taken**
The aquatics staff partnered with the Facilities staff to foster continued education in the core competencies of emergency management and with ORGT to improve and enhance first aid and rescue skills in a variety of environments.

**Goal 5**
**Learning Goal**
CRC aquatics will convey knowledge to assist student employees in understanding his or her job performance.

**Outcome**
Student employees will have a better understanding of the evaluation and advancement process and what is required to excel in a competitive work environment. Students will also learn the steps required to improve performance.

**Evaluation Strategy**
Advancement criteria will be established to provide transparency to the advancement process. Evaluation criteria will be established and performance objectives will be reviewed with student employees to aid in the understanding of his or her development.

**Method of disseminating and using information for improvement**
Face-to-face review of the evaluation and review process with the employees by the supervisor will provide opportunities for immediate feedback and to reinforce areas of note. A matrix will also be utilized to indicate staff progress regarding specific job function and performance parameters.

**Summary of Results**

The performance evaluation system was modified to include a point system based on standardized objectives. Advancement criteria was developed and implemented for each position. A process to promote individual growth and development was implemented. The objectives included the following components: Education, Experience, Availability, Certification, Leadership, Swimming Ability, and Watermanship Skills.

**Actions Taken**

Based on information gleaned thus far, the decision was made to develop minimum standards for each position with appropriate incentive and reward opportunities based on achievement towards standards of excellence. Additional criteria will be established for the "Soft-Skills" previously identified

**Goal 6**
**Operational Goal**

CRC aquatics will improve student employee motivation and retention.

**Outcome**

Increased employee retention. By rewarding student employees with preferred motivators, staff will be more motivated to perform more effectively, pursue opportunities for advancement, and continue employment for longer periods of time.

**Evaluation Strategy**

Post survey information, performance evaluations, and staff retention rates will all be utilized to assess this program.

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

Face-to-face review of the evaluation and review process with the employees by the supervisor including general and specific discussions at bi-weekly in-service meetings will provide opportunities for immediate feedback and to reinforce areas of note. A matrix will also be utilized to indicate staff progress regarding specific job-function training parameters.

**Summary of Results**

A survey instrument was developed that will help to determine what motivates student employees and the degree to which they are motivated. It is expected that the data will be utilized to create a system that appropriately recognizes motivating factors and in turn assists with staff retention. Due to the length of the vacancy in the Aquatics Coordinator's position the survey has not yet been implemented but will be implemented in the first quarter of FY 2012.

**Actions Taken**

No action identified at this time beyond distribution of the survey instrument.

**Goal 7**
**Learning Goal**
Educate all aquatics employees on the BOR Ethics Training requirement as part of the routinely scheduled in-service training requirement and be compliant prior to the required deadline.

**Outcome**
All aquatics staff will be compliant prior to the deadline.

**Evaluation Strategy**
Review for compliance.

**Method of disseminating and using information for improvement**
The Ethics materials will be distributed to the staff in a timely manner and opportunities for completion will be provided.

**Summary of Results**
The management team began proactively contacting OHR in February of 2011 in anticipation of the Ethics Training. Unfortunately, the Ethics Training was not available in a timely enough manner that would have provided us the opportunity to achieve compliance as desired. Despite the unforeseen challenges, the requirement was met.

**Actions Taken**
Of the processes that we control relative to this requirement, the management team will work more proactively with OHR to determine and identify employees that have been terminated from the department through graduation or other means and ensure their termination is captured and identified throughout all systems and data bases affiliated with the Institute.

**Goal 8**
**Learning Goal**
Educate student employees with respect to intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center.

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

**Evaluation Strategy**
Student employees will be evaluated at the end of the 2011-2012 school year assessing their skill and understanding of cultural differences as it relates to their position in Aquatics.

**Method of disseminating and using information for improvement**
Information on inclusion and cultural diversity will be incorporated into regularly scheduled training programs and activities.

**Summary of Results**

The management team Included intercultural topics during in-service meetings with emphasis on activities that focus on increased customer interaction.

**Actions Taken**

Moving forward, the management team reached out to Diversity in Aquatics, the non-profit organization which whose goal is to decrease the rate of drowning worldwide by helping to create, promote and support programs in the US and abroad. It also serves as a forum for interaction, communication, and news to help promote diversity within the aquatic community, create access to aquatic facilities and programming, and curve drowning disparities cross cultural lines.

Additionally, a focus group of staff will be formed to discuss cultural diversity in an effort to identify any real or perceived issues facing inclusion among staff within the department.

*Facilities and Operations*

**Goal 1**
**Learning Goal**

Educate student employees in the facilities area to convey knowledge of risk management and the emergency action plan.

**Outcome**

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

1. Staff utilized and demonstrated their critical thinking skills to identify risks, evaluate/assess, and mitigate any emergency situation.
2. Performed regular training exercise on the Emergency Action Plan, Evac-Chair, Accident/Incident Reports and Crime Prevention/Deterrent so that ALL staff are able to aid and assist when called upon in a timely manner.
3. Students understood the communication, teamwork, and leadership involved in emergency management.
4. Through a planned delivery of training and skills, students achieved a high level of competence in the skills necessary to perform or administer CPR, First Aid, and AED

**Evaluation Strategy**

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

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

**Method of disseminating and using information for improvement**
Observations made by these personnel was reviewed during a debrief session immediately following the training exercise. The procedure was addressed and demonstrated in the following in-service meeting to ensure a complete understanding.

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

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

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

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

**Red Shirt Drill Evaluation**
1. Demonstrated Skills
2. Knowledge of the EAP
3. Knowledge of Departmental Policy

**Fall 2010 Averages –** based on a scale of 1 to 5 (5 = highest rating)**:**
      Building Supervisor = 4.3
      Facility Assistants = 4.3

**Fall 2011 Averages –** based on a scale of 1 to 5 (5= highest rating):
      Building Supervisor = 4.45
      Facility Assistants = 4.3

**Annual Difference from 2010 to 2011**
      Building Supervisor = 0.15
      Facility Assistant = 0

## Goal 2
### Learning Goal
Develop student employees' transferable skill set crucial for academic and career success.

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

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

### Method of disseminating and using information for improvement
Feedback was conducted by a face to face review of the evaluation with the student employee by the Building Supervisor, Facility Manages, and Coordinator to improve upon the weak areas and reinforcement of areas of strength. Building Supervisors met with Facilities Management Team to discuss evaluations and assessments and develop initiatives to ensure success of the staff. When reprimanded, facility assistants must provide their signature on the reprimand form to ensure a conversation concerning their violation and how they may avoid any reoccurrences in the future.

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

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

The decline in scores seen from Fall 2011 to Spring 2012 seen in the New Hire Evaluations can be attributed to the number of employees evaluated (8 in the Fall and 21 in the Spring), highlighting the need for implementation of smaller training groups for future hiring. The overall averages of scores, however, have significantly increased from the previous year, indicating improvement in employee evaluation.

**Summary of Results**

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

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

      Reliability             Attitude

      Policy and Procedures     Leadership

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

**Fall 2011 Averages:**

    **Building Supervisors:**

      Reliability = 4.69

      Attitude = 4.6

      Policy/Procedure = 4.67

      Initiative = 4.30

      Other Leadership = 4.45

      Peer Evaluation = 7.90/10.0

    **Facility Assistants:**

      Reliability = 4.63

      Attitude = 4.38

      Policy/Procedure = 4.38

      Initiative = 4.21

**Spring 2012 Averages:**

    **Building Supervisors:**

      Reliability = 4.86

      Attitude = 4.76

      Policy/Procedure = 4.76

      Initiative = 4.58

      Other Leadership = 4.62

**Facility Assistants =**
  Reliability = 4.66
  Attitude = 4.41
  Policy/Procedure = 4.40
  Initiative = 4.24

**Difference from fall to spring:**
  **Building Supervisor:**
  Reliability = +0.17
  Attitude = +0.16
  Policy/Procedure = +0.09
  Initiative = +0.28
  Other Leadership = +0.17

  **Facility Assistant:**
  Reliability = +0.03
  Attitude = +0.03
  Policy/Procedure = +0.02
  Initiative = +0.03

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

**Fall 2011 Averages: (based on data from 8 employees)**
  1. Attentiveness = 4.5
  2. Greeting = 4.88
  3. Comprehension of work area and duties = 17.9*
        *based on a scale of 1 to 20 (20=highest)

**Spring 2012 Averages: (based on data from 21 employees)**
  1. Attentiveness = 4.38
  2. Greeting = 4.38
  3. Comprehension of work area and duties = 20.5*
        *based on a scale of 1 to 24 (24=highest)

**Difference between fall to spring:**
  1. Attentiveness = -0.12
  2. Greeting = -0.5
  3. Comprehension of work area and duties = -1.4

**Difference between 2011 and 2012:**
  1. Attentiveness = +0.44
  2. Greeting = +0.68
  3. Comprehension of work area and duties = +0.7

**Goal 3**
**Learning Goal**
Educate staff toward the improvement of attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation via the development of a student staff training program.

**Outcome**

1. Through participation in the on boarding process and employee training procedures, students developed an understanding of the expectations of a student assistant at the CRC.
2. Through participation in the training modules on a pre-planned basis during the in-service meetings throughout the year, students improved the skills needed to be a successful student employee at the CRC.

**Method of disseminating and using information for improvement**
Through a series of in-service trainings, the seven attributes for improvement (attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation) were discussed along with our expectation for each staff member.

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

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

**Appearance:** Upon the approach of fall 2011, the staff was given long-sleeve uniforms to provide an incentive to avoid wearing items such as jackets or sweatshirts that would alter their appearance as an employee. The staff was also reminded of the "15-yard rule," which states that each patron should be acknowledged with eye-contact and a greeting from at least 15 yards away. The privilege of doing homework while on shift was also addressed in order to reiterate prioritization.

**Acceptance:** The concept of acceptance was incorporated into a presentation given by Michelle Temple, the Disability Services Coordinator, regarding disability and courtesy of other employees in the workplace.

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

**Ambition:** Employees were/are given several opportunities to expand their skill-set and involvement in the operation of the CRC. Several staff members were trained in racquetball racquet stringing, some staff members were involved in the revisions of the disciplinary system, other staff members are currently working to construct a design-plan to reconfigure the access control desk, and others are involved in professional staff teams such as risk management. Facility Assistants are also highly encouraged to work towards the promotion to building supervisor, with 3 of our newest supervisors having only been employees of the CRC for less than a year. A new incentive was also provided allowing those employees who excel to receive a higher pay raise on their yearly anniversary, as determined by the Facility Coordinator.

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

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

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

## Summary of Results
Employees embraced the ideals presented in the in-service meetings, which became reflective in their performance, as can be seen through an increase in employee evaluation scores. It should also be noted that employees have gained a multitude of new incentives to perform their job to the highest of their abilities, which has also shown a significant decrease in reprimand points and an increase in excellence points department-wide.

## Goal 4
## Learning Goal
Educate student employees with respect to intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center.

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

**Evaluation Strategy**
Following the presentation given by a guest speaker, employees will offer their own personal insight, providing alternate perspectives and input to further emphasize the importance of the topic at hand.

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

**Actions Taken**
Michelle Temple, the Disability Services Coordinator here at Georgia Tech, came to an in-service meeting in November of 2011 to discuss tips for disability awareness. She focused largely on explaining how to appropriately translate commonly used slang pertaining to the disabled to a more socially acceptable language.

Lillie McPhee, a customer service representative from the Office of Minority Education (OMED), is scheduled to speak at an in-service meeting in Fall 2012 to discuss the various ways to effectively provide customer service to a diverse audience of patrons.

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

**Goal 5**
**Operational/Student Staff**

**Operational Goal**
Improve student employee motivation and retention.

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

**Evaluation Strategy**

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

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

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

**Actions Taken**

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

**Summary of Results**

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

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

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

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

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

*Additional Operations Assessment Data*

**Goal 1**
**Learning Goal**
Educate student staff through the development and implementation of a student staff training program that improves attitude, attendance, appearance, acceptance, accountability, ambition, and appreciation.

**Objectives/Opportunity**

1. Develop and implement improvements in the on board process for new student employees.
2. Develop and implement an in service training module that continues to emphasize attitude, attendance, ambition, and appreciation. Deliver the training modules in on a pre-planned basis during in=service meetings.

**Outcome**

Through participation in thee on board process students developed an understanding of the expectations of a student assistant at the CRC. Through participation in the training modules on a pre-planned basis during the in-service training throughout the year, students improved the skills needed to be a successful student at the CRC.

**Evaluation/Assessment**

Staff will be evaluated regularly throughout the semester by professional staff.

**Action Taken**

1. Revised employee handbook that focus on Special Operations that provides new employees with vital information to be successful in each position.
2. Signature required and dated with verification form.
3. Operations hold monthly training meetings that highlight one of the seven A's are highlighted.
4. The "A" of the month can be found on the training schedule along with a copy of completed forms on the shared drive (Operations)

**Summary of Results**

Staff will become familiar with rules and expectations upon date of hire. The meetings and training in the initial stage will set a bench mark for expectations as well as transitional training for the employee in preparation for jobs and responsibilities in the other areas.

**Goal 2**
**Learning Goal**

Educate student employees with respect to transferable skills crucial for academic and career success.

**Outcome**

Through employee of the CRC, facilities student employees developed the transferable skills that are needed to succeed in career development.

1. Improve in service training.
2. Improve supervision of student employees.
3. Improve instant feedback to student employees.
4. Improve the enforcement of policies and procedures as they pertain to student employees, with continuous feedback.
5. Conduct employee performance evaluations once a semester.
6. Have the Facilities Student work force grade out at least at the following percentages: 10% Outstanding, 70% Commendable, 15% Meets Job expectations, and 5% in the areas of reliability, attitude and policy.

**Evaluation Strategy**
Student employee performance evaluation

**Summary of Results**
Operations students are evaluated once a semester based on job performance. The evaluations focus on five key aspects of the Operation's employee:  Attendance, communication, Record keeping, Job performance and Safety.  Each employee is rated on their course of actions over the course of the semester and given recommendations on how to improve their ratings when necessary.  These evaluations can be seen on the shared drive under Operations.

**Action Taken**

1. Utilization of Job Completion Log.
2. All jobs are logged by employee who performs the job, date completed and the amount of time required to complete it.
3. Upon completion supervisor will inspect the scope of work and require additional action or sign off when job is completed.

Current forms are located in the Special Op's Task Book located in the maintenance shop and historical data is stored in the Facilities Technician office.

**Goal 3**
**Risk Management**

**Learning Goal**
Educate student employees in the facilities area regarding risk management and the emergency action plan.

**Outcome**
Through participation in the in-service training, practice and routine drills students developed the necessary skills to successfully implement the EAP. Through a plan delivery of training and skills students achieved a high level of competence in the skills to perform CPR, First Aid and AED if needed in the CRC.

1. Develop a plan to deliver the risk management approach used in the CRC.
2. Develop and implement a delivery method to review and practice skills needed to perform CPR, First Aid and AED.
3. Develop and implement a delivery method to review and practice skill needed to enact the EAP.
4. Conduct routine drills to ensure accuracy and proper skill/techniques are administered.
5. Debrief routine drills to provide continuous feedback.
6. Provide insight and forecasting to staff so that they can manage daily/weekly assignments.

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

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

**Action Taken**

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

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

*Member Services*
**Goal 1**
**Operational Goal**
Improve the quality of customer service that is provided to Georgia Tech Campus Recreation members.

**Outcome**
The Georgia Tech Campus Recreation Center will have data needed to support customer service initiatives and policy changes.  Further, it is anticipated that evaluation scores will increase over time as a result of improvements made by each department.

**Evaluation Strategy**
Create a customer service program by completing the following: a) create a pre-survey to disseminate to CRC patrons prior to the implementation of the customer service program-assessing the quality of customer service provided to patrons b) survey managers on their perception of customer service that is provided to patrons by student employees c) gather feedback from CRC managers regarding customer service policies and vision d) create written customer service policies, establish procedures for on-going training and e) create post-survey to disseminate to patrons after execution of customer service program.

As the FY2012 year progressed, the above evaluation strategy was modified.  Instead, a secret shopper program was developed and implemented in March 2012. The following steps were taken to implement the program:

1. Identify departments to be shopped within the CRC (Member Services, Aquatics, G.I.T. FIT, Facilities)
2. Identify key items to be evaluated in each department. Scenarios used to evaluate employees focus on knowledge of policy, adherence to policy, knowledge of programs and services, and first impression basics.
3. Create scoring and reward system. The evaluation is composed of both yes/no questions and qualitative sections.  Each month, the highest scoring employee is recognized during in-service meetings and is recognized on the plasma screens located throughout the facility.
4. Hire and train student and faculty/staff shoppers in addition to determining the method of compensation for shoppers. Both faculty/staff and students are recruited to participate as secret shoppers.  However, the shoppers are rotated every few months to keep identity confidential.  Shoppers receive $25 for four, required monthly shops and $10 for the initial training.

**Method of disseminating and using information for improvement**
All data is gathered by the Assistant Director of Member Services and made available to the Associate Director of Aquatics-Member Services.  The Associate Director then reviews results and shares information with all department managers on a monthly basis.  It is in these meetings that an action plan is created to make improvements in low scoring categories.

**Summary of Results**

The below data includes data collected in March, the first month of the program launch. The following are results for the months of March and April, 2012.

**Cumulative/Historical Data:**

| | | | | |
|---|---|---|---|---|
| Current Month Score by Department | 70% | 60% | 50% | 73% |
| | **Aquatics** | **Facilities** | **G.I.T FIT** | **Member Services** |
| Overall/Historical Score by Department | 70% | 53% | 58% | 70% |
| | **Aquatics** | **Facilities** | **G.I.T FIT** | **Member Services** |

**Actions Taken**

The secret shopper program will continue in FY13 and results will be provided in the FY13 report. Further, two additional departments will be included in the program: Intramurals, and ORGT.

**Goal 2**

Increase sales among CRC services through the implementation of an online purchasing system.

**Outcome**

N/A

**Evaluation Strategy**

Will assess progress of initiative end of FY2012.

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

N/A

**Summary of Results**

In FY 2012, a committee was formed to research a possible software replacement for CLASS software. For 5+ months, we extensively researched other higher education institutions who were utilizing a system that had an online payment portal. Additionally, the committee established a "top 3" requirements list for a replacement software. In no particular order, the committee deemed cost, BuzzCard integration, and online capabilities as the top 3 requirements. As of May 2012, two software companies had been extensively researched by the committee and appeared to be the frontrunners in the industry. These two companies are CSI and Fusion software. Currently, the committee is finalizing bid specs. The projected date of going "live" with new software will be the spring semester 2013. Based on the capabilities of

these two software systems, CRC customers will be able to purchase services online.  Further, both software systems will allow us to screen entry on a higher level.  Last, both systems can be utilized by all departments.

**Action Taken**
For the remainder of FY12 and early FY13, the committee will continue to work with other departments on campus to ensure that the new software is in compliance with Institute policies (EIS, OIT, Bursars, BuzzCard Office, OHR, Registrar, Faculty/Staff Board, Student Board, etc…).  Again, the committee has set a goal of implementing the new software by spring 2013.

**Goal 3**
Increase CRC membership revenue by 3% from FY2011 to FY2012.

**Outcome**
See charts below.

**Evaluation Strategy**
Revenue collected in FY2011 will be compared to FY2012.

**Method of disseminating and using information for improvement**
The Assistant Director of Member Services will review data to make possible modifications to membership pricing and promotion techniques, if needed.

**Summary of Results**



Membership Revenue chart. Y-axis: Generated Membership Revenue. X-axis: Fiscal Year. Series1, FY11, $564,575. Series1, FY12, $561,334.

## Total Monthly Revenue
### FY2011

Series1, January, 86,368

Series1, August, 68,430

Series1, September, 64,693

Series1, July, 48,666

Series1, October, 50,181

Series1, November, 43,028

Series1, December, 41,777

Series1, March, 60,703

Series1, February, 49,247

Series1, April, 51,502

$y = 9.5455x + 56405$
$R^2 = 4E-06$

Generated Revenue

Month

## Total Monthly Revenue
### FY2012

Series1, January, 86,655

Series1, August, 60,705

Series1, September, 60,497

Series1, July, 51,628

Series1, October, 51,258

Series1, November, 44,181

Series1, December, 44,181

Series1, February, 53,835

Series1, March, 52,835

Series1, April, 50,247

$y = -209.73x + 57287$
$R^2 = 0.0025$

Generated Revenue

Month

| Classification | FY2011 | FY2012 | Δ Increase/Decrease |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| Language Institute | $13,007 | $10,741 | (2266) |
| Spouse Membership | $23,020 | $21,842 | (1178) |
| Student Guest Pass | $31,960 | $31,021 | (939) |
| General/Misc. Income | $10,887 | $5,021 | (5866) |

**Actions Taken**

Currently, the biggest loss is with general income. Income generated from summer programs and other department programs fall into this category. The majority of this income will be generated in June rather than May. Further, there is a decrease in revenue received from the Language Institute. After speaking with the department regarding a recent decrease in participation rate, it was discovered that students were hesitant to purchase a CRC membership at the beginning of their session. Once they were ready, they did not want to pay the full fee for the session when session term was almost complete. The department is now being allowed to prorate the membership by establishing a "halfway" point in the session. This new procedure was put in place early April 2012. Revenue numbers will be observed in the upcoming months. Necessary changes will be made if needed. The current per day charge is $1.60 up from $1.45.

**Goal 4**

Achieve 100% ethics compliance among our student staff employees for spring 2012.

**Outcome**

100% of Member Service employees completed the ethics training prior to the deadline. Unfortunately, three of our students appeared on the OHR report of non-compliance. After careful review, it was discovered that there were system issues with the OHR department, not the Member Services department.

**Evaluation Strategy**

The number of "completes" will determine compliance.

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

N/A

**Actions Taken**

Member Services will utilize the same system to ensure that student employees are compliant in FY2013.

**Goal 5**
**Learning Goal**
Educate student employees with respect to transferrable skills crucial for academic and career success.

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

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

**Method of disseminating and using information for improvement**
Feedback from surveys will be used to modify future training in department meetings.

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

*1. Transferable Skills Survey*

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

| | | |
|---|---|---|
| Strongly Agree | 1 | 11% |
| Agree | 7 | 78% |
| Neutral | 1 | 11% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |

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

| | | |
|---|---|---|
| Strongly Agree | 2 | 22% |
| Agree | 7 | 78% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |

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

| | | |
|---|---|---|
| Strongly Agree | 1 | 11% |
| Agree | 5 | 56% |
| Neutral | 3 | 33% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |

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

| | | |
|---|---|---|
| Strongly Agree | 2 | 22% |
| Agree | 4 | 44% |
| Neutral | 3 | 33% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |

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

| | | |
|---|---|---|
| Strongly Agree | 4 | 44% |
| Agree | 5 | 56% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |

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

| | |
|---|---|
| Role-Plays. | 7/9 |
| Customer Service Self-Evaluations. | 6/9 |
| Monthly Review of Customer Service Guidelines. | 3/9 |
| Awareness that a current secret shopper program is in effect. | 7/9 |

Other                                                                0

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

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

Strongly Agree      1 11%
Agree               5 56%
Neutral             2 22%
Disagree            0 0%
Strongly Disagree   0 0%
N/A                 1 11%

## 2. Student Manager Survey

The student manager program has improved my skills in the following areas:

Presentation skills    0 0%
Time management        1 100%
Delegation             1 100%
People Management   1 100%
Problem Solving        0 0%
Teamwork               0 0%
Other                  0 0%

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

The student manager program has improved my presentation skills.

Highly Agree        0 0%
Agree               1 100%

Neutral                0 0%

Disagree               0 0%

Strongly Disagree  0 0%

The student manager program has improved my time management.

Highly Agree        1 100%

Agree                   0 0%

Neutral                0 0%

Disagree               0 0%

Strongly Disagree  0 0%

The student manager program has improved my ability to delegate.

Highly Agree        0 0%

Agree                   1 100%

Neutral                0 0%

Disagree               0 0%

Strongly Disagree  0 0%

The student manager program has improved my ability to manage people.

Highly Agree        0 0%

Agree                   1 100%

Neutral                0 0%

Disagree               0 0%

Strongly Disagree  0 0%

The student manager program has improved my ability to solve complex situations.

Highly Agree        0 0%

Agree                   0 0%

Neutral                1 100%

Disagree               0 0%

Strongly Disagree  0 0%

The student manager program has improved my ability to work on a team.

Highly Agree          0 0%

Agree                     1 100%

Neutral                   0 0%

Disagree                 0 0%

Strongly Disagree  0

**Actions Taken**
Results from the survey were generally good.  However, it is noted that student employees prefer to learn through role-play and self-evaluation versus "listening" to supervisor "present" information.  Further, it appears that more work must be done to ensure that student managers take on tasks that enhance problem solving skills.

**Goal 6**
**Learning Goal**
To enhance student employee understanding of intercultural differences as it relates to communication and interaction with a diverse customer base at the Campus Recreation Center (CRC).

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

**Evaluation Strategy**
Student employees will be evaluated at the end of the 2011-2012 school year, assessing their skill and understanding of cultural differences as it relates to their position in the Member Services department.

**Method of disseminating and using information for improvement**
Feedback will be used to enhance activities/role-plays with student employees in FY13.

**Summary of Results**
Member Services had a representative from the Office of International Education present a workshop to student employees with a focus on communication differences among a diverse campus population.  The presenter focused on the Edward T. Hall's Iceberg Model of Culture.  Sixty-seven percent of student employees agreed or strongly agreed that interaction with

customers from different backgrounds improved based on the above cultural understanding workshop.  However, 22% felt neutral about the workshop's ability to enhance their skills in this area.

**Action Taken**
Because it has been found that student employees prefer "hands-on" training such as role-play, activities focused on intercultural communication will be presented at least twice a semester.

**Goal 7**
**Learning Goal**
To develop student employee growth and development by creating and managing performance systems with defined and measurable goals.

**Outcome**
By evaluating student employees, they will have a better understanding of their job performance and will be aware of the steps needed to improve performance.

**Evaluation Strategy**
Pre and post surveys will be used to measure employee understanding of job performance. Performance evaluations will be used to aid employees in the understanding of his or her development.

**Method of disseminating and using information for improvement**
N/A

**Summary of Results**
Unfortunately, student employees did not self-assess understanding of job.  However, the below are results of customer self-evaluations that student employees completed.  First, the customer service evaluation asked the student to rate oneself on the following areas:

1. Acknowledges and welcomes the customer with a smile.
2. Exhibits patience when dealing with a customer.
3. Thorough when explaining information/policies.
4. Always has a positive attitude.
5. Asks if there is anything more they can help them with.
6. Thanks the customer following a transaction.
7. Answers the phone promptly with proper greeting.
8. Addresses customer by first name or last name.
9. When communicating with customers, I display thorough knowledge of programs/services.

**Rubric was as follows:**
1=Needs Improvement (NI)
2=Meets expectations (ME)

3. Exceptional (E)

The student employees were asked to self assess themselves three times throughout FY2012 based on the above criteria. Over time, the scores increased with each assessment.

| Date | Mean Score |
|------|-----------|
| 8/5/2011 | 21.5/27=79.6% |
| 8/25/2011 | 22.06/27=81.7% |
| 3/8/2012 | 23.2/27=85.9% |

*Finance*

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

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

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

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

## Summary of Results
CRC Financial management have met and exceeded the GT standards

## Actions Taken
Through various communications and best practices.

## Goal 2
## Learning Goal
Admin staff trained on new policies & procedures.

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

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

**Method of disseminating and using information for improvement**
Communications, financial matters/files received business offices, classes, seminars materials.

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

**Actions Taken**
Various daily communications, classes and seminars.

**Goal 3**
**Learning Goal**
Effective FY13 budgeting process.
1. FY13 budget process - July/August FY13 budget; 2. Upload budget into Internet Budgeting System; 3. Allocate and communicate budget number to managers

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

**Evaluation Strategy**
Managers were well informed of their budget and responsibilities

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

**Summary of Results**
Managers were well informed of their budget and responsibilities
Managers are able to prepare annual budget, understanding their monthly actual numbers (revenue/expenditure) and establish meaningful forecast for the year.
Managers were well informed of their budget and responsibilities

**Actions Taken**

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

**Goal 4**
**Learning Goal**
Through coaching on various financial techniques, non-financial managers will be exposed to financial matters affective their respective areas as well as CRC.

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

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

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

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

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

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

*Marketing*

**Goal 1**
**Operational Goal**
Incorporate our three current forms of Social Media into our marketing through event information, contests, and training and increase our fans, followers and clicks to those sites.

**Outcome**

This goal was met with great success.  Each of our platforms (Facebook, Twitter and YouTube) had an increase in fans or followers and was successfully used to promote programs, services and events which saw an increase in participation due to the use of this form of marketing. Also all three forms were incorporated into our website and promotional materials in order to increase their availability and awareness to our audience.

**Evaluation Strategy**

The number of Facebook, Twitter and YouTube fans, insights, and interactions, and views was recorded at the beginning of the year and then tracked throughout the year.

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

We were much more successful in our use of social media marketing this year.  We were able to not only increase our fan and follower numbers but increase our interaction percentage and impressions (or views).  I will be using the techniques that we used this year and expanding on them in the following year.  We will also focus on driving our student membership base to our Facebook page for news, events, and free giveaways and will use that platform to survey our members and change how we market to them according to the results.

In the upcoming year, the marketing department will continue to keep the goal of not only increasing followers and fans but participation in all three social media platforms.  We will also continuously research new platforms and channels in order stay up-to-date and current with trends.

**Summary of Results**

This goal was met with great success.  Each of our platforms (Facebook, Twitter and YouTube) had an increase in fans or followers and was successfully used to promote programs, services and events which saw an increase in participation due to the use of this form of marketing. Also all three forms were incorporated into our website and promotional materials in order to increase their availability and awareness to our audience.

As seen in both charts below, our Facebook and Twitter followers have increased.  Our Facebook page, CRC at Georgia Tech, has had an increase of fans by 53%.  A Twitter account, CRCatGT was created toward the end of the 2011 fiscal year and the number of followers this year is up to 196 which is a 74%.  More importantly our post feedback (our interaction with our followers and fans) has increased and that is more important to the quality of our interaction and impressions to our audience.  This is in part due to offering free prizes to our fans, who participated in polls and surveys, but this offering has made fans more aware of our page and they interact with it more while waiting for the next free giveaway.  In this way they are receiving our information and now responding to our posts with either 'likes' or comments.
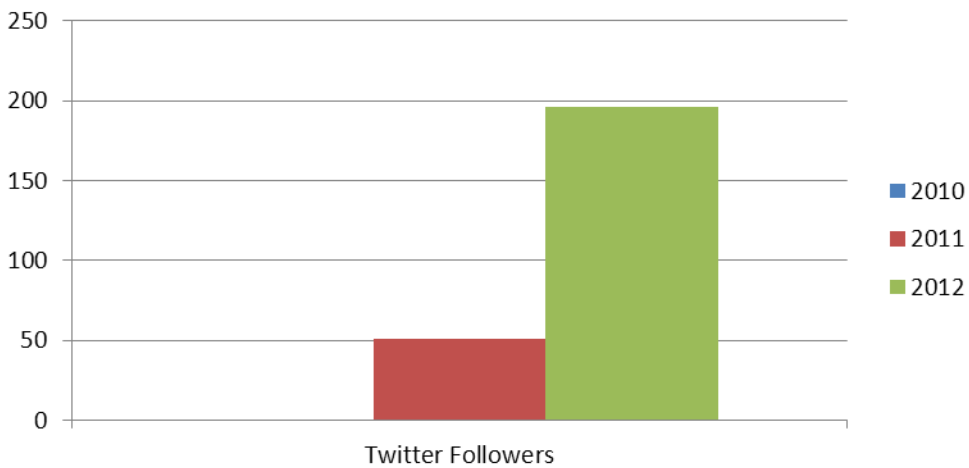
**Action Taken**

Similar actions will be taken to continue to increase our fans and followers and to keep them engaged in our promotion and conversation through our social media channels.
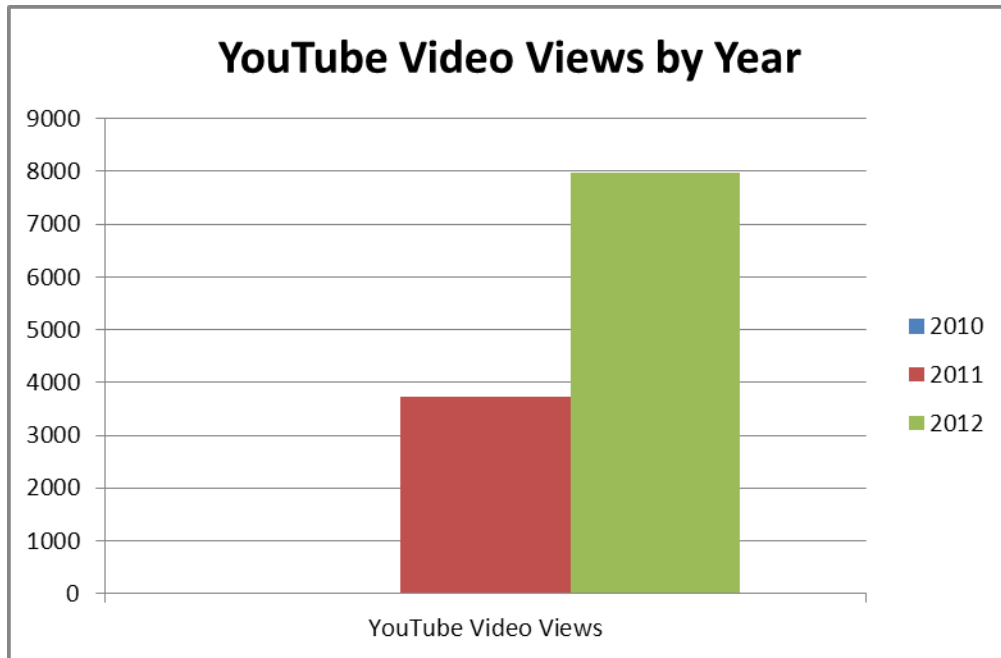
## Facebook Fans by Year
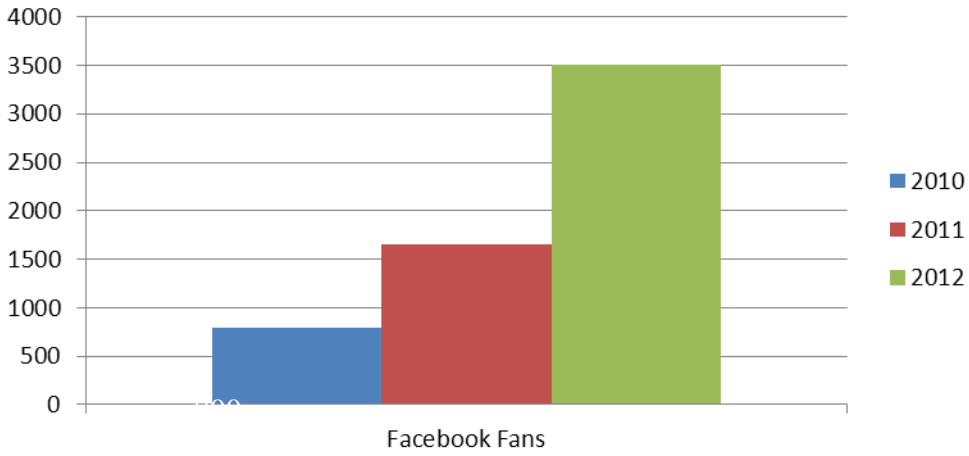
Increase in Facebook Fans by 53%!

## Twitter Followers by Year

Increase in Twitter Followers by 74%!

## YouTube Video Views by Year



Increase in YouTube Overall Video Views by 53%!

**Goal 2**
**Operational Goal**
Increase the participation of current CRC members in the following areas by 10%: Member Services, GIT FIT, Intramurals, Sport Clubs, and Outdoor Recreation.

**Outcome**
The objectives of this goal were to work with each department to create an annual marketing plan that was specific and deliberate and by doing so increase Memberships by 3%, participation in G.I.T. FIT programs by 3%, increase participation in Intramurals and Sport Clubs by 2%, and increase participation in Outdoor Recreation programs by 2% (instructional classes, climbing wall, trips, and Leadership Challenge Complex usage).

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

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

**Summary of Results**
This goal was partially met. Most areas remained the same or saw a slight decrease in

participation numbers, but those also came with reasonable explanations (for example sport club participation).  Overall GIT FIT and ORGT met their goals through participation in Group Fitness, Learn to Swim, ORGT Trips and Instructional Programs, and Leadership Challenge Course Group participation numbers. This data will be used in discussion of what needs to change for the upcoming year to see an increase.

In the area of memberships, there was a overall slight increase in the segments of Faculty/Staff and Alumni but overall memberships didn't increase by 3%.
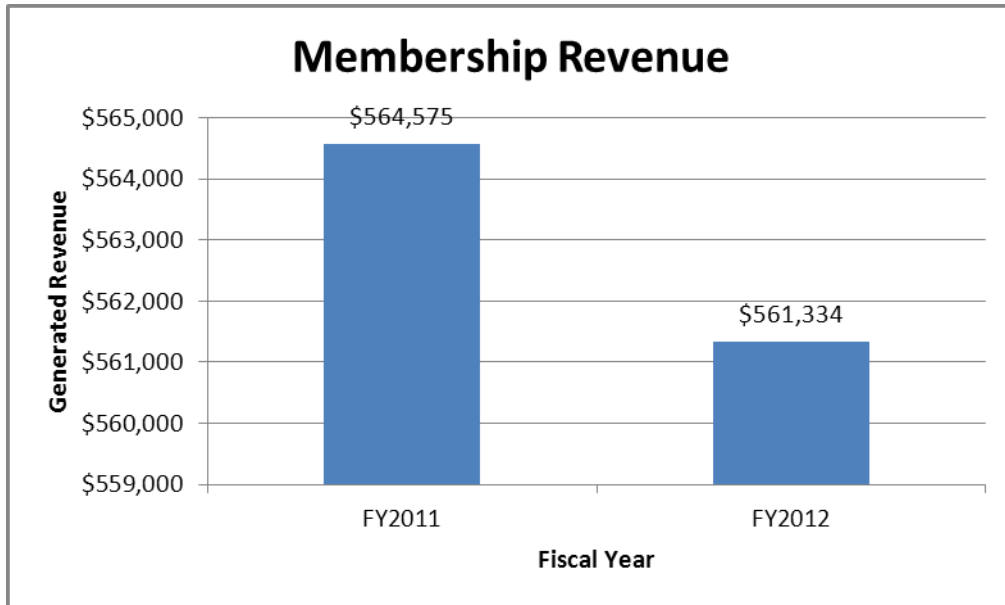
**Action Taken**
In the following year I will partner with Member Services to creatively market to the audiences that either decreased or remained the same in order to see an increase in memberships in the following year.  This may be through incentives for our current members ("sign up a friend" promotions), coupons to new members, and marketing materials sent in conjunction with other program and service promotion.
I will also do the same with the other departments that didn't see an increase in participation and will reevaluate our strategy for marketing to those audiences.  For many of our programs the focus will shift to program awareness instead of participation as the goal because with awareness comes an increase in participation.



Increase in Faculty/Staff and Alumni Memberships in 2011-2012.
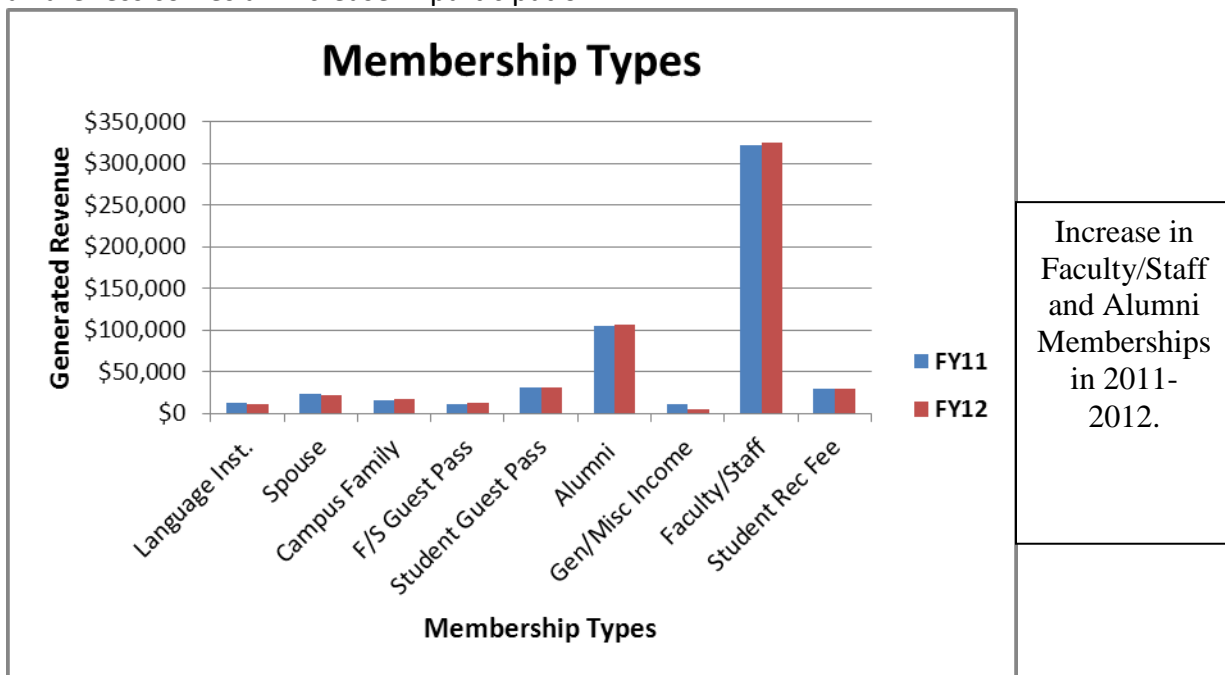
The below results are based on the previous two fiscal years.  However, because numbers have not been captured for the month of May or June, a comparison is made only from July 1 to April 30 of both years.  Based on the previous years, it is forecasted that Member Services will generate between $152,474-$154,105 for the two months, May and June.  Which would show that the generated revenue for Member Services did not increase by 3% overall but remained the same from the previous year.

## Membership Revenue

A bar chart titled "Membership Revenue" showing Generated Revenue by Fiscal Year. FY2011: $564,575. FY2012: $561,334.

In the G.I.T. FIT department, there was an increase in overall participation by 13%. This increase was the highest in the areas of Group Fitness by 11% and Learn to Swim programs by 36%.

## G.I.T. FIT Participation

A bar chart titled "G.I.T. FIT Participation" showing participation for years 2010, 2011, and 2012 across categories: Group Fitness, Personal Training, Massage, Learn to Swim, Total Participation.

- Increase in Group Fitness participation by 11%
- Increase in Massage by 7%
- Increase in Learn to Swim participation by 36%
- Overall increase in program participation by 13%

The Intramural & Sport Club department both saw an overall decrease in participation. This decrease in Sport Clubs can be explained by the change of some clubs from a 'just for fun' club to a 'competitive' team. This caused some team members to quit since the level of play was higher than their skill level or desire for enjoyment.

When viewing the slight decrease in Intramural participation, it should be noted that all sports for the year were close to the maximum number of teams and participants in order to have a successful and competitive season.

## Intramural & Sport Club Participation



## Intramural & Sport Club Teams
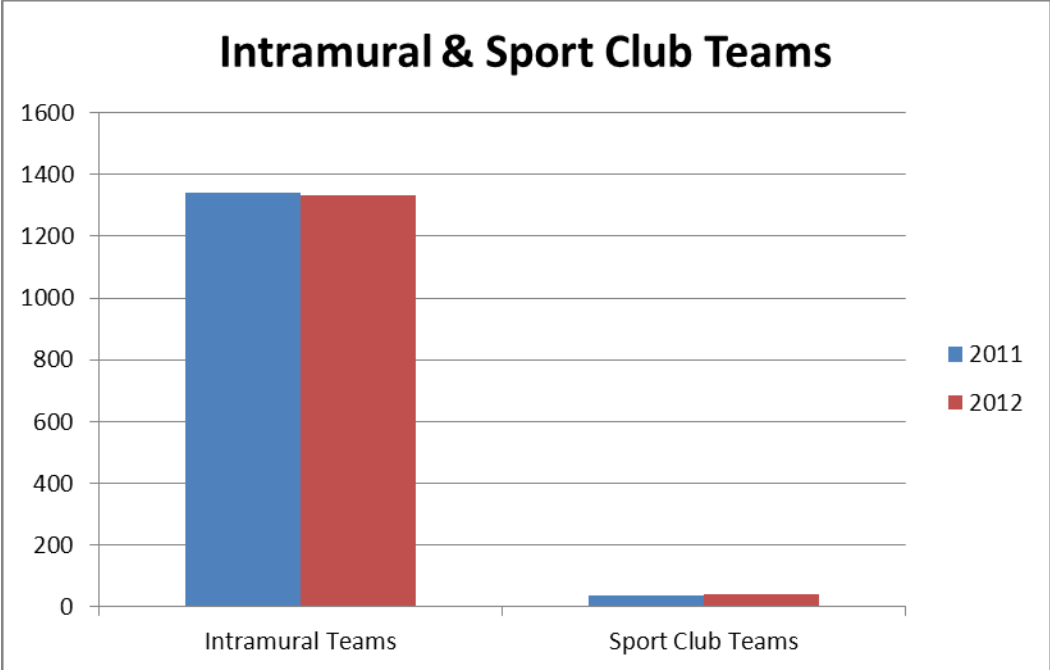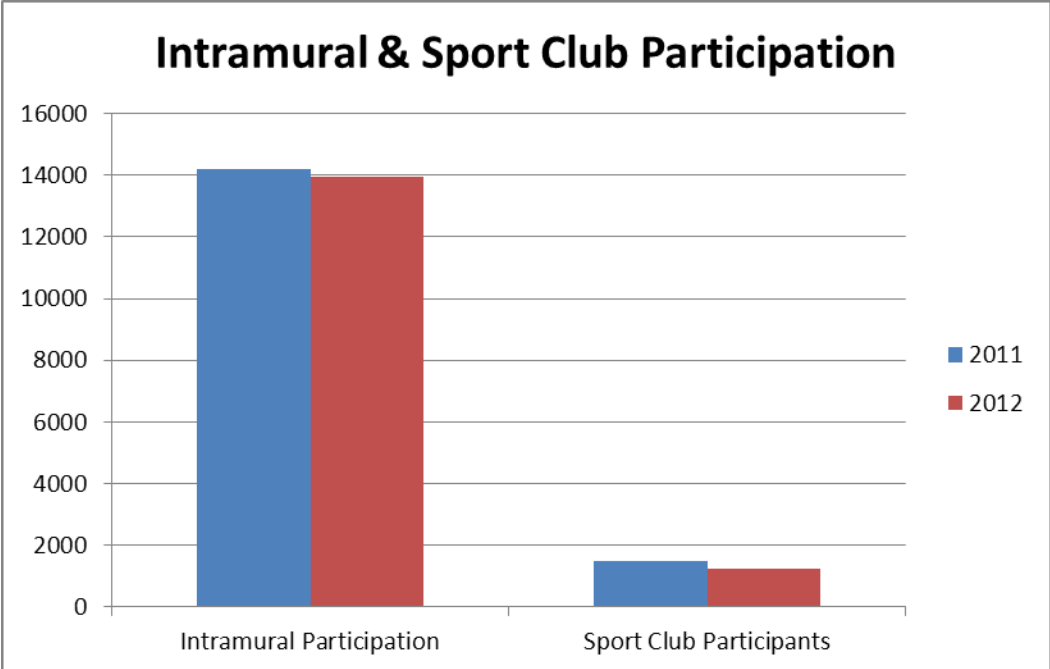


Outdoor Recreation saw an all areas of programming including classes & trips, Tech Treks programs, Leadership Challenge Course groups and overall contact hours with Georgia Tech students which increased by 52%.

**Outdoor Recreation Participation** (bar chart, 2011 vs 2012: ORGT Trips, Tech Treks, LCC Groups, Climbing Wall)
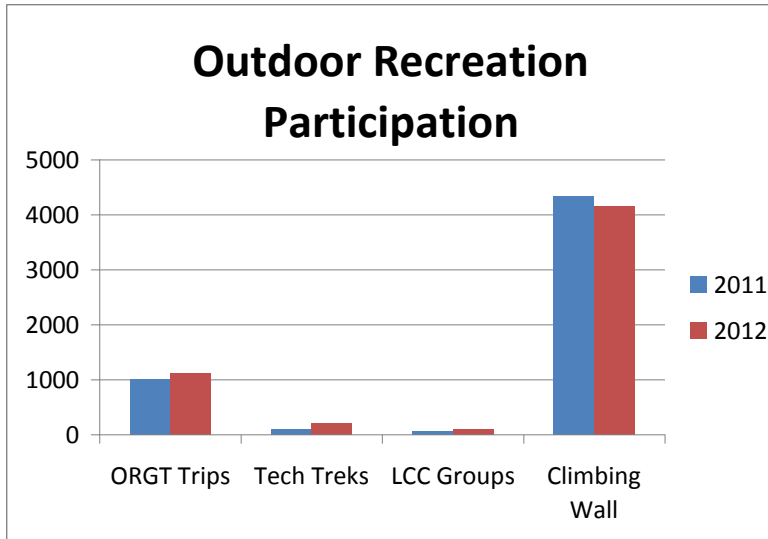
ORGT Classes & Trips increased by 10%
ORGT Tech Treks trips increased by 5%
ORGT LCC Group Participation increased by 3%



(bar chart, Overall Contact Hours, 2011 vs 2012)

ORGT Overall Contact Hours with Georgia Tech Students increased by 52%!

**Goal 3**
**Operational Goal**
Develop and produce marketing materials communicating a consistent message about Healthy Lifestyle Programs at the CRC.

**Outcome**
The objectives of this goal were to:

1. Develop a template for materials so that all HLP have a consistent look and marketing message
2. Create and run a successful HLP video contest in the Fall
3. Work with HLP managers to develop a calendar of promotional information in order to consistently keep website, list serve and social media full of content and participation

opportunities.

**Evaluation Strategy**
This goal was evaluated on pre and post participation numbers, completion of tasks, and video contest participation data.

**Method of disseminating and using information for improvement**
Although all of the objectives of this goal were met, it is my plan to partner with the Healthy Lifestyle Programs to broaden their 'branding' of the name and programs even more in the coming year.  This will be done through materials, messaging, and through their participation in events like iRec in the Fall.

 A specific example of this will be through a marketing campaign for the Sport Club department, highlighting the high and positive scores and comments that they've received on their end of the year survey by their students.  The marketing campaign will focus on communicating the positive effect that participation in sport clubs has had on many students' lives at Georgia Tech.

**Summary of Results**
This goal was successfully met.  This year I redesigned and remapped the CRC website to put a stronger emphasis on rebranding all of our programs as Healthy Lifestyle Programs  as a whole and partnered with that department to create a calendar plan for content submission and material creation.  I also redesigned the layout of the program guide to include this focus or message and redesigned many of our materials to include the rebranding message of each program as a Healthy Lifestyle Program.

At the beginning of the year a Healthy Lifestyle video contest was held and run through our social media sites and website.  Although video submission participation was low, voting participation was a great success and we were able to award a winner and ended up with three excellent promotional videos.

**Actions Taken**
Steps will be taken in the following year to make this a stronger message with a specific focus on cohesive marketing materials (across all Healthy Lifestyle programs), co-branding or messaging between Healthy Lifestyle departments,  and a focus on face-to-face marketing at department staff meetings and events.

**Goal 4**
**Operational Goal**
Work with local Universities and GT to start an internship program with the CRC marketing department.

**Outcome**
The objectives of this goal were to:

1. Speak to other CRC Managers about their Internship programs and research development of their programs
2. Contact local Universities and Institutes to advertise internship program
3. Have new intern begin work by Spring 2012

**Evaluation Strategy**
This goal was evaluated for success on the basis of the program starting or not by Spring 2012.

**Method of disseminating and using information for improvement**
Although this goal was successfully met, it is my plan to broaden the marketing of the program in order to find the best candidates for the position.

**Summary of Results**
This goal was successfully met.  I first met with other CRC departments that have a successful internship program and researched their procedures and Institute relationships that made their program a success.  Then I made contact with both GT departments and local Universities to promote the beginning of my own internship program.  I received multiple applications and was able to fill the position with an educated and capable student.

**Actions Taken**
It is my plan to offer an hourly wage to these students in order to find and hire the best applicant for the position.

**Goal 5**
**Operational Goal**
By the mandated deadline, all employees under my review will have completed the required BOR Ethics Training Module.

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

**Evaluation Strategy**
This goal was evaluated by the timeline given and if I had any staff from my department on the problem list.
**Method of disseminating and using information for improvement**
It is my plan to continue the success of this goal in the coming year.

**Summary of Results**
This goal was successfully met.

**Actions Taken**
It is my plan to continue to be fully successful with this goal in the coming year.  I will do that by making sure my students get terminated on time, that I fully communicate the expectation and

information when information about the training is available, and that I stay up-to-date on new processes to complete this training as they become available.

## Goal 6
### Learning Goal
To enhance student employee understanding of intercultural differences as it relates to communication and interaction with the diverse customer base at the Campus Recreation Center.

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

### Evaluation Strategy
Student employees will be evaluated at the end of the 2011-2012 school year assessing their skill and understanding of cultural differences as it relates to their position in the marketing department through observation of the work they complete and verbal discussion.

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

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

### Action Taken
Although this goal was successfully met in this year, I will continue to reinforce these principles in practice as we continue into next year. I will also try and partner with other departments as they conduct their discussions so that my students can see the effect of multicultural competence outside of the marketing department.

## Goal 7
### Learning Goal
Train student staff members on Social Media Marketing and teach them to enhance our current use of Social Media to increase Memberships and Member Participation

**Outcome**

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

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

**Evaluation Strategy**

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

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

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

**Summary of Results**

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

**Action Taken**

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

**Goal 8**

**Learning Goal**

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

**Outcome**

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

- Identify topics appropriate for the target audience
- Compose effective and accurate articles
- Design an appropriate layout
- Coordinate production to complete the project on schedule and in the proper format

**Evaluation Strategy**

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

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

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

**Summary of Results**

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

**Action Taken**

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

*Healthy Lifestyle Programs*

In 2011, G.I.T. FIT, Intramurals, Outdoor Recreation, and Sport Clubs assumed a new title, Healthy Lifestyle Programs.  The goal of this structural change included a new message to current and potential program participants.  The message of HLP is to get the Georgia Tech community to participate in a healthy lifestyle, whether through outdoor adventures, competitive sports, organized fitness programs, or informal recreation at the CRC.  Although HLP is still working on the branding and messaging of this new initiative, the program accomplished several objectives during 2011-2012.  Below is a summary of accomplishments:

- Launch of Healthy Lifestyle Programs at iREC: The Healthy Lifestyle Programs Staff, in coordination with the Assistant Director of Marketing, planned and implemented the iREC event as part of the Welcome Home week for Georgia Tech students.  This event had over 500 participants, who were invited to participate in activities such as corn hole or can jam, learn more about the Sport Clubs available at Georgia Tech, or try out a fitness class during various fitness demonstrations.  This event assisted the CRC to create awareness of all of the programs and services available to the Georgia Tech community.

- Healthy Lifestyle Webpage:  With the assistance of the Assistant Director of Marketing, G.I.T. FIT, Intramurals, Outdoor Recreation, and Sport Clubs became housed under one central landing page, titled Healthy Lifestyle Programs.  This provides a page that current/prospective participants can visit to see all of the upcoming Healthy Lifestyle

Programs as well as learn about some of the past events.  This webpage is still a work in progress as we identify ways to include more health-related materials such as fitness applications, dashboard information, results of past participants surveys, and testimonials.

- Intercultural Understanding In-Service for Healthy Lifestyle Programs:  The HLP areas collaborated to offer an intercultural understanding workshop for HLP student staff/volunteers.  This provided an opportunity for HLP staff to interact with each other and share ideas during group activities.  In addition, it gave the staff an opportunity to hear stories as to how international students became involved in programs and employment at the CRC.

**Goal 1**
**Intercultural Understanding**
Enhance the student employee understanding of intercultural differences as it relates to communication and interaction with the diverse customer base at the Campus Recreation Center.

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

**Session Overview**
The intercultural understanding session was conducted to open dialogue with Healthy Lifestyle Programs staff about what they can do to welcome and respond to the needs of our multicultural participant population.  The CRC staff was concerned that perhaps the CRC was not providing quality service to persons from different cultures.  When international students were asked about this, it was surprising to learn that the opposite was true for many student staff/participants—the CRC was a welcoming place with a variety of opportunities to engage.  Therefore, the decision was made to facilitate discussion around what the CRC is doing well with regard to creating an inclusive environment and determine how the CRC can support student staff/volunteers to feel comfortable in this area. The intercultural understanding session consisted of 3 sessions with 2-4 panelists at each session.  The panelists were first generation students who, throughout their Georgia Tech experience, have become involved with the CRC (e.g. participant in the Biggest Loser program, ORGT participant and volunteer, Facilities Assistant).  These panelists discussed the following with the Healthy Lifestyle Programs student staff:

- Overview of their background
- What brought them to the CRC/What has kept them active at the CRC?
- What has the CRC done well with respect to providing a welcoming, inclusive environment?
- What can the CRC do better to engage multicultural participants?

- What are some of the more significant cultural barriers to connecting with international students?

After the panelists told their stories, staff members were placed into groups of 4-5 to discuss challenges in their specific areas and strategies for providing a more welcoming, inclusive environment for staff.  At the end of the session, staff members were asked to fill out a "commitment statement" of how they directly assist in promoting a welcoming environment.

**Evaluation Strategy**
The intercultural understanding session was evaluated through two methods.  The first evaluation method occurred during the sessions.  Participants were asked to "write a commitment statement of what they will do to enhance the CRC's environment".  These statements were then coded to provide qualitative data and determine themes.  The second method of evaluating the session occurred in a post-program survey.

**Method of disseminating and using information for improvement**
The data collected from the commitment statements and post-program surveys can assist with future in-service workshops.  The feedback provides a glimpse into what CRC student staff view as ways to engage and support CRC participants.  In addition, the survey feedback provides ideas for additional training opportunities.

**Summary of Results**
Forty-nine staff attended the Intercultural Understanding training. Upon analysis of the "commitment statements" by the Healthy Lifestyle Programs staff, the top seven statements had the most frequent response rates:

1. Be patient
2. Ensure patrons feel more welcome
3. Make sure all staff has an understanding of CRC programs/Communicate
4. Treat every patron with respect
5. Make sure the patron understands (e.g. policy or explanation)
6. Be proactive in approaching/talking with patrons
7. Be approachable to patrons (e.g. smile)

The post-session survey was completed by 23 participants (47% response rate).  When asked the extent to which the staff agreed with the following statements:

- 83% either Strongly Agreed/Agreed that the CRC is an inclusive place.
- 87% either Strongly Agreed/Agreed that after the session, he/she has a better understanding of the impact they have on the CRC being inclusive.
- 87% either Strongly Agreed/Agreed that they are prepared to effectively communicate to the CRC's diverse population.

Eighty-two percent rated the session Excellent/Good. When asked to rank the methods for effectiveness in creating a welcoming and inclusive environment, the following fell in the top three:

1. Be approachable to patrons (e.g. smile)
2. Be proactive in approaching/talking with patrons
3. Treat every patron with respect

**Actions Taken**
Based on the results and favorable response to the intercultural understanding session, it was determined that this topic needs addressed at the Team Training and Supervisor Training sessions. In addition, it was determined that this should also be introduced during the new employee orientation sessions. The CRC team should look for additional ways to implement intercultural understanding into in-service trainings and research available resources on campus to provide more depth to intercultural understanding trainings.

**Goal 2**
**Participant Experience**
Enhance the student experience.

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

**Evaluation Strategy**
A Healthy Lifestyle Program (HLP) survey was developed and administered in each HLP area via Zoomerang during Fall 2011 and Spring 2012.

**Method of disseminating and using information for improvement**
Results were analyzed for both individual HLP areas and for HLP programs collaboratively. Each HLP area also reported individually regarding the participant experience in the respective area.

**Summary of Results**
Below is an analysis of the survey results/highlights:

**Overall Lifestyle Measure of Healthy Life Programs**

- I have more friends. — 43.3%
- I manage my time... — 21.6%
- I have a more... — 60.0%
- I am more focused... — 11.1%
- I understand that... — 42.7%
- I am more physically... — 70.8%
- Relationships with... — 22.2%
- I am more confident. — 36.9%
- I feel more... — 42.4%
- I have improved... — 28.5%

**Comparing Lifestyle Impacts**

Legend: Intramurals, ORGT, G.I.T Fit, Sports Clubs

## Overall Quality of Healthy Lifestyle Programs



| | Well organized | Knowledgeable & well-prepared staff. | Worth the time & money I invested. | Will participate in future. | My experience met my expectations. | My experience was enjoyable. | I would recommend to other GT … |
|---|---|---|---|---|---|---|---|
| Upper | 40.2% | 36.8% | 30.6% | 22.8% | 32.8% | 29.7% | 25.1% |
| Lower (SA) | 51.0% | 48.8% | 58.5% | 65.5% | 55.4% | 60.6% | 65.7% |

Although each area showed differences in what the participants perceived as lifestyle impacts from the program, the top 2 commonalities in lifestyle impacts among the Healthy Lifestyle Programs included "I am more physically active" and "I have a more balanced, healthier lifestyle".

**Actions Taken**

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

**Goal 3**
**Operational Goal**

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

**Outcome**

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

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

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

## Summary of Results
Total G.I.T. FIT participation was reviewed. The following represents key program areas that have been analyzed to determine changes from Summer 2009- Spring 2012:

| Program Area | Sum 09 | Sum 10 | Sum 11 | Fall 09 | Fall 10 | Fall 11 | Spr 10 | Spr 11 | Spr 12 |
|---|---|---|---|---|---|---|---|---|---|
| Group Fitness | 113 | 135 | 172 | 318 | 400 | 364 | 373 | 395 | 510 |
| Personal Training (includes one-on-one and buddy training, polar body age, HPS) | 47 | 94 | 62 | 75 | 103 | 109 | 137 | 127 | 124 |
| Learn to Swim (includes group, one-on-one, and semi-private lessons) | 134 | 128 | 247 | 87 | 138 | 222 | 217 | 360 | 511 |
| Massage Therapy | 10 | 15 | 6 | 26 | 17 | 29 | 25 | 25 | 26 |
| Total G.I.T. | 604 | 595 | 715 | 1164 | 1225 | 1289 | 1452 | 1465 | 1760 |

| FIT Participation * | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|

**\*Includes all programs: Instructional, Martial Arts/Self Defense, Group Fitness, Personal Training, Swim Instruction, Massage Therapy, Certification/Prep Courses, SCUBA, and HPS Classes.**

The following charts illustrate the percent change by program (Percent Change between FY11 and FY12)

| Group Fitness | Percent Change |
|---|---|
| Summer | 27.41 |
| Fall | -9.00 |
| Spring | 29.11 |

| Personal Training | Percent Change |
|---|---|
| Summer | -34.04 |
| Fall | 5.83 |
| Spring | -2.36 |

| Learn to Swim | Percent Change |
|---|---|
| Summer | 92.97 |
| Fall | 60.87 |
| Spring | 41.94 |

| Massage | Percent Change |
|---|---|
| Summer | -60.00 |
| Fall | 70.59 |
| Spring | 4.00 |

| Total GIT FIT | Percent Change |
|---|---|
| Summer | 20.17 |
| Fall | 5.22 |
| Spring | 20.14 |

**Actions Taken**

It is a goal to continue the increase in G.I.T. FIT participation as seen from Summer 2009 through Spring 2012.  There continues to be an increase in total participants with regard to group fitness and swim instruction.  G.I.T. FIT will continue to search for additional opportunities for instructional programs and personal training to increase participation.  For example, during Spring 2012, drop-in group fitness added the punch card option (3 class pass) for participants.  This increased program registration in this area as 41 participants took advantage of this option.  The punch card provides an option for those participants who may only be interested in attending one particular class, or may wish to try out several classes before purchasing the semester pass.  Massage therapy has remained consistent and, in some semesters, decreased.  Thus, additional strategies are needed to increase awareness and participation in this program offering.

**Goal 4**
**Operational Goal**

To increase total personal training package purchases by 10% by the end of Spring 2012.

Register at least 2 groups per semester for group training.

**Outcome**

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

**Evaluation Strategy**

Numbers are evaluated based on total 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.  The personal training satisfaction survey is also distributed to the client 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 Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager to determine which personal training packages are most frequently purchased.  This information will establish which program and package types need updated to reflect the needs of our participants.

**Summary of Results**

Total personal training participation was reviewed.  The following reflect changes from Summer 2009- Spring 2012:

| Personal Training | FY10 | FY11 | FY12 | Change FY11-FY12 |
|---|---|---|---|---|
| | | | | |
| Summer | 47 | 94 | 62 | -34.04 |
| Fall | 75 | 103 | 109 | 5.83 |
| Spring | 137 | 127 | 124 | -2.36 |

Total package purchases declined 8% during 2011-2012.  The large decrease seen during Summer 2011 was due to a turnover in personal trainers upon graduation.  In addition, FY11 was a big year for personal training as we had 2 trainers that were training 30-40 hours per week that subsequently left Georgia Tech prior to the beginning of FY12.

In addition, 1 group training session was conducted each semester (Fall 2011 and Spring 2012).

**Actions Taken**
It is our goal to increase awareness and opportunities of personal training and fitness assessments.  It is likely that the decrease in personal training packages purchases is associated with the decrease in available personal training staff as mentioned above.  Group training via traditional strength training, kettle bells, Gravity, and the TRX suspension training systems is currently under-utilized and under-promoted.  An attempt was made to promote these programs during FY12 through offering a few free group training classes; however, we were unsuccessful in increasing group training participation.  A major goal of next year is to increase participation in group training and the exposure of additional training techniques.  Although the personal training brochure was completed during 2011, G.I.T. FIT is currently working on a strategy to increase the exposure of group training and prepare potential personal training staff for the national certification.  There is a need to increase training staff to increase availability of personal trainers and days/times available for personal training clients.

**Goal 5**
**Operational Goal**
Design and implement at least one Healthy Lifestyle Program for Georgia Tech Faculty/Staff

**Outcome**
Healthy Lifestyle Programs will 1) Provide collaborative healthy lifestyle programs for the community, 2) Increase awareness of CRC healthy lifestyle programs available to faculty/staff through CRC/Healthy Lifestyle Programs website, promotion through the Office of Human Resources, and faculty/staff health and fitness marketing information.  3) To begin to document the health and financial benefits of worksite wellness programs through relevant literature and GT data.

**Evaluation Strategy**
Participation numbers and participant satisfaction surveys were the methods of evaluation.

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

Participation numbers and survey data from the ExpressFit Program were analyzed.  In addition, the number of outreach opportunities to employees was recorded.

**Summary of Results**
ExpressFit:

The ExpressFit Employee Fitness Program is a 30-minute workout session held 5 days a week in Studio A at the Campus Recreation Center.  This circuit-style workout, led by a G.I.T. FIT certified personal trainer, includes both cardio and strength training intervals. The ExpressFit program introduced during Fall 2011 is exclusively for Georgia Tech Faculty and Staff. To launch the program, free classes were held August 29-September 2, 2011.  The free week of classes provided an opportunity for members and non-members to try out the program.  The goal of the program was to have at least 15 participants in each monthly session.  Below are the participation numbers for Express Fit:

| Fall 2011 | Participation Numbers |
|---|---|
| September | 17 |
| October | 17 |
| November | 12 |
| December | 3 |

| Spring 2012 | Participation Numbers |
|---|---|
| January | 9 |
| February | 11 |
| March | 16 |
| April | 13 |

The program averaged 12.25 participants per session, slightly under the desired number for program participation. However participation numbers, with the exception of December in which there was only a half month to participate due to winter break, have remained relatively consistent throughout the past 2 semesters.

A survey was conducted at the end of Fall 2011 to determine satisfaction with the ExpressFit program and to determine future employee wellness programming.  Twelve participants responded to the survey.  Below are highlights of the survey results:

- 83% reported attending ExpressFit, on average, 2-3 times per week.
- When asked what kept the participant coming to ExpressFit: 92% reported 'the time it is offered'; 50% reported 'the format of the class', 50% reported the trainer/instructor.
- 100% Agreed or Strongly Agreed that they enjoyed the format of the class.
- 100% replied "yes', when asked would they rejoin the program.

When asked, what other health/wellness programs would you like to see offered to faculty/staff, the following were highlights of the responses:

- 'More 30 minute classes for faculty/staff during the week'.
- 'More classes at lunch time'.
- 'Eating habits'.

Healthy Lifestyle Programs Outreach to Faculty/Staff:

The following presentations were made to faculty/staff groups during 2011-2012:

- Provost's Office: May 2011
- Enterprise Innovation Institute (EI2): Spring 2012: Aided in the introduction of myGThealth, an online health tracking program developed by MediKeeper.  During Spring 2012, Healthy Lifestyle Programs supported EI2 with the following programs:
    - Health screenings via collaboration with HealthCheck
    - Presented with EI2 staff for launch of myGThealth
    - Lunch-n-Learn: Healthy Balance Presentation (Fitting Fitness Into Your Schedule)
    - Lunch-n-Learn: Desk Exercises and Stretching
    - Currently in talks with EI2 to develop an on-site Yoga program 1 day/week

**Actions Taken**
Based on feedback and participation, ExpressFit will continue during FY13.  An effort to increase recruitment and incentive program structure is necessary to continue to increase participation numbers for the program.  In order to increase awareness of Healthy Lifestyle Program opportunities for faculty/staff, the Healthy Lifestyle Program team will continue to strategize with the Asst. Director for Marketing in order to produce materials for outreach.  For example, materials for distribution and a central location for faculty/staff resources on the website may aid in creating awareness of programs on campus.  Better use of the Go T.E.C.H. website is also necessary to provide health information from all health-related departments in the Georgia Tech community.

**Goal 6**
**Learning Goal**
Increase expertise and theory/practical knowledge 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 conducted during the Spring 2012 semester by the Fitness Coordinator. Personal training participant surveys were also compiled to determine trainer performance. Personal trainer hours are also reviewed on a semesterly basis to compare training hour goals versus hours completed. In addition, personal training clinics were evaluated based on participation numbers.

**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. Clinic participation numbers will provide data to determine the continuation or needs for improvement of workshops.

**Summary of Results**

Personal training surveys are sent to each client who completes a session package. The results of the personal training survey are below, per semester:

Personal Training Survey Results:

| Semester | Total Surveys | Male | Female | Student | Faculty | Staff | Alumni |
|----------|---------------|------|--------|---------|---------|-------|--------|
| Summer 2011 | 10 | Not reported | Not reported | Not reported | Not reported | Not reported | N/A |
| Fall 2011 | 11 | 4 | 7 | 5 | 2 | 4 | N/A |
| Spring 2012 | 12 | 3 | 9 | 4 | 2 | 4 | 2 |

Summer 2011: Of the 10 surveys collected, 100% either strongly agreed or agreed that the personal trainer was knowledgeable, motivating, and well prepared, and that the workout was a good intensity.

The qualitative data from those who indicated they would register for additional sessions most frequently cited they needed "extra push" from the personal trainer and receiving a variety of workout/training ideas.

Fall 2011: Of the 11 respondents, 100% either strongly agreed or agreed that the personal trainer was knowledgeable, motivating, and well prepared, the workout was a good intensity, and they enjoyed their overall experience with the program.

Qualitative data indicated that participants would like an option of purchasing more than ten training sessions at one time.

<u>Spring 2012</u>: Of the 12 respondents, 92% either strongly agreed or agreed that the personal trainer was knowledgeable, motivating, and well prepared, and that the workout was a good intensity.

The qualitative data suggested that participants would like the ability to purchase more than 10 sessions as well as have the ability to register online.

<u>Personal Training Continuing Education Sessions:</u>
During FY12, personal trainers were required to attend a bi-monthly in-service training sessions for continuing education as well as to address personal training issues/concerns. Historically, personal trainers were required to attend a monthly in-service training. However, this requirement was increased to provide more frequent program updates/issues as well as incorporate continuing education workshops for the staff. The following in-house workshops were conducted:

Summer 2011:
- Running Workshop
- Foam Roller
- Use of the Buddy Training System

Fall 2011:
- Professionalism as a Personal Trainer
- Use of Battling Ropes in a Personal Training Session
- Myofascial Release for Clients

Spring 2012:
- Using PTontheNet
- Gravity Training

Additional certification/training workshop opportunities:
- o Aerobics and Fitness Association of America- Group Resistance Training Workshop

<u>Fitness Clinics:</u>
During Spring 2011, the personal training program launched fitness clinics, held in the fitness center. These clinics continued during FY12. The clinics provide an opportunity for personal trainers to gain experience in leading instructional sessions for patrons. In addition, this provides free instructional sessions on various workouts and equipment usage for patrons. Finally, this service provides another avenue for personal training marketing. Information on the type of clinic and participation numbers is listed below:

| Summer 2011 | Participation # |
| --- | --- |
| Shoulder Clinic | 2 |
| Core Training | 3 |
| Squat Technique | 3 |
| Beginning Circuit | 1 |

| Training | |
|---|---|
| Chest Technique | 2 |
| BOSU & Stability Ball | 2 |

| Fall 2011 | Participation # |
|---|---|
| Chest Technique | 2 |
| Core Training | 5 |
| BOSU & Stability Ball | 5 |
| Shoulder Training | 0 |
| Squat Technique | 3 |
| Chest Technique | 2 |
| Core Training | 2 |
| BOSU & Stability Ball | 3 |
| Shoulder Training | 2 |
| Squat Technique | 0 |

| Spring 2012 | Participation # |
|---|---|
| Lower Body | 2 |
| Upper Body | 1 |
| Stretching | 2 |
| BOSU & Stability Ball | 3 |
| Core Training | 6 |

Personal Trainer- Weekly Training Goals:
During FY12, personal trainers were instructed to set goals based on how many sessions they would hold weekly for their clients.  During Summer 2011, only 4 out of 12 trainers attained their weekly goal (based on weekly average throughout the semester).  Qualitative feedback from the personal trainers indicated an overestimation of weekly goals, based on available time to train due to class schedules (e.g. students).  Goals were readjusted for the semester to increase training sessions, but reduce goals to what was deemed realistic, based on the trainers availability. Total training hours for the summer semester were 519.

During Fall 2011, the semester training report indicated that 7 out of 12 trainers reached their average weekly training goal, an increase from the previous semester.  In addition, total training hours for Fall 2011 was 888.

During Spring 2012, the semester training report indicated that 10 out of 13 trainers reach their average weekly training goal.  Total training hours for Spring 2012 were 848.

**Actions Taken**

Continuing education courses should remain a part of the in-service trainings to provide additional training techniques for current and potential clients. Several of our trainers now have an expertise in specific training areas and have led instructional sessions for our trainers. During FY12, the personal training survey was conducted online. The Fitness Coordinator will continue to reach out to clients in order to increase response rate on the personal training survey. Personal trainers need to ensure that clients are filling out the evaluations even if they are continuing in the personal training program. It is also recommended that a question be added to the survey regarding what activities the participant will utilize to maintain/increase their fitness level after exiting the personal training program. In addition, consideration is needed in the area of the personal training fitness clinics. A post-clinic survey should be implemented to gauge how helpful the clinic was to the participant as well as solicit recommendations for future clinics. Also, the personal trainers should continue to set goals with the Fitness Coordinator for average weekly training productivity. Finally, a more formalized evaluation and pay structure is necessary to reward those trainers with higher productivity and experience. This increased pay structure will allow us to become more competitive with local personal training companies to prevent losing trainers due to low pay.

**Goal 7**
**Learning Goal**

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

**Outcome**

By participating in staff orientation and in-service trainings, Fitness Attendants will be able to: 1) Articulate fitness center policies and reasons for these policies 2) Utilize correct spotting techniques/form recommendations 3) 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 (Associate Director, Fitness Coordinator, and G.I.T. FIT Student Manager). 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). An additional component of the staff evaluation for FY12 was emergency response and policy enforcement. The fitness attendant was tested (unannounced) on one aspect of emergency response and one policy during their shift.

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

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 strengths.

**Summary of Results**

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

- Code Adam – May 19, 2011
- EAP Jeopardy - June 30, 2011
- Code Adam - July 28, 2011
- CPR Practice Session – August 25, 2011
- EAP Jeopardy – September 15, 2011
- Severe Weather - October 13, 2011
- Spotting Technique & Safety – November 17, 2011
- Discussed: Winter Weather/New Code Adam – December 8, 2011
- New Code Adam Procedure – January 12, 2012
- Blood Borne Pathogen – February 16, 2012
- Severe Weather – March 14, 2012
- CPR Practice Session – April 26, 2012

In addition, workshops in the fitness center addressing spotting techniques and equipment usage were held throughout FY12:
- Spotting Clinic
  - November 28, 2011
  - November 29, 2011
  - November 30, 2011
  - December 1, 2011
- Equipment Workshop
  - March 11, 2012 (3 sessions)
  - March 15, 2012 (2 sessions)

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

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

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

Secret Shopper Report:
After two months of the secret shopper program, the Fitness Staff has an overall score of 23/40 (58%). The below average score is primarily due to 2 instances when secret shoppers were unable to observe performance because they could not find the fitness attendant on duty.

**Actions Taken**
Based on supervisor observation of fitness attendant performance on daily fitness center duties and mock drill performance, staff evaluations were reviewed with each employee during the Spring 2012 semester. During FY12, the Fitness Coordinator continued to provide guidance on policy enforcement via in-service trainings and scripts for the fitness attendants with explanation for each policy that arises on a frequent basis. Based on results of the secret shopper program, additional attention is needed to remind fitness attendants of the importance of being aware of surroundings and patrons at all times. For FY13, additional attention in the area of customer service and awareness of patrons is needed.

**Goal 8**
**Learning Goal**
Increase the quality and diversity of group fitness classes.

**Outcome**
Group Fitness instructors will be able to 1) Identify appropriate safety and form cues for program/class 2) Teach at least 2 class formats.

**Evaluation Strategy**
Performance evaluations are done each year by the G.I.T. FIT Student Manager, Fitness Coordinator, and Associate Director for Healthy Lifestyle Programs. 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**
On an annual basis, the Fitness Coordinator/G.I.T. FIT Student Manager meets with each group fitness instructor to review feedback based on supervisor evaluation, peer evaluation, and participant feedback. Instructor evaluations and class trends are also used to determine day, time, instructor, and format of the class for subsequent semesters. In addition, the instructor training program tracks instructors that are team teaching—either new instructors or instructors wishing to teach a new class format (instructors-in-training) for one semester prior to allowing the instructor to conduct their own group fitness class.

**Summary of Results**

Group fitness participants were asked to complete paper surveys during class. The decision to keep paper surveys was due to the low response rate G.I.T. FIT has historically had with group fitness surveys. This also provides an opportunity for participants to complete a survey specific to the class they participated in. The following data was collected:

Summer 2011- 31 surveys completed
100% either agreed or strongly agreed with the following statements:

- There are a variety of classes offered
- Overall experience with the group fitness program was enjoyable

Although 86% agreed or strongly agreed that class times are convenient, 16% of participants disagreed or strongly disagreed with this statement. This indicates a need to further explore additional class times (e.g. later in the evening). When asked, the best time of day, a common theme was evenings.

Fall 2011- 25 Surveys collected
There was a low response rate during Fall 2011. 96% agreed or strongly agreed with the following statements:

- There are a variety of classes offered
- Class times are convenient

100% of participants either agreed or strongly agreed that the overall experience with the group fitness program was enjoyable.

Spring 2012- 89 Surveys collected
94% of participants agreed or strongly agreed that there is a variety of class offered. Although 85% of participants agreed or strongly agreed that class times were convenient, 15% disagreed or 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. Themes indicate more evening classes are warranted, specifically classes after 6:00 pm.

During 2011-2012, the following workshops were brought to the Campus Recreation Center:

- AFAA Primary Group Fitness: 3 instructors certified
- AFAA Cycling Instruction: 4 instructors certified
- AFAA Kickboxing: 3 instructors certified
- AFAA Group Resistance Training: 3 instructors trained

In addition, the following in-house workshops were provided for the group fitness instructors:

**Fall 2011**
- Workshop 1- Exercise Physiology and the CRC manual.
- Workshop 2- Anatomy and Kinesiology
- Workshop 3- Class and Program Design - demonstrate your class format and learn about the other formats currently offered.
- Workshop 4- Injury Prevention and Emergency Procedures and the CRC manual.

**Spring 2012**
- Gravity Workshop

**Summer 2012**
- Gravity Workshop

**<u>Actions Taken</u>**
As we have consistent turnover with our instructors primarily due to graduation/moving out of the Atlanta area, it is necessary to continue to prepare and strengthen our certification and team teaching process for future instructors.  Although we offered a variety of certifications/continuing education throughout the year, it is necessary to continue to hold additional in-house workshops for class formats to increase the ability of instructors to teach a variety of classes, thus increasing the availability of subs for each format.  This year G.I.T. FIT had a total of 9 instructors participate in the team teaching program.  It is imperative to continue to provide team teaching opportunities to grow the group fitness staff and availability of instructors for each class format (e.g. Yoga, Pilates, and Kickboxing).

**<u>Goal 9</u>**
**<u>Learning Goal</u>**
Enhance customer service and the ability to provide relevant programs for fitness center participants.

**<u>Outcome</u>**
Through participation in the Fitness Center Survey, participants will be able to 1) State how the CRC/Fitness Center contributes to their healthy lifestyle and/or health and fitness goals, 2) State how the CRC/fitness center does and/or does not meet their health and fitness needs.

**<u>Evaluation Strategy</u>**
A fitness center survey was launched during Fall 2011.  The survey was conducted via email (CRC listserv) and a kiosk with fitness staff located in the fitness center.

**<u>Method of disseminating and using information for improvement</u>**
Fitness center survey results were analyzed and presented to the Director of Campus Recreation.  In addition, the survey results will be used for decision-making for equipment purchases and the revitalization of the fitness center during Summer 2012.

**Summary of Results**

433 participants responded to the survey. The following are highlights from the survey:

Status at Georgia Tech:
- Undergraduate student- 238
- Graduate student-37
- Faculty/Staff- 113
- Alumni-36
- Spouse-3
- Other-6

46% of respondents indicated that they work out at the CRC 3-5 times/week.   53% of respondents typically work out during the evening (4 pm-close).

Participants reported a desire for more space in the fitness center for the following activities:
- Stretching-56%
- Free Weights-43%
- Functional Training-25%

87% of respondents answered 'yes', when asked if the CRC helps them attain their health and fitness goals.

**Actions Taken**

Based on the results of the fitness center survey, a proposal is being developed to reorganize the fitness center and purchase additional equipment to better suit the needs of the participants.  Additional functional training area, squat racks, and free weight area were among the common themes of what participants would like to see added to the fitness center.  The fitness proposal will reflect these recommendations and a revitalization of the fitness center is projected for August 2012.

**Goal 10**

**Learning Goal**

Enhance the quality of health/fitness programs and information for at risk participants (sedentary/overweight/obese).

**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 the next step in his/her physical activity plan once the Biggest Loser program has concluded 3) Identify how the curriculum contributes to the success of their health/fitness goals.

**Evaluation Strategy**

The Biggest Loser program was evaluated by percentage body weight loss, percentage of those who attained goals, and the post-program survey.

**Method of disseminating and using information for improvement**
The post-program survey will be used to determine future program needs and next-step activities/programs that could be offered to the participants.

**Summary of Results**
The Biggest Loser Program was held during Spring 2012.  Twelve students and two faculty/staff participated in the 12-week program with the "Biggest Loser" reducing 16.54% (44 pounds) of his body weight.  The combined weight loss of all Biggest Loser participants was 189 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 (each of the 3 teams were led by their trainer)
2.  1 weigh-in per week
3.  2 seminars- Nutrition, Stretching
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 2012 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).
6.  Last chance workouts- Nine last chance workouts were offered for participants to get one last workout before the weigh-in.

A post-program survey was administered at the end of the Biggest Loser program.  Of the 14 participants, 5 completed the survey. With respect to initial short/long-term goals, 4 out of 5 participants reported attaining their initial goals.

The program continued to use the Salud! wellness tracking system for participants to log in their weekly workouts, nutrition information, and other components (e.g. sleep, supplements, etc).  The trainers were able to access the system to enter their team's point totals for the week, weight loss, and other participant information.  In addition, a weekly update was provided through both Salud! and the CRC website to show the participant in the lead for percentage weight loss, total team percentage weight loss, and total points.  Participants were asked to evaluate the use of the Salud! program for the Biggest Loser program.  Four out of five participants rated the Salud! program as good or excellent.

With respect to qualitative data, when asked what aspect of the Biggest Loser program most helped the participants, common themes were the group workouts and the presence of a personal trainer.  An overarching theme that developed was the need for additional guidance and curriculum on nutrition as well as to have a nutrition session earlier in the program.

**Actions Taken**

Based on participant data, several areas should be evaluated and improved prior to the implementation of the next Biggest Loser program. First, although participants were asked to list short/long-term goals, not all participants listed goals that were measurable and the survey did not reveal the participant's goals as the respondents listed vague answers. Thus, the staff could not accurately report which participants did or did not attain their goals (it was self-reported). For future programs, the lead trainer for each group should review the participant goals and provide guidance/feedback so that all goals are measurable and incur the responsibility of reporting whether or not participants attained these goals at the end of the program. Finally, results of the survey provided information that more nutrition guidance/coaching is required. There is a need for the G.I.T. FIT staff to determine how to incorporate additional nutrition coaching into the Biggest Loser program. Finally, the fitness staff needs to take a more active role in increasing the response rate of the post-program survey.

**Goal 11**
**Learning Goal**
Enhance the student experience.

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

**Evaluation Strategy**
A Healthy Lifestyle Program (HLP) survey was developed and administered in each HLP area via Zoomerang during Fall 2011 and Spring 2012. For the area of G.I.T. FIT, this survey was administered to personal training and group fitness participants.

**Method of disseminating and using information for improvement**
Results were analyzed for both individual HLP areas and for HLP programs collaboratively.

**Summary of Results**
Below is an analysis of the survey results/highlights:

| Survey question | Fall 2011 (110 respondents) | Spring 2012 (103 respondents) |
|---|---|---|
| Classes were well organized | 98% | 92% |
| Worth time and money invested | 97% | 91% |
| Will participate in the future | 88% | 88% |
| Experience met expectations | 90% | 92% |

| Would recommend GIT FIT program to others | 96% | 93% |
|---|---|---|
| Overall Experience (Good/Excellent) | 93% | 88% |

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

Fall 2011
1. I am more physically active. (82%)
2. I have a more balanced and healthier lifestyle. (76%)
3. I am more confident. (37%)
4. I understanding that Georgia Tech care about more than the academic components of my experience. (30%)

Spring 2012
1. I am more physically active. (86%)
2. I have a more balanced and healthier lifestyle. (82%)
3. I am more confident. (43%)
4. I understanding that Georgia Tech care about more than the academic components of my experience. (37%)
5. I feel more connected to the campus community. (30%)

As results illustrate, the top 3 answers were consistent for both Fall 2011 and Spring 2012 semesters.

**Actions Taken**
Based on these results, qualitative data can be used to determine how to improve the healthy lifestyle program experience and ratings for future GIT FIT programs. Qualitative data indicated desires for additional classes, such as Yoga and later evening classes.  Based on instructor availability and quality, G.I.T. FIT will explore incorporating this feedback beginning, Fall 2012.

*Intramurals/Sport Clubs*

**Goal 1**
**Increase IM Supervisor understanding of applicable leadership traits**

**Learning Outcomes**
At the IM Supervisor retreat, all supervisors will: 1) Actively discuss Patrick Lencioni's "The FIVE Dysfunctions of a Team" to increase their level understanding of what makes a team work effectively, enhance their own awareness of their impact on a team, and increase their ability to recognize effective team-work behaviors; and 2) Develop their own personal mission statements.

**Evaluation Strategy**

A post-retreat survey was conducted that will ascertain the IM Supervisors' increased understanding of their overall leadership knowledge and applicability as well as their personal statements

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

Results from the survey were made public to the supervisors at our weekly supervisor meeting. In addition, those in attendance received the book ("The FIVE Dysfunctions of a Team" by Patrick Lencioni) upon departure. Continuous reminders and teachable moments were conveyed to the staff throughout the course of the academic year.

**Summary of Results**

The results from the survey show that 100% of the supervisors left the retreat with an increase in understanding on how effective teams work, their own awareness of the impact they have on a team, and an increased ability to recognize effective team-work behaviors. In addition, 97% "strongly agreed" or "agreed" they were able to describe what is important to them in the form of a personal mission statement.

However, through observation by the Intramural Coordinator and Assistant Director, it was evident that the theoretical approach translated to a practical approach during the course of the year. This was a very effective team of supervisors, both in how they performed and worked together toward our common goals.

**Actions Taken**

This was the second year we took a theoretical approach and essentially defined it as our point of emphasis for the supervisor staff. By focusing on all aspects of teams during the retreat and following the weekend up with continuous reminders and applicable examples, it is clear this model is effective in teaching our staff leadership skills.

Working in or developing an effective team was a leadership quality we worked on this past year. This coming year, we will look to add additional leadership traits to incorporate into the supervisor retreat and throughout the year.

**Goal 2**
**Learning Goal**

Improve fitness of all intramural officials

**Outcome**

At the conclusion of the IM Fitness Program, the intramural officials will demonstrate an improved level of fitness by 10%

**Evaluation Strategy**

Unfortunately, this goal was not realized. We had ten students interested at the beginning of the spring semester, but the interested waned as the semester went on.

**Method of disseminating and using information for improvement**
None to report

**Summary of Results**
None to report

**Actions Taken:**
This is out second effort toward this goal without success.  As a result, we will move on to another option.

**Goal 3**
Develop & implement a comprehensive training program for camp counselors

**Outcome**
Upon completion of the summer camp counselor training program, camp counselors will demonstrate the abilities in completing a lesson plan and organizing activities, while meeting established ACA (American Camp Association) standards.

**Evaluation Strategy**
A post camp survey was administered to all summer camp counselors as well as utilizing the summer camp satisfaction survey sent to all summer camp parents.

**Method of disseminating and using information for improvement**
Results from both surveys were reviewed in depth.  The information gathered will be taken into consideration when planning counselor training for upcoming summer camps.  Both results of the survey show that the summer camp training program had a positive impact on both summer camp counselors and parents' opinions of counselors. The usage of ACA standards will become more of a marketing focal point moving forward.

**Summary of Results**
After completing the summer camp counselors training program and working a full summer camp, the counselors answered questions testing their ability to meet the established ACA standards.  The ACA standards include asking for input from the youth and your staff, assessing and brainstorming strategies, choosing an action plan and implementing it, and then sharing and evaluating what has been accomplished.

Based on the survey results, the majority of summer camp counselors said that after three days of counselor training they were fully prepared to complete one week's lesson plan.  The remainder of counselors said they could also prepare a lesson plan but would need some help to meet established standards.

At the end of summer camp all counselors stated that they gained the skills/tools necessary to complete a lesson plan for camp.  Therefore the implementation of our training program as

well as weekly meetings helped summer camp counselors gain skills necessary to complete a lesson plan and organize activities for summer camp in accordance with ACA standards.

**Actions Taken**
The intent of this learning goal is to provide our student camp counselors the ability to actively plan various aspects of the summer camp, through the improve skill set of lesson plan preparation. The results reflect a greater understanding of the skill by our counselors, thus supporting the utilization of ACA standards for their training. Therefore, our energy moving forward will be to further integrate ACA standards into our summer camp counselor training. There are unlimited pieces of ACA standards to include: counselors training, program evaluation, trip logistics and planning, and operational management are some of the topics we can explore. Ideally, the more areas of our summer camp that we integrate ACA standards into, the better our game will be in terms of programming and risk management.

**Goal 4**
Improve the level of officiating during intramural games

**Outcome**
After officiating flag football and basketball, student officials will demonstrate an overall improved officiating skill set from the previous year. Student officials will develop a variety of ways to deal with conflict management.

**Evaluation Strategy**
Approximately 650 written evaluations were performed on 65+ student officials throughout Fall and Spring Semesters

- All evaluations were conducted by the Intramural Coordinator and Supervisors
- Each student official was evaluated at least once a week during the regular season for both flag football and basketball
- 50% of student officials set up mid-season meetings to discusses areas of improvement

**Method of disseminating and using information for improvement**
Bi-weekly meetings with officials were established to disseminate general and specific feedback

- Points of emphasis included game management and communication
- Hard-copy evaluations were presented to the officials, with specific recommendations for improvement
- Officials were given feedback at the end of each season; if the official wanted to meet, the student official would schedule an appointment with the Intramural Coordinator to discuss feedback

Fall 2011
- Officials were initially trained through clinics for Flag Football, Soccer, Sand Volleyball,

and Indoor Volleyball
- o Flag Football – 3 nights
- o Soccer – 3 nights
- o Sand Volleyball- 1 night
- o Indoor Volleyball – 2 nights
- Number of officials who attended trainings
  - o Flag Football – ~40 each of 3 nights
  - o Soccer – ~30 each of 2 nights
  - o Sand and Indoor Volleyball – ~25 each night

Spring 2012
- Officials were initially trained through clinics for Basketball, Indoor Soccer, Softball and 4-on-4 Flag Football
  - o Basketball – 3 nights
  - o Indoor Soccer – 1 night
  - o Softball and 4-on-4 Flag Football – 2 nights each
- Number of officials who attended trainings
  - o Basketball - ~60 each of 3 nights
  - o Indoor Soccer - ~15
  - o Softball and 4-on-4 Flag Football - ~50 each night

**Summary of Results**
Quantitative results from on-field/court evaluations using the following Sliding Scale:

1-8    Needs improvement
9-12   Below average
13-16  Average
17-21  Above average
22-25  Excellent

*New Flag Football officials*          *Returning Flag Football Officials*
 Week 1 average: 6.5                    Week 1 average: 11.25
 Week 3 average: 9.87                   Week 3 average: 16.08
 Week 6 average: 14.72                  Week 6 average: 20.95


*New Basketball officials*             *Returning Basketball Officials*
 Week 1 average: 7.73                   Week 1 average: 10.86
 Week 3 average: 10.93                  Week 3 average: 14.32
 Week 6 average: 14.14                  Week 6 average: 19.21

Qualitative results

Fall 2011

- Twenty-one returning officials aided in training and clinics, including participation in the Fall Classic pre-season tournament
- Fifteen returning officials refereed in the playoffs (all sports) and nine refereed championship games
- Nine returning officials represented Georgia Tech at the Georgia State Flag Football Tournament at Georgia Southern University
- Two of the nine State Flag Football officials were attending an extramural event for the first time
- One official represented Georgia Tech at the ACIS National Football Championship hosted by University of West Florida.
- Thirty-eight out of forty new officials (all sports) were scheduled as Head Referees by week 3 of each season
- All forty new officials were scheduled as Head Referees by week 4 of the season
- Twenty-eight new officials refereed in the playoffs
- Four new officials refereed championship games


Spring 2012
- Eleven returning officials aided in training and clinics, including participation in the Round ball Classic pre-season tournament
- Seventeen returning officials refereed in the playoffs (all sports) and Nine refereed championship games
- Four returning officials represented Georgia Tech at the Georgia State Basketball Tournament at Georgia Tech
- Two returning officials represented Georgia Tech at the NCCS Regional Basketball Tournament hosted by Georgia Southern University.
- One of the four state basketball officials were attending an extramural event for the first time
- Forty-two out of forty-five new officials (all sports) were scheduled as Head Referees by week 2 of the season
- All forty-five new officials were scheduled as Head Referees by week 4 of the season
- Twenty-five new officials refereed in the playoffs
- Eight new officials refereed in the championship games

**Actions Taken**
Based on the results of the actions taken last year we implemented more involved training system for all student officials.  This year we spilt our training session by experience, having our new officials follow one track while our returning officials followed a more in-depth training.  Also, our bi-weekly meetings seemed to work well in communicating overall topics to our large group of student staff.

Many of our new officials started each sports season off with a much greater understanding of the concept of officiating.  This proved useful as the majority of our officials were new to

officiating.  Also, our supervisor staff was challenged to become better teachers and leaders of the program.  This initiative proved to be useful in the teaching, training and evaluation of officials in each sport. Overall, the group of officials made positive strides in their officiating skills as well as the conflict management.

## Goal 5
Enhance the student experience through intramurals

## Outcome
Through participating in the IM Program, students will state that the program enhanced their college experience

## Evaluation Strategy
A student survey was conducted at the conclusion of each phase to learn if intramurals added value to the Georgia Tech experience

## Method of disseminating and using information for improvement
At the end of each of the first three intramural phases, an online survey was developed and distributed to all respective captains on intramural teams, to be forwarded to their respective teammates.  In addition, the survey was made available online on the intramural website.  The survey was designed to not only determine if the participants' collegiate experience being enhanced, but also the extent they agreed with the level of organization of the program and the level of customer service participants received when interacting with professional and student staff.

## Summary of Results
The three separate surveys averaged 175 respondents, so we believe we have a good basis in evaluating the results.  All three surveys showed over 91% of the respondents "strongly agreed" or "agreed" their college experience was enhanced due to their having participated in intramurals.  Additional results:

- 89% "strongly agreed" or "agreed" that they would recommend intramurals to other students
- 89% "strongly agreed" or "agreed" that they will participate in the future

Quantifiable Results
- 74% stated they were more physically active
- 62% stated they have a more balanced and healthier lifestyle
- 57% stated they have more friends
- 50% stated they feel more connected to the campus community

## Actions Taken

These results display absolute support in the intramural program; there is obviously value to the GT community. With roughly 13K participants on intramural rosters, it's vital that we continue to provide the level of customer service and administrative organization to maintain or improve our participants' level of support.

This year we determined the type of value the intramural program brings to the students, in addition to getting feedback on our organization and customer service. We believe there is room to grow in the area of customer service, and not just via improving efficiencies. A specific goal for our staff will center on improving the customer service of intramural student employees.

In addition, the above-listed percentages are a good start. We believe we can improve on these through continual and consistent training efforts by the full-time and student staff.

## Goal 6
Educate and train sport club officers on the skills required in managing a fiscally responsible sport club

## Outcome
At the end of the academic school year, club officers/treasurers will have increased their understanding of the budgeting policies and procedures to properly plan for the fiscal responsibilities of their clubs

## Evaluation Strategy
The sport club coordinator scheduled formal meetings with each club treasurer to determine their respective level of understanding of their financial management duties. He then provided a sport club financial seminar for all treasurers to attend the four-hour session.

## Method of disseminating and using information for improvement
The sport club coordinator is a critical component to sport clubs managing their finances. The seminar he provides in the fall only supports the personal meetings he has throughout the course of the year. Although effective, the seminar only introduces the many topics that sport club treasurers are expected to have knowledge of to operate successfully.

## Summary of Results
The end result was a complete success as all 38 clubs that requested SGA budgets for FY2013 submitted their budgets prior to the SGA deadline. In reviewing all the budgets, the sport clubs met all SGA policies.

Specific to the seminar and meetings throughout the academic year, the following survey results yield a positive return on the sport club coordinator's efforts:

*The following percentages reflect those treasurers who either "strongly agreed" or "agreed" with the following statements.*

| 89% | After meeting with the sport club coordinator, I was prepared to submit a budget that met all SGA policies. |
|---|---|
| 86% | Throughout the academic year, the sport club coordinator provided effective guidance in budget management. |
| 86% | I was correctly instructed on the requirements and standards for submitting a bill to SGA. |
| 82% | Upon completion of our season, I gained a greater understanding of fiscal responsibility. |
| 78% | I fully understand the procedures associated with gaining access to our sport club budget. |

**Actions Taken**

Upon reviewing the results from the survey, and from the fact that all clubs were successful in submitting an appropriate budget, it is evident we have both been successful and have room to grow.  The seminar is essentially required due to the high turnover of officers; however, it appears more effort can be made to increase the retention of information by the officers.

In delivering excellence, it will be our expectation to raise the percentages of the above-mentioned questions to 100%.  This will require effort in establishing and maintaining viable resources that will work to improve the retention of critical policies and procedures, as well as consistent follow-up to ensure the officers understand the requirements.

Specifically, there are various online resources available to sport clubs; however, it appears the clubs are either not aware or forget.  Therefore, continued reminders during the follow-up process can be helpful in directing club officers to the resource site.  Weekly emails to treasurers and other officers can facilitate the reminding process.

Lastly, an area that the sport club coordinator has been pushing for has been the development of an assistant treasurer position within each club.  As referenced above, the high turnover at the treasurer position requires a re-learning nearly each year, for each club.  The establishment of an assistant treasurer will reduce the overall learning curve.

**Goal 7**

Increase the required understanding of sport club risk management procedures

**Outcome**

After completion of the sport club risk management seminar, sport club safety officers will be able to identify CRC risk management policies.

**Evaluation Strategy**
An online survey was conducted at the conclusion of the class (held in November) to learn if sport club safety officers understood general and sport-specific information on waivers, travel forms, policies, and policies, certification requirements, and general reporting procedures.

**Method of disseminating and using information for improvement**
The results will enable the sport club coordinator to determine the effectiveness of the seminar, specific to the content. As clubs' activity level increases throughout the year, the information discussed during the seminar as well as the feedback received from the survey and through meetings will support the risk management expectation we have for all clubs.

**Summary of Results**
The survey resulted in low feedback, in terms of those completing the survey.  However, the results we did receive yielded results that lend support to the overall idea of the seminar.

*The following percentages reflect those safety officers who either "strongly agreed" or "agreed" with the following statements:*

75%    I have a better understanding of the risk factors associated with my club

75%    I was fully briefed on the policies and procedures for reporting incidents/injuries during sport club practices/competitions

100%   I understand the importance of risk management education

**Actions Taken**
It is clear that risk management is a key issue for most of the clubs. Since CRC staff typically does not directly supervise clubs during practices/games, it is important that each club assigns a safety officer. This was the first risk management session for safety officers, so we now have something to work from.  Its primary use is as an introductory option to create a culture of risk management for all sport clubs, with weekly and monthly meetings to support the overall objective of managing risk.  This session will continue, along with our effort to fine-tune the content. In addition to incentivizing the survey, we plan to work with the CRC Risk Management Committee to improve the overall session.

**Goal 8**
Enhance the student experience through sport clubs

**Outcome**

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

**Evaluation Strategy**
A student survey was conducted at the conclusion of each semester to learn if sport clubs added value to the Georgia Tech experience, and to ascertain the variables that did so.

**Method of disseminating and using information for improvement**
The survey results are critical for impressing upon the sport club leaders how important their role is to the success of the club. The survey was able to ascertain some of the variables that impacted the positive experience the sport club participants have during a given year.  Since the survey was conducted near the end of the spring semester, the club leaders will receive a general overview of the results prior to arrival on campus in the fall.  It will also be integrated into the Sport Club Leadership Series.

**Summary of Results**
The results from the survey clearly demonstrate an enhanced campus experience for sport club participants. Specifically, 86% categorized their overall experience as either "excellent" or "good", with 70% listing their experience as "excellent".  The following percentages show the respondents to either "strongly agree" or "agree" with the respective statements:
- 85% - the club was well organized
- 84% - participating was worth the time and money
- 84% - will participate in future sport clubs
- 86% - would recommend sport clubs to other GT students

We were also able to quantify some variables that seemingly had influence on the participants that are specific to the sport clubs enhancing their experience.  The following agreed with the statements:
- 97% have more friends
- 89% have a more balanced and healthier lifestyle
- 89% are more physically active
- 68% are more confident
- 65% feel more connected to the campus community
- 60% understand Georgia Tech care about more than the academic components of student life
- 60% have improved skills that will benefit them in future work roles

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

"The ability to represent GT on the field as well as pursuing a high quality education."

"Meeting other students and forming long-lasting relationships with them has truly changed my life. In addition this sport club has allowed me to participate and excel in competitions different from typical sports that have greatly improved my self-confidence and views of what I can achieve with enough time and effort."

"Making new friends, especially upperclassmen who could help me get adjusted to college."

"Meeting new people and having a more diverse group of friends."

"Connecting with alumni and making a difference while representing GT in the community."

**Actions Taken**

It is obvious one of the biggest attributes to participating in a sport club is adding value to the Tech experience. Our main objective this coming year will be simply to "tell the story". A comprehensive plan is critical to this endeavor and our efforts will go toward that end.

Internally, we have some adjustments to make regarding the financial management of sport clubs; we will work with SOFO to ensure a transition that provides little impact to the clubs' day-to-day functioning. In addition, the Sport Club Leadership Series will be into its third year. Having the above-listed variables that have impacted the participant experience will allow us to zero in on two or three of them within the Series.

**Goal 9**

To provide an opportunity for students to engage in service learning through an international ski trip

**Outcome**

Upon attending the international ski trip, students will have an enhanced understanding of the importance of cultural differences and the impact of service learning on a global scale.

**Evaluation Strategy**

The initial plan was to have a Georgia Tech Lorraine trip organized for last year; however, this was an unrealistic goal. Therefore, we have moved the trip to Spring 2013.

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

None to report

**Summary of Results**

None to report

**Actions Taken**
Planning will continue during 2012-2013.  A scouting trip is scheduled for Fall 2012 or early Spring 2013.  The international ski trip is scheduled to take place during February 2013.

*Outdoor Recreation*

The Outdoor Recreation Department serves Georgia Tech's mission by promoting recreation, life-long learning, and leadership development.  Outdoor activities, a network of club-like sport groups, and a trip leader training program are significant parts of the program framework that creates a range of leadership and team membership opportunities for the GT community and not just those few students with interest in outdoor activities.  The last year has seen significant improvements in ORGT and Outdoor Recreation including increased involvement in many aspects of ORGT, improvements in training and supervising challenge course staff & building the GT challenge course brand; expanding freshman expeditions, and piloting the "Unbeaten Path" program in China.

**Summary of Progress Towards Goals**

**GOAL 1:**  Insure ORGT policies are clear, consistent, up-to-date & easy to access.
- **Significant progress towards completion.  Practices written & available for review.**

**GOAL 2:**  Re-alignment & standardization of volunteer training progressions & events.
- **Significant progress towards completion including new training materials, 4 large community events, & 4 New to ORGT training sessions presented to 40 volunteers.**

**GOAL 3:**  Challenge course expansion based on customer needs and interests.
- **Complete; proposal created & expansion completed.**

**GOAL 4:**  10% increase in gear rental revenues
- **Complete; gear rental revenues up 13%.**

**GOAL 5:**   Train 20 new ORGT drivers.
- **21 drivers trained & oriented to ORGT Policies**

**GOAL 6:**  Enhance the GT student experience through Outdoor Recreation.
- **Complete; positive survey results; 70,000 contact hours with students.**

**GOAL 7:**  Enhanced challenge course facilitator training.
- **Completed a 40-hour training regimen for 20 new facilitators.  Professional staff consistently conducted pre- and post-course debriefings with facilitators.  Quarterly in-services proved expensive and difficult to coordinate for a majority of facilitators.**

**GOAL 8:**  Coach students through (2) endowment trip planning processes.
- **Complete.  ORGT subsidized a caving expedition to Mexico (March 2012) and a mountain biking expedition to Moab, UT (May 2012).  23 students attended.**

**GOAL 9:**  Expand Freshman orientation expeditions
- **19 participants attended the Tech Treks Alaska program during the summer of 2011.  As of 6.7.2012, 15 participants were signed up for the summer 2012 program.**

**GOAL 10:**  90% satisfaction on Challenge Course participant survey.
- **Every measure on a recent survey of challenge course participants resulted in 100% of either responding "Agree" or "Strongly Agree".**

**GOAL 11:**  100 % Compliance on BOR Ethics Training
- **Complete.**

**GOAL 12:**  Promote Intercultural Understanding through an interactive workshop.
- **Approximately 50 Healthy Lifestyles Programs Employees and key volunteers attended a brief presentation and discussion about multi-culturalism.**

**GOAL 13:**  Serve 4000 challenge course participants.
- **Did not meet this goal.  Approximately 2500 participated in challenge course programming this year, about the same as participated in 2011.**

**Goal 1**
Complete "ORGT Accepted Field Practices" – a comprehensive documentation of ORGT operational standards and practices for all adventure trips.

**Objectives**
(a) Conduct multi-session "policy summits" with each active sport group; (b) working with students, produce written policy statements regulating consistency in areas like rental policies, training requirements, staff ratios, and specific backcountry practices; and (c) catalog these in an easily accessible printed and on-line format.

**Assessment/Evaluations**
(a) Online & printed versions of "ORGT Accepted Field Practices" available for review; (b) Description of process with students.

**Summary of Results**
Significant Progress Towards Completion.  Practices are written and available on-line for review.

**Actions Taken**
In December, D. Knobbe & IPAB members conducted policy summits with representatives from each of the sports to discuss and outline the process. IPAB was charged with responsibility for producing an overarching policy statement for ORGT and each sport was charged with re-visiting and re-writing sport-specific policies.   IPAB spent a portion of each Tuesday night meeting discussing the process and specific overarching policies.

Copies of each policy are posted online at orgt.pbworks.com and are included in trip leader and instructor training sessions.

The current ***ORGT Accepted Policies and Procedures*** can be viewed on-line at the following links:

- ORGT Policies:         **http://goo.gl/cg1s8**
- Overall Sport Policies: **http://goo.gl/oayDI**
- Sport-Specific Pols:
  **http://orgt.pbworks.com/w/page/53003448/Sport%20Specific%20Policies**

IPAB meeting minutes outlining discussions leading to the adoption f practices can be viewed at the following link:

**http://orgt.pbworks.com/w/page/23564257/Meeting%20notes**

**Next Steps**

Editing, updating, and expanding these policies will be an ongoing responsibility of ORGT IPAB members.   Further, while the policies are posted on-line, a better, simpler system for access needs to be devised. Sport-specific policies are under revision.  This process will be ongoing.

**Goal 2**
Standardize training and supervision process for ORGT volunteer instructors, trip leaders, and IPAB representatives to include: (a) an annual retreat, (b) revision/expansion of written training outlines & checklists, (c) Quarterly ORGT community meetings with a training component, and (d) mandatory scripted three 3-hour training modules for IIT's, instructors, and Trip Leaders.

**Objectives**
Insure each volunteer staff has an up-to-date training record in their file; (b) that mandated training sessions are made available to staff at logical points in the training progression; (c) that there are quarterly in-services to update the community on a variety of topics ranging from leadership issues to acknowledgement of community service; and (d) that outside speakers and presenters are used to deliver messages.

**Assessment/Evaluation**
Outlines for three training sessions including handouts and PowerPoint decks; attendance records for in-service sessions; record of quarterly training events;  and written updates of training requirements for Instructors In Training (IIT's), Instructors, and TL's within each sport.

**Summary of Results**
Significant progress towards completion including new training materials, 4 large scale community events, and 4 New to ORGT training sessions presented to 40 volunteers.

**Actions Taken**

A.   An annual retreat was conducted in November & December with VP's from each sport to discuss mission, vision, risk management issues, and responsibilities of the organization.  The retreat was conducted on two evenings which included 3 hours of discussion followed by dinner as a group.

B.  Expansion of training outlines was linked to the development of accepted policies and practices.  Checklists have been updated.  The process of updating and focusing lists is -- as it should be – ongoing.  Training checklists are available on line at: orgt.pbworks.com.

C.  Quarterly In-services were conducted in August, October, January, April.  Each of these included a presenter, updates on ORGT operations, and a social component (dinner).  Attendance at each meeting was strong:

    August:       60       Speaker: ORGT's Zion Canyoneering Team
    October:      60       Speaker: David Knobbe / Matt Marcus

<div align="right">January:       90      Speaker: Miller Templeton</div>

          January:       90      Speaker: Miller Templeton
          May:         50      Speaker: Dave Ukubian, NOLS

D.  Conducted "New to ORGT" Training 4 times during FY2012:

- September 14:  16
- October 12:     12
- February 15:    7
- March 6:          12

E.  The current "New to ORGT" Training has been revised to be appropriate for any ORGT staff member who has not taken the course before.  It is both an introduction to basic policies as well as an orientation to emergency procedures.  The existing PowerPoint Deck includes a considerable amount of information as well as several embedded videos.  It is impractical to include a hard-copy of the document.  The PowerPoint training document may be viewed on the CRC shared drive at:
**S:/Outdoor Recreation/ORGT Roster/New to ORGT (3.4.12)**

The Mann Gulch Leadership Training Videos may be viewed at the following links:
**http://www.youtube.com/watch?v=DGBzYseoXmU**
**http://www.youtube.com/watch?v=076-DvJKklA&feature=youtu.be**

## Next Steps
Recently, the risk management committee has produced a series of 1-topic training video shorts.  The same needs to be done for training and orienting new employees.  In addition, during the coming fiscal year, the record-keeping process for registering and tracking ORGT volunteers needs to be streamlined.  It would benefit the organization as well as individuals if it were possible (at the push of a button) to provide a printout of the service record of each individual volunteer.

## Goal 3
Submit a proposal for construction of a team initiative course ("low ropes") and a second exit element that is driven by specific curriculum needs.

## Objectives
a) Working with a range of stakeholders such as staff, students, representatives from the academic and student affairs divisions, customers, facilitators, and challenge course builders, identify program needs and interests.  (b) From this information, produce comprehensive descriptions of 5 distinct experiences in response to these needs, and (c) develop a facility plan for course improvements needed to accommodate these specific experiences.

## Assessment/Evaluation
Presentation of written plan submitted to Michael Edwards.

**Summary of Results**
Complete; proposal created & expansion completed.

**Actions Taken**
A plan for expansion of the course was outlined based on informal conversations with staff and participants.   Signature Research, Inc. was engaged to complete the additions to the course. Additions were completed before November 1.

As a result of this proposal, the following elements were added to the course:

- Leap of Faith (Trapezes)
- Leap of Faith (Bouy Balls)
- Burma Bridges (2)
- Squirrel's Hoist (1)
- 4 portable team initiatives


**Goal 4**
Devise and implement a strategy for operation of the Wilderness Outpost which leads to a 10% increase in revenues. Areas to be revised as needed may include training procedures & documentation, staffing, items offered for sale, marketing, and equipment for rent.

**Objective**
(a) With stakeholders including current attendants, ORGT volunteers, FT staff and customers, will conduct a needs assessment and/or a solutions/options session meeting(s), and (b) produce a marketing plan and implement it, (c) then measure outcome of revenues via our current POS software system.

**Assessment/Evaluation**
10% increase in revenues over FY2011; description of improvements in policies and procedures.

**Summary of Results**
Complete; gear rental revenues up 13%.

**Actions Taken**
Expanded awareness of the Wilderness Outpost's gear rental program is a natural result of increasing attendance in instructional programs, etc.  Because of our increased participants, rentals increased as well.

Gear rental numbers are difficult to report accurately due to the rental software – Rentmaster - - being out of commission for three months.  Revenues, however, are accurate.  We experienced an overall increase in revenues of 13% during FY 2012.

## Gear Rental Revenues
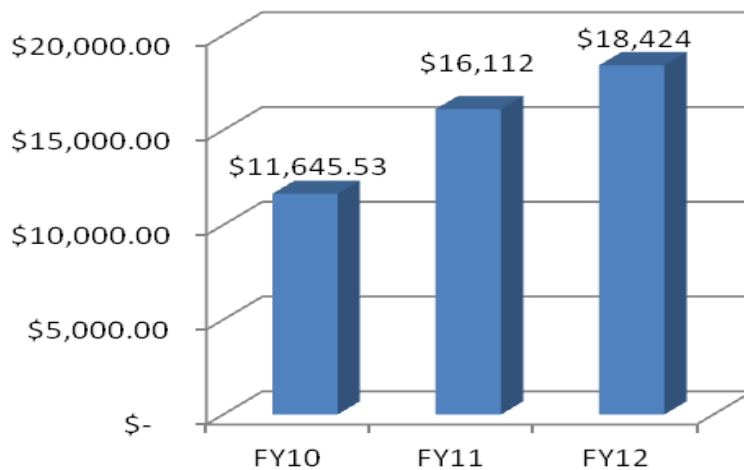


**Goal 5**
Train 20 ORGT volunteer staff to safely drive ORGT vehicles per University policies.

**Objectives**
(a) Recruit volunteers to take the GT van training; (b) collect and store copies of their driving records; (c) complete an in-house orientation to ORGT policies and procedures.

**Assessment/Evaluation**
List of 20 student volunteers who have completed the training.

**Summary of Results**
21 drivers trained & oriented to ORGT Policies

**Actions Taken**
The following ORGT staff were approved as drivers. Each completed the National Safety Council Driver's Training program and were oriented to ORGT policies by David Knobbe. Copies of driving records are on file.

Drivers trained during FY 2012:

| | |
|---|---|
| David Brannen | 8.18.2012 |
| Michael Butler | 9.10.2011 |
| Josh Devane | 8.02.2011 |
| Chris Esteves | 8.13.2011 |
| Stefan Ferguson | 5.05.2012 |
| Kyle Gochenour | 3.19.2012 |
| Will Grier | 8.02.2011 |
| David Ward | 7.11.2011 |

|              |            |
|--------------|------------|
| Matt Vildius | 3.14.2012  |
| Sam Shew | 3.28.2012 |
| Katelyn Randall | 7.21.2012 |
| Xan Roseberry | 7.29.2011 |
| Lisa Palazollo | 7.28.2011 |
| Lane Outz | 7.28.2011 |
| Chip Albo | 6.04.2012 |
| Pierce Sullivan | 8.09.2011 |
| Tech Treks SE (5) | 6. 15.2012 |
|              |            |
| Total: | 21 drivers. |

## Goal 6
Enhance the student experience through Outdoor Recreation

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

## Assessment/Evaluation
A student survey was conducted at the end of the semester to learn if and how Outdoor Recreation opportunities added value to the Georgia Tech experience.

## Summary of Results
Complete

## Actions Taken
During FY 2012, CRC Outdoor Recreation facilitated approx. 60,000 contact hours with the following services (not including challenge courses).  Our counting method tallies the number of spaces filled in programs rather than accounts for specific individuals.  There is some duplication.  A person who participates in two different trips during the year is counted as two people.   The number of participants in some programs is likely over-reported.

**Instructional Classes, Trips, & Field Trainings (1250 students / 17,500 contact hours)**
- Summer/Fall 2011:  38 trips
- Spring 2012:       40 trips
- Summer 2012:       15 trips

**Community & Leadership Development with Volunteers Staff     (5,420 contact hours)**
- Weekly sport group meetings, 75 attendees per week; 32 meetings per year
- Weekly kayak "roll school", 25 participants, 32 meetings
- ORGT Community Development, 5 events; average attendance:  50 volunteers.

- Wilderness First Aid Trainings (WFA, AWFA, WFR):  40 participants.
- New Volunteer Trainings (40 participants)

**Wilderness Outpost Rentals**
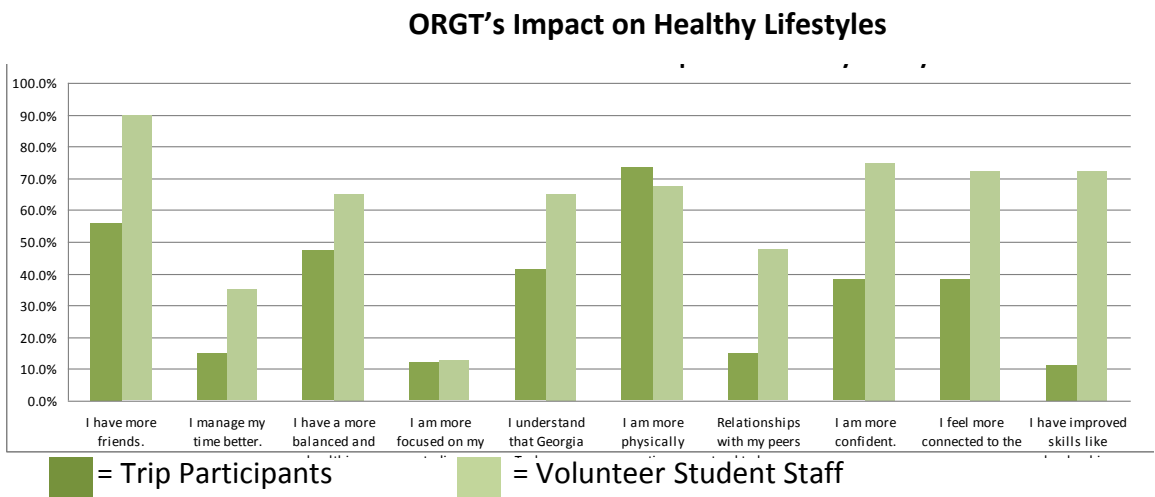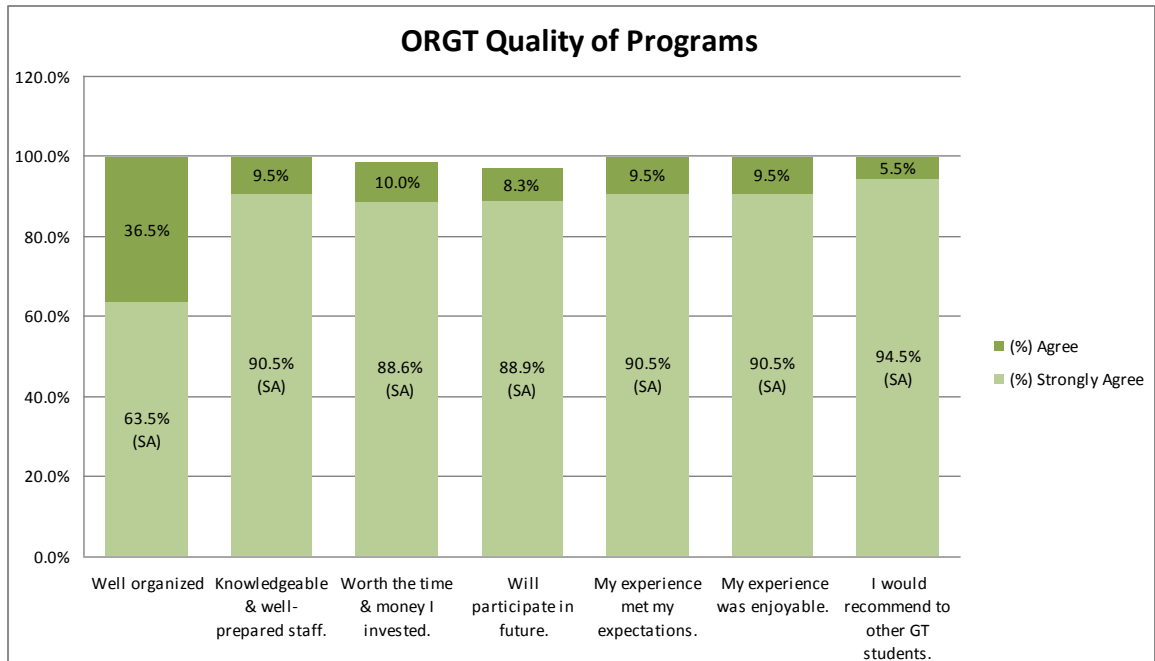- +5,000 gear items rented, >1,600 individual transactions

**Climbing Wall, (4,350 contact hours)**
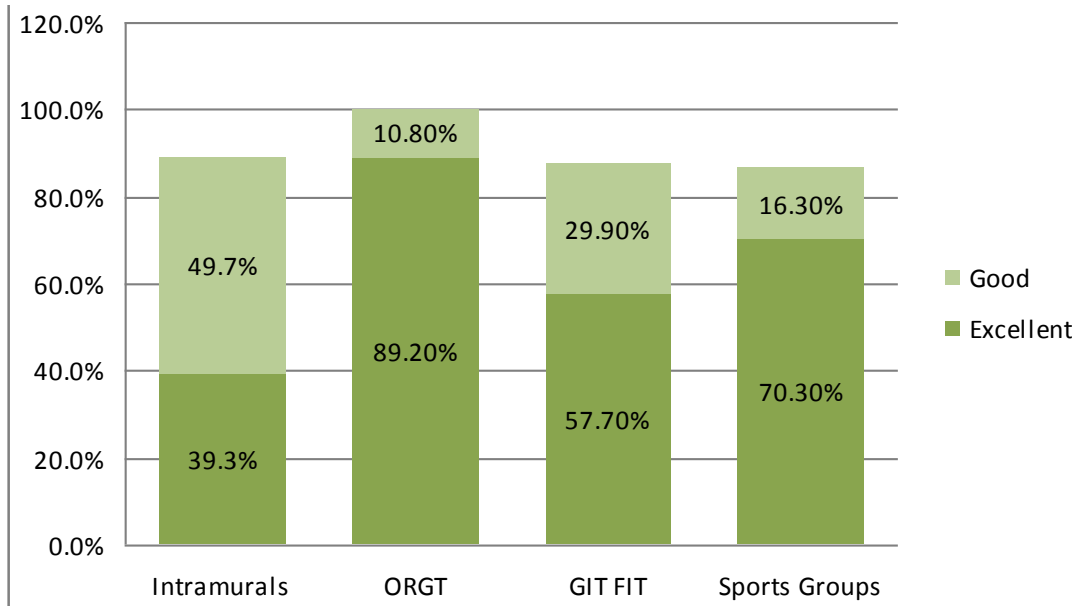- 4,156 "check-ins
- 75 climbers in ACC competition at GT

**Specialty Trips & Expeditions (278 students / 22,100 contact hours)**
- March 2012 -- Caving in Mexico  (12 students)
- May 2012 --   Mountain Biking, Moab, Utah (12 students)
- June 2011 -- Unbeaten Path:  Trekking in China  (42 participants)
- July 2012 -- Tech Treks Alaska – Freshman Only (12 students & Vols)
- July 2012 -- Tech Treks Alaska – Freshman Experience (11 students & Vols)
- July 2011 – Atlanta-Shanghai Program (95 students & vols)
- Aug. 2011 -- Stamps Scholars BWCA Orientation (14 students & vols)
- Summer 2011 -- Tech Treks SE (4 events, 80 students

In December 2011 and in May 2011, participants in instructional programs were surveyed.  As the table below indicates, the experiences were well received, rated as personally beneficial, and received high marks for quality.  ORGT volunteer staff members rated benefits of their participation far more positively than casual consumers of services.

## ORGT Quality of Programs



Bar chart titled "ORGT Quality of Programs" with legend: ■ (%) Agree, ■ (%) Strongly Agree. Y-axis from 0.0% to 120.0%.

| Category | (%) Strongly Agree | (%) Agree |
|---|---|---|
| Well organized | 63.5% (SA) | 36.5% |
| Knowledgeable & well-prepared staff. | 90.5% (SA) | 9.5% |
| Worth the time & money I invested. | 88.6% (SA) | 10.0% |
| Will participate in future. | 88.9% (SA) | 8.3% |
| My experience met my expectations. | 90.5% (SA) | 9.5% |
| My experience was enjoyable. | 90.5% (SA) | 9.5% |
| I would recommend to other GT students. | 94.5% (SA) | 5.5% |

## ORGT's Impact on Healthy Lifestyles



Bar chart titled "ORGT's Impact on Healthy Lifestyles" with legend: = Trip Participants, = Volunteer Student Staff. Y-axis from 0.0% to 100.0%. Categories: I have more friends.; I manage my time better.; I have a more balanced and healthier...; I am more focused on my...; I understand that Georgia Tech...; I am more physically...; Relationships with my peers...; I am more confident.; I feel more connected to the...; I have improved skills like...

## Overall Ratings of Healthy Lifestyles Programs



## Comparing Lifestyle Impacts of Healthy Lifestyles Programs
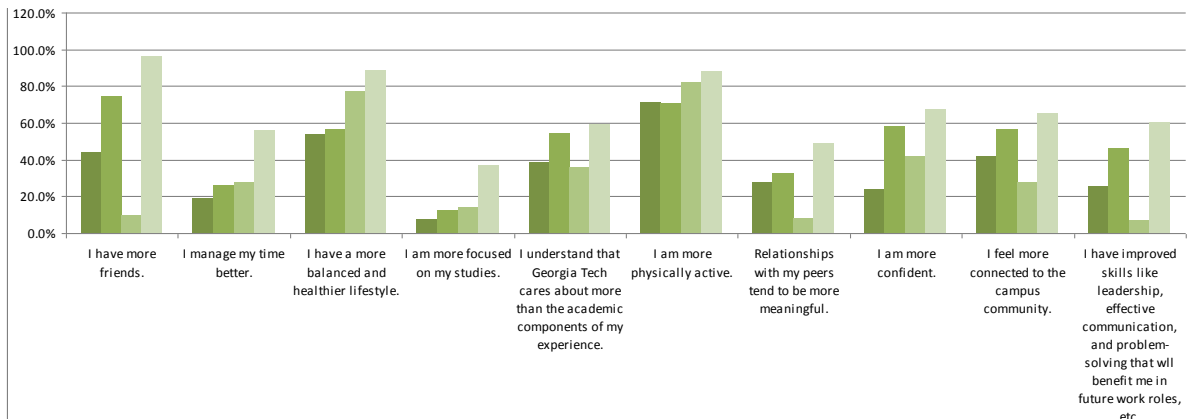


= Intramurals   = ORGT   = G.I.T.F.I.T   = Sports Clubs

**Goal 7**
Continue to engage challenge course staff in the enhanced training model implemented in Winter 2011 including 30+ hours training for new employees and quarterly in-services for existing staff.

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

**Assessment/Evaluation**
Survey, supervision/employee conversations, staff observations.

**Summary of Results**
Completed a 40-hour training regimen for 20 new facilitators.  Professional staff consistently conducted pre- and post-course debriefings with facilitators.  Quarterly in-services proved expensive and difficult to coordinate for a majority of facilitators.

**Actions Taken**
20 staff members were engaged in a full 40-hour training regimen prior to being released to facilitate programs independently.  Trainings were conducted in January and February.  6 additional staff members were oriented via a more traditional "field orientation" process in fall of 2011.

Quarterly workshops with existing staff proved to be difficult to coordinate.  Staff are paid a higher wage for facilitating challenge courses than for training workshops.  When facilitating, facilitators are paid for 6 hours of work – 1 hour for preparation and set-up, hours for facilitation, and 1 hour for debriefing and closing the course.  Many non-GT facilitators travel a significant distance to be here.  Traveling to GT for a workshop is not cost-effective for them.  Schedules for GT students often conflict with classes and other commitments.  It is more effective for Matt Marcus, Challenge Course manager, to meet with staff prior to and after most courses to debrief the experience and to update them on policy or procedural changes.

**Goal 8**
Work with Students to organize two Flanagan Endowment-sponsored trips during FY12 (not including the trip to Zion in Aug. 2011), one of which will be outside the continental United States.

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

## Assessment/Evaluations

Self-Report Survey administered both pre-and post travel experience (For each trip).
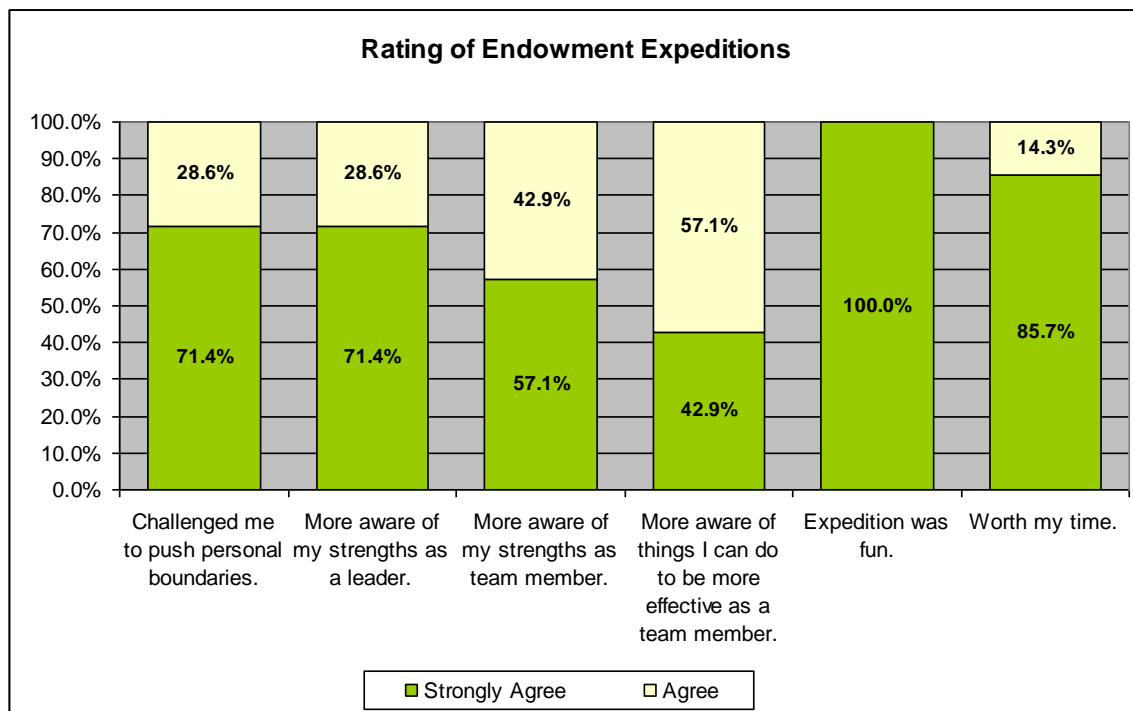
## Summary of Results

Complete. ORGT subsidized a caving expedition to Mexico (March 2012) and a mountain biking expedition to Moab, UT (May 2012). 23 students attended.

## Actions Taken

In December 2011, 4 groups of students presented proposals to organize ORGT expeditions. A small committee which included Austin Ward (IPAB President, David Knobbe (CRC), Michael Edwards (CRC), Michael Warden (GT Communications), and a visiting faculty member from Univ. of Michigan evaluated the proposals. The Mexico trip was chosen based on design, cost-effectiveness, qualifications of the presenter, and an assessment that the risk involved with the program could be managed successfully. Later the Moab trip was added to insure that a domestic option was available, too. An August trip to France was approved as well.

Each group completed 3 training trips and a challenge course as part of their preparation.

**Rating of Endowment Expeditions**

| Category | Strongly Agree | Agree |
|---|---|---|
| Challenged me to push personal boundaries. | 71.4% | 28.6% |
| More aware of my strengths as a leader. | 71.4% | 28.6% |
| More aware of my strengths as team member. | 57.1% | 42.9% |
| More aware of things I can do to be more effective as a team member. | 42.9% | 57.1% |
| Expedition was fun. | 100.0% | |
| Worth my time. | 85.7% | 14.3% |

**Goal 9**

For summer 2012, provide at least 18 participants in the two-week Tech Treks program (in Alaska or an alternative location) with an experience that they report has enhanced their preparedness for success as GT students.

**Objectives**

(a) Recruit 18 freshman participants; (b) design a curriculum-supported experience intentionally designed as an "freshman orientation" experience; and (c) devise a pre-post survey to assess impacts.

**Assessment/Evaluation**

Pre/Post survey data demonstrating improved preparedness.

**Summary of Results**

Complete; 19 participants attended the Tech Treks Alaska program during the summer of 2011. As of 6.7.2012, 15 participants were signed up for the summer 2012 program.

**Actions Taken**

In summer 2011, an additional Freshman experience to Alaska was added to the Tech Treks schedule.   For summer 2012, a 3$^{rd}$ option was added:  a 3$^{rd}$ Tech Treks expedition to Minnesota.  This trip will take place in 2012; however, it will only host 6 incoming freshman. Efforts to recruit were hampered by (a) Outdoor Recreation receiving a mailing list for incoming students two weeks later than usual and (b) the early dates for the Minnesota trek.

Reponses to the 2011 participant survey indicate experiences provided to 19 students were perceived as well-organized and meaningful:

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

**For the full report, including individual comments from participants, visit the following site:**

- **http://app.zoomerang.com/Report/ResultsPage.aspx?qn=1**

**Goal 10**

Achieve a 90% satisfaction rate among challenge course users as determined via survey.

## Objectives

(a) Through improved training and training materials produced and including online modules that emphasis delivery of specific outcome-based experiences, staff will be better prepared to deliver experiences that meet user needs; (b) challenge course participants will report a 90% or higher satisfaction rate as measured with a survey instrument administered to 90% of groups.
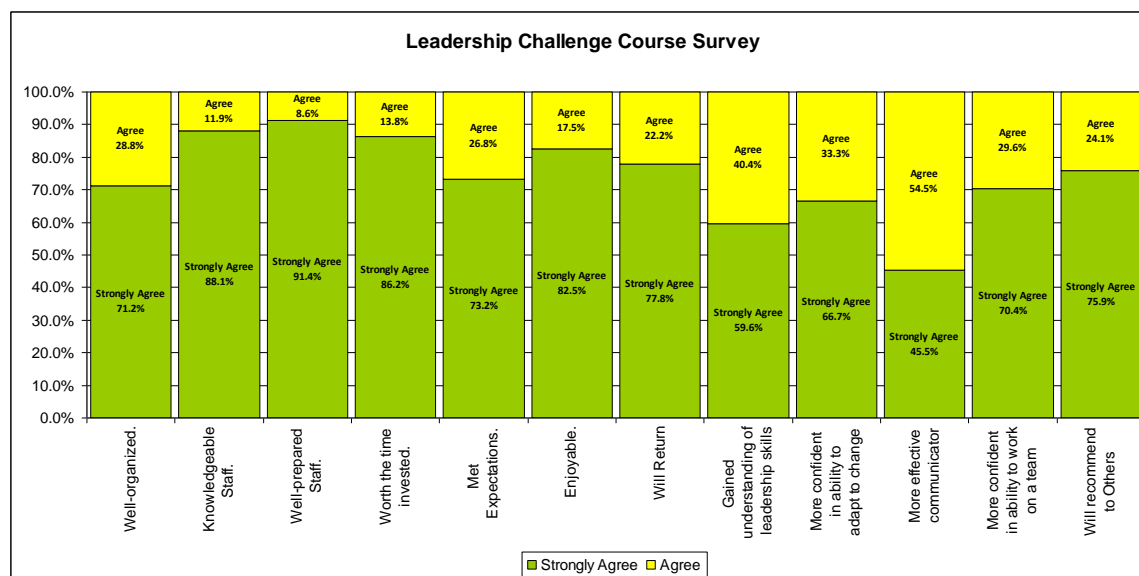
## Assessment/Evaluation

Compiled survey results showing 90% satisfaction in terms of (1) overall experience, (2) benefit to the individual, (3) benefit to the group, and (4) value as a learning experience.
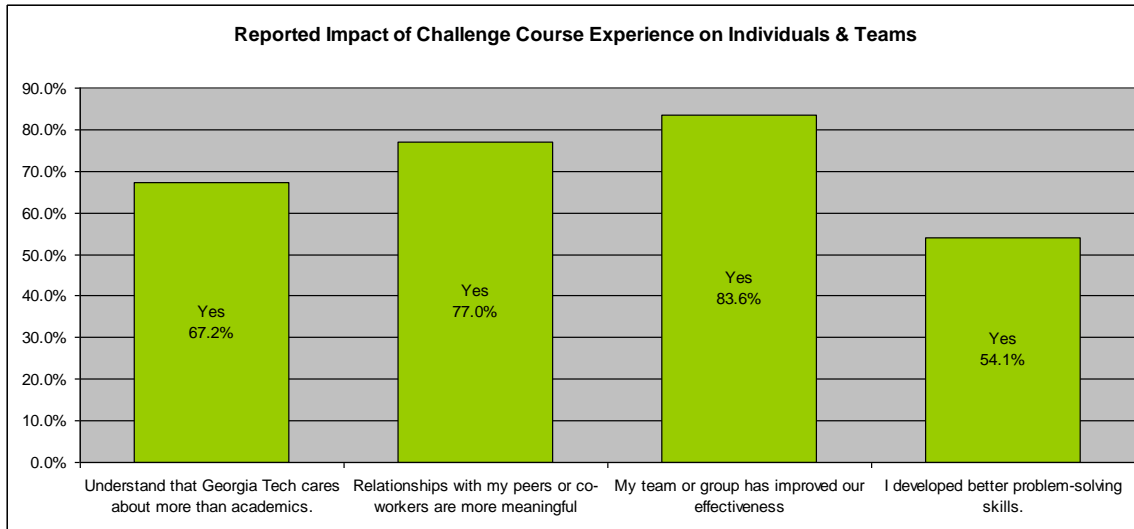
## Summary of Results

Completed, though we found it difficult to send surveys directly to participants. Response rate was far below the 90% hoped for.

**For the full report, including individual comments from participants, visit the following site:**
- **http://app.zoomerang.com/Report/ResultsPage.aspx?qn=1**



Leadership Challenge Course Survey

**Reported Impact of Challenge Course Experience on Individuals & Teams**

| | Yes |
|---|---|
| Understand that Georgia Tech cares about more than academics. | 67.2% |
| Relationships with my peers or co-workers are more meaningful | 77.0% |
| My team or group has improved our effectiveness | 83.6% |
| I developed better problem-solving skills. | 54.1% |

81.4% Rated their experience "Excellent";
18.6% Rated their experience as "Good".

## Goal 11
Achieve 100% ethics training compliance within 2-weeks of the first day of employment with Outdoor Recreation.

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

## Assessment/Evaluation
Certificates & no one on the "outstanding" list circulated in spring semester.

## Summary of Results
Complete

## Actions Taken
In the end, Outdoor Recreation was able to provide documentation of employees having taken the ethics training for the vast majority of employees. 2-3 individuals were unable to comply by the close of the deadline. Needless to say, there were systemic challenges with the way the process was set up that could not have been anticipated and which made it difficult for staff to complete the task.

There is probably no need to explain the problems with the system. They were experienced across campus and throughout the CRC. The deadline was too short, non-student staff who

tended not to have GT e-mail addresses and consequently had difficulty accessing the online documentation process even when they contacted OHR well in advance, and some students logged in to the system multiple times but the system failed to keep record of their compliance.

The effort expended was good, but the system was flawed and made 100% compliance exceedingly difficult.

**Goal 12**
Deliver challenge course services to at least 4000 individuals in FY2012.

**Objectives**
(a) Work closely with the CRC marketing and communications director to produce quality targeted marketing pieces, keep the website up to date and filled with engaging content; (b) Through regular face-to-face marketing meetings and discussions with potential group coordinators, recruit 4000 participants.

**Assessment/Evaluation**
Record of user groups and course attendance.

**Summary of Results**
Did not meet; served approx. of 2400 of 4000 projected.

**Actions Taken**
Despite an increase of 33% (62 in 2011 vs. >92 2012) in the number of groups served during FY2012, the overall number of individuals served on the challenge course remained the same. This means that the average sized group served in FY 2012 has decreased from 38 to 25 in the past year. We cannot offer an explanation. Had the average group size remained the same, we might have served almost 3500.

During the year, Outdoor Recreation conducted three marketing events with representatives from campus Greek organizations. These events engaged at least one representative from over 40 campus groups on the course. In addition, CRC staff worked with DLPE to foster a marketing relationship as well. While these resulted in some new groups, the overall number decreased.



# of Leadership Challenge Course participants FY12

FY10: 1,456
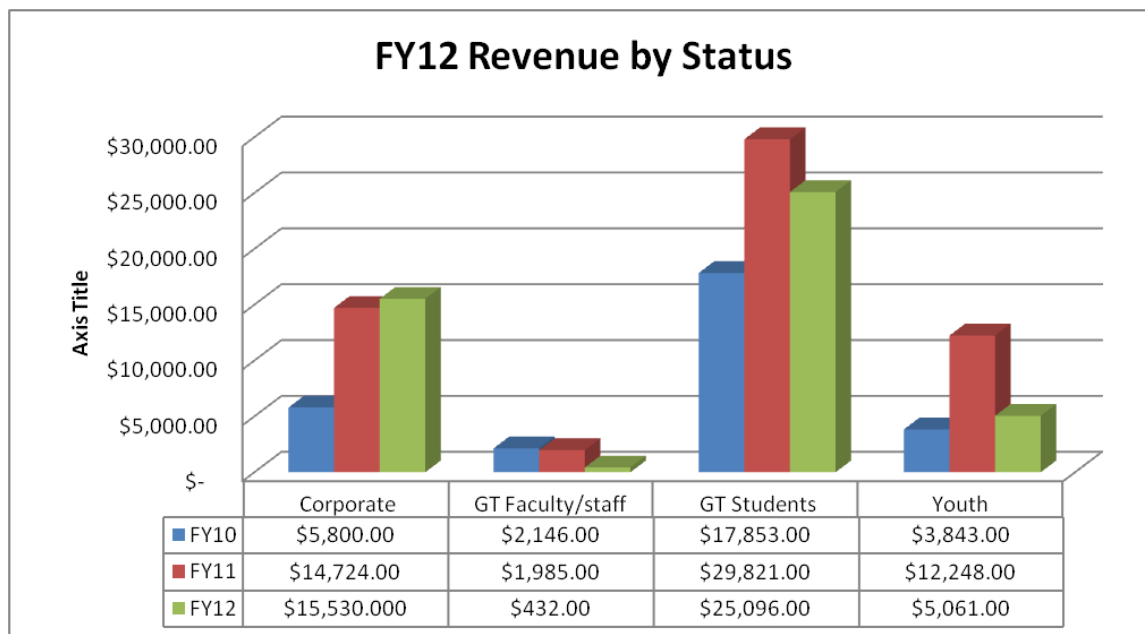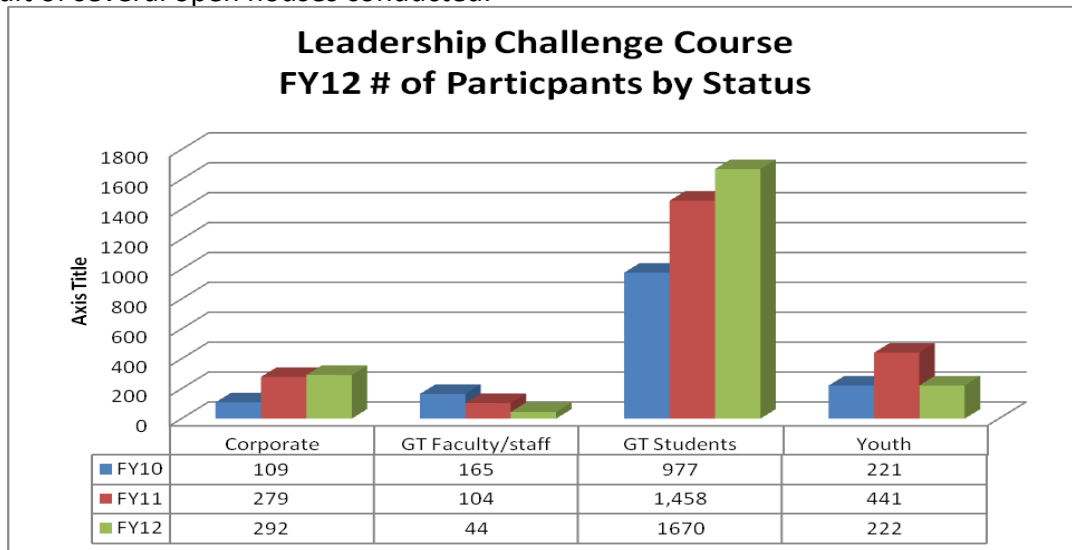FY11: 2,345
FY12: 2,342

We also met with the director of Alumni
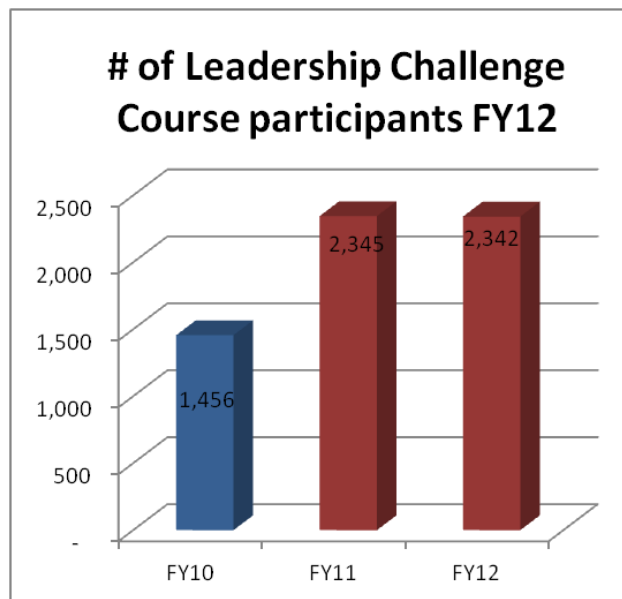
Relations, delivered an experience to 10 members of the SGA executive board, and worked with marketing & communications to produce a video that has been on their website since February.

Interest among individuals is high. People often comment, "I want to do that". Unfortunately, there is no avenue for individuals unaffiliated with organizations to participate.

Revenues were lower, too, and we failed to see the expected upswing in groups served as a result of several open houses conducted.

**Leadership Challenge Course**
**FY12 # of Particpants by Status**

| | Corporate | GT Faculty/staff | GT Students | Youth |
|---|---|---|---|---|
| FY10 | 109 | 165 | 977 | 221 |
| FY11 | 279 | 104 | 1,458 | 441 |
| FY12 | 292 | 44 | 1670 | 222 |

**FY12 Revenue by Status**

| | Corporate | GT Faculty/staff | GT Students | Youth |
|---|---|---|---|---|
| FY10 | $5,800.00 | $2,146.00 | $17,853.00 | $3,843.00 |
| FY11 | $14,724.00 | $1,985.00 | $29,821.00 | $12,248.00 |
| FY12 | $15,530.000 | $432.00 | $25,096.00 | $5,061.00 |

### Next Steps
At the same time that we saw qualitative and quantitative evidence of improving quality in the product we are delivering, we saw a decrease in the size of groups and a decrease in the revenues generated. Significant effort needs to go into developing a marketing plan that

includes Full-time Outdoor Recreation Staff leaving campus to meet with organizations to educate them about the opportunities.

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

Note that the number of students served increased between FY2011 and FY2012, while the amount of revenue generated from student groups decreased. This is due to marketing efforts. The LCC hosted several open houses for the Greek system and SGA. Also, challenge courses are incorporated into the STAMPS Trek and ORGT Expeditions. While Groups are charged for these services, the fees are not separated out and coded back to the challenge course.

# Career Services

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

**Goal 1**
**Customer Service**

**Objective**
Improve provision of timely and effective services to students.

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

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

**Method of disseminating and using information for improvement**
Information will be distributed through annual assessment reports and reviews. Information will also be disseminated and discussed during career services staff meetings as appropriate.

**Summary of Results**

An on-line survey was sent to students in April 2012. Recipient students visited the office during the year for a variety of services. The primary purpose of the survey was to determine the quality of student experiences in several areas including staff timeliness, professionalism, knowledge, etc. We look for significant changes, particularly areas of concern, from year to year in order to maintain a high level of service.

Students were asked to rate their experiences from Poor to Excellent (five point Likert Scale) in eight categories. On the nearby chart a summary of scores are viewable as well as a comparison of scores going back eight years. Scores ranged from 4.1 to 4.7. The library rating is always lowest but it did increase this year to 4.12 from last year's score of 3.75. Overall results remain satisfactory.

**Actions Taken**
We implemented our proposed plan for the career library by installing touch screen computers and a flat screen TV. We attribute the improved library score to these additions.
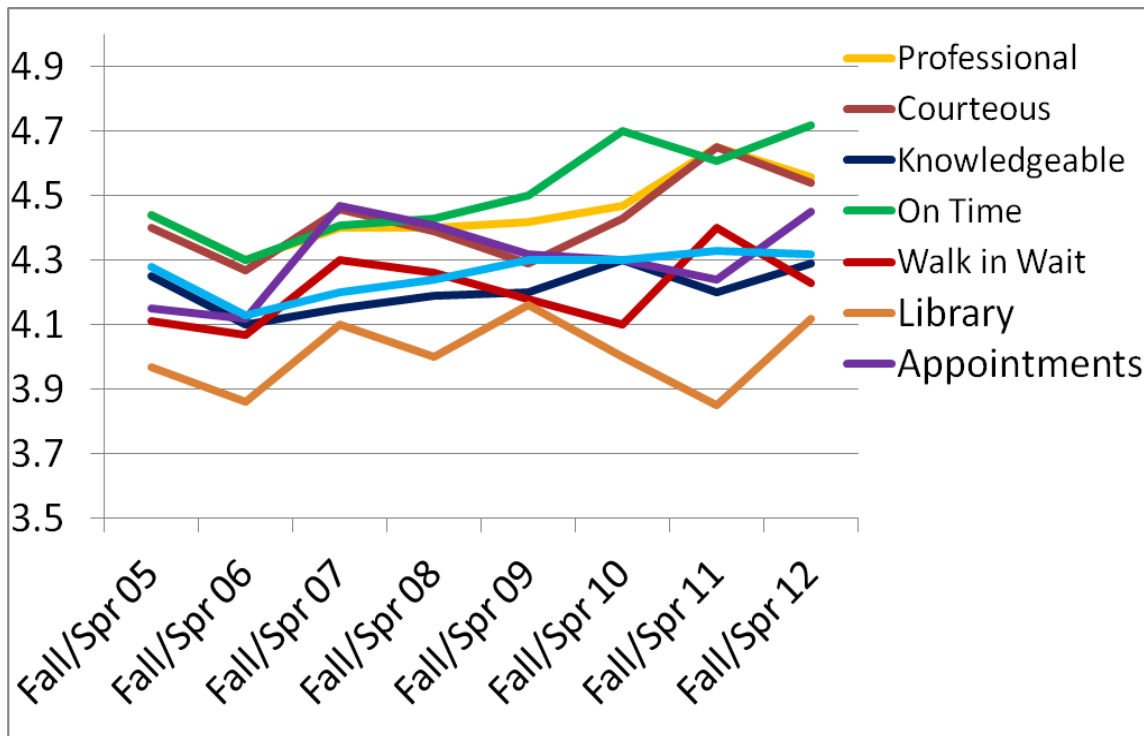


**Goal 2**
**Career Decision Making**

**Objective**
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.

**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 2012. 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 3**
**Career Education Seminars**

**Objective**

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

**Outcome**

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

**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 in May 2012. The attached tables indicate that students gained an increase in knowledge and skills in resume writing, interviewing and conducting a successful job search as a result of attending these seminars. Average survey response for all seminars fall 2011 and spring 2012 were at or significantly above the goal of an average 4.0 on Likert scale.

**Actions Taken**
Review Job Search presentation and material used in Job Search seminars. Adjust to address content related to question 4 which received average score of 4.0 on Likert scale.

**Goal 4**
**Resume Blitz and Mock Interview Events**

**Objective**
Assist students in their job search process by preparing them on employer expectations related to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Programs.

**Outcome**
Students will demonstrate their knowledge of employer expectations relating to resume preparation and interviewing skills. They will also gain an understanding of the job market trends and employers' hiring practices and recruiting venues.

**Evaluation Strategy**
A student interview feedback survey measuring the students' ability to present themselves professionally in a job interview was conducted for the 2012 Mock Interview Week event.

Evaluation surveys providing feedback on the Resume Blitz was collected for the 2011 event, as well.

**Method of disseminating and using information for improvement**
Results will be provided in the Career Services Annual Report and disseminated to appropriate Career Services staff.

**Summary of Results**
Employer and Student Evaluation surveys were collected for the Resume Blitz Event. Both surveys developed use a rating factor from Excellent to Poor.

Representatives from over 70 companies provided resume critiques for approximately 1,580 students during the Fall 2011 Resume Blitz event. Both students and employers were surveyed on site about their experience during the 3-day event.

Feedback from the employers who participated was very positive. 95% rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 94% rated their

on-campus experience (i.e. event check in, student participation and preparation and overall impressions) as either excellent or good.  Employers also provided many positive comments. As in previous years the College of Management (185), Mechanical Engineering (243) and Industrial & Systems Engineering (214) schools had the highest levels of student participation. The student body that participated in the event was made up of 69% Bachelor, 24% Master students and 7% Ph.D. students. When asked if the event met their expectations, 95% of the students responded yes.  The overwhelming majority of students (96%) also indicated that they found the location to be convenient, received feedback relevant to their major and rated the feedback they received from the professional as either excellent or good.

Students indicated that the primary way they found out about the event was through email 43%, Career Services website 21% and advertising in their department 24%. There were also consistently positive narrative comments from students.

For the Mock Interview Event Career Services hosted 69 companies and accommodated 535 student interviews. Two surveys were administered to receive feedback on the event; one for students, based on a scale of 1-10, with 10 being the highest and one for employers, using a rating factor of Excellent to Poor.

Out of the 158 student responses, 84% ranked the feedback learned as between a 9 and a 10. Likewise, when ranking the interview experience, 83% students ranked it a 9 and above.  100% of the students who completed the survey would recommend the event to their friends. Some of the students' suggestions for improving were to increase the number of technical questions asked and increase the time allotted for feedback.

Of the employers who participated 92% rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 94% rated their on-campus experience (i.e. event check in, student participation and preparation and overall impressions) as either excellent or good.

### Actions Taken
The following action items were taken to enhance the Resume Blitz event:

- Schools with lower student participation in the past were assigned to the Student Center which helped increase student participation of those particular majors.
- Academic advisors were engaged more to advertise the event to their students.
- Targeted emails were sent out one day prior to the event to specific majors helping to increase number of participants.
- Student assistants were hired to assist company representatives assigned to various schools with the flow of the event.  This provided more personalized and responsive assistance in answering questions and addressing immediate recruiter needs.

For the Mock Interview Event, the following suggestions were implemented based on student and employer feedback:

- Skype interview options were offered on the 3<sup>rd</sup> day of the event for companies that could not be on campus but were interested in helping out.
- Employers provided interview feedback to students by completing the on-line student interview feedback form. Results were emailed to students individually**.**
- A Case Interview Workshop, presented by Deloitte Consulting, was added to the event to provide interview skills to students interviewing for consulting positions.
- Mock Interview Information was incorporated and provided to students in the General Interview Skills Workshop Presentations.

Evaluation Forms Attached, Appendix B

**Goal 5**
**Employer Relations**

**Operational Goal**
Assess and enhance services provided to employers during on-campus recruiting activities.

**Outcome**
Employers will report enhanced levels of satisfaction with Career Services.

**Evaluation Strategy**
A survey is administered to recruiters in an effort to measure their degree of satisfaction with Career Services during recruiting activities. An Employer Summit event was also organized in April to provide valuable information to ease the on-campus recruiting process.

**Method of disseminating and using information for improvement**
Information will be disseminated through the provision of summaries in an Annual report and to appropriate Career Services staff.

**Summary of Results**
*Recruiter Survey (Fall 2011)*
Career Services surveyed all recruiters who conducted on-campus interviews during the Fall 2011 semester by Survey Monkey.  There were 146 respondents.  Thirty-eight (34) of those respondents coordinated the on-campus recruiting logistics for their companies and they were specifically asked to provide feedback on using our online tools (i.e. CareerBuzz and the Career Services website) as well as their interaction with the Career Services staff prior to their on-campus visit.

Based on a scale of 1 (Poor) to 5 (Excellent), 64% of those who responded rated our online tools as a 4 or 5. The specific area identified as requiring improvement was CareerBuzz and Career Services website navigation.

The Career Services staff's responsiveness was rated by 77% respondents as being between excellent and good, 85% rated between excellent and good on the level of professionalism.

Feedback from recruiters regarding their actual on-campus visit (including the employer check in process, on-site assistance, staff professionalism, cleanliness of the recruiting area, and the employer lounge) was very positive 86% rated each area surveyed as a 4 or 5.

Overall, 92% rated their total on-campus recruiting experience as a 4 or 5.

***Recruiter Survey (Spring 2012)***
Career Services surveyed all recruiters regarding their on-campus recruiting experience during the 2012 Spring semester through Survey Monkey. There were 66 respondents. Sixteen (16) respondents actually coordinated the on-campus recruiting logistics for their company and they were asked to provide feedback regarding our online tools (specifically CareerBuzz and the Career Services website) and their interaction with the Career Services staff in advance of their on-campus visit.

Only 24% of the total respondents provided feedback regarding our online tools and their interaction with our staff so there were few data points, however 81% rated their interaction with the Career Services staff as a 4 or 5. The professionalism of the staff was rated by 84% of respondents as a 4 or 5, and the ability to resolve issues is considered to need improvement by 19% of the respondents.

When asked to provide feedback on their visit to campus 93% rated our employer check in process and the assistance provided on site as a 4 or 5 and 86% rated their satisfaction with the cleanliness of our recruiting area either excellent or good. Slightly over 84% rated our interview rooms as a 4 or 5. Overall, 91% rated their total on-campus recruiting experience as a 4 or 5.

**Actions Taken**
The following actions were implemented for Fall 20101/Spring 2012:

- All interview rooms were refurbished with fresh paint and new desks and white boards installed in each room
- The recruiter lounge areas were also refurbished with a remodeled kitchen, new furniture and fresh paint. New computers were also installed in the Employer Lounge, as well as the recruiting area
- Additional Student Assistants were hired and trained to provide full-day coverage for the recruiting area
- The recruiter survey was revised and to improve survey response rate the survey was sent out on a weekly basis through email

**The following actions will be implemented for Fall 2012/Spring 2013:**

- New customer service satisfaction survey will be implemented that will allow recruiters to provide feedback and evaluate ER team members
- Computers in the busiest interview rooms will be updated
- CareerBuzz functionalities will be reviewed to assess better customer service experience for recruiters.

The first Employer Summit took place in April 2012. It was a campus wide event organized for the first time to enhance the recruiters' experience on-campus and provide vital recruiting information to participants. Over 90 companies signed up and close to 120 participants have attended the event. Participants were asked to fill out a feedback survey at the end of the event.

The event featured several presentations done by students and alumni, as well as four main offices on campus (Career services, DOPP, Alumni Career Services and Corporate Relations). Networking opportunities with student organizations and academic departments were also part of the program.

The planning aspects of the summit were all rated above 4 on a rating scale from 1-5 (1 Poor – 5 Excellent). Areas that need more enhancements were related to the schedule of the day and quality of programming. 86% of the respondents stated that the event met their expectations and 8% said it exceeded their expectations.
When asked if the company will increase its involvement in on-campus recruiting activities as a result of the event 57% said very likely and 39% somewhat likely. 54% also stated that they will modify their recruiting approach to better meet students' needs and recruiting trends at Georgia Tech.

**Goal 6**
**Multicultural**

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

**Outcome**
Increase the number of underrepresented students utilizing Career Services resources

**Evaluation Strategy**
Track participation via BuzzCard scan.  Generate measurement reports.

**Dissemination**
Report to director, Career Services Staff, annual report

**Summary of Results**
N/A

**Actions Taken**

- Career services programming was developed and delivered to underrepresented students and organizations
- Partnerships were established with campus partners and employers
- Career Peers and student organization leaders were utilized to promote programs to underrepresented students
- Social media platforms geared toward diversity were actively maintained and saw double the amount of participation and traffic from the previous year

**Outcomes**

Career Services saw an overall increase of 2.0% in the number of underrepresented students utilizing the resources available through Career Services.

Approximately 3947 underrepresented students utilized Career Services this past year, including African-American, Hispanic, Native American, and female students.  This represents approximately 45% of all underrepresented students enrolled, up from 43% the previous year.

**Goal 7**
**Career Ambassadors**

**Learning Goal**

Educate Career Ambassadors about the importance of career development and planning in addition to the programming offered through Career Services and the ways in which these programs and services can assist in navigating the career path.

**Evaluation Strategy**

A participant feedback survey will be conducted to assess students' knowledge before and after program participation.  Surveys will be evaluated to determine the effectiveness of the Career Ambassador Program

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

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

**Actions Taken**

Ambassadors completed a survey (Data Report) that evaluated their knowledge and understanding of Career Services programs and the importance of career planning and development.   Students assessed their knowledge upon entering the program and after program completion using a five-point Likert scale where the low end of the scale (1) was equivalent to "No Knowledge/Ability" and the high end (5) was equivalent to "Expert" level

knowledge and ability.  Participants acknowledged that they entered the program with some previous knowledge and that their collective knowledge had significantly increased upon completion of the program (Appendix B).  Participants indicated that they possessed the least amount of prior knowledge in the area of "Walk-in" services and procedures and rated themselves as having equal to or less than "Basic" knowledge before the program and "Expert" knowledge at the completion of the program. Participants were polled on the following areas:

1.  Knowledge and understanding of the services and programs provided by the Career Services office
2. Knowledge and understanding of components of the Career Services website
3. Knowledge and ability to promote, discuss, and explain these events to students
4. Knowledge and understanding of services available for students during a walk-in appointment
5. Knowledge and understanding of basic student walk-in procedures
6. Knowledge and understanding of workshops and seminars presented by Career Services
7. Comfort level in providing services to clients in relation to the topics covered in this program?
8. Overall knowledge of the topics covered in this program?
9. Overall understanding of the importance of career development and planning

Career Peers were polled about the actual training content that they received and whether they felt the content was relevant to the program objectives as well as the work being done in the program.  Students assigned the following areas a rating of 4.3 using the same five point Likert scale:

1. Objectives of the program were clearly explained
2. Objectives stated were met
3. I understand the material and topics covered in training
4. Training content was relevant to the position/work involved

Career Peers were asked to assess the overall program using a ten point Likert scale where the bottom level (1) indicated "Poor" and the top level (10) indicated "Outstanding."  The average overall rating for the program was "9.3."

**Outcome**
Based upon the results of the survey, the program was deemed to be effective in meeting the learning goal of educating Career Peers on the importance of career development and planning and preparing them to effectively transfer this knowledge to Georgia Tech students. A departmental review determined that a smaller number of Career Peers (three) demonstrated a higher level of commitment, dedication, and service to the program than previous years where more Career Peers were utilized.

**Goal 8**
**Graduate Symposium**

**Learning Goal**
Increase the interaction with Masters and Graduate Student and provide special programs, like the Symposium, to address specific needs of graduate students and provide alternative career information focused on industry, government and academic options.

**Outcome**
Measurable, positive outcomes associated with the Graduate Career Symposium.

**Evaluation Strategy**
All participants will receive an online post event survey to ascertain the value of the experience. Each topic session participant will also be asked to complete a paper and pencil survey regarding the value of the information presented.

**NOTE:** After further consideration, due to a low response rate from last year's survey, it was determined that the on-line post event would be replaced with the individual session surveys. Results of those surveys are included in the data report.

**Method of disseminating and using information for improvement**
Information will be distributed through annual assessment reports and reviews. Information will also be disseminated and discussed during career services staff meetings as appropriate. Additionally Information will be distributed to event sponsors, Graduate Student Government Association leaders, and CETL.

**Summary of Results**
Overall the session evaluations were very positive. Attendees overwhelmingly indicated they understood and could articulate the concepts presented and, with few exceptions, recommended the panels and workshops to others graduate students.

**Actions Taken**
Reviewed detailed student feedback, scores and comments, to determine areas for improvement moving forward. Although positively received, one workshop received somewhat lower marks and is being re-considered for next year.

**Goal 9**
**Career Course GT4801 2012**
Educate students through the provision of a career development class designed to help students learn lifelong skills and prepare for their individual careers through self-assessment, hands-on activities, workshops and lectures related to the career planning and preparation process.

**Outcomes**

- Students will learn how to self assess and express their occupational qualifications including educational background, work experience, strengths and weaknesses, accomplishments, skills, interests, values and personal qualities.
- Students will learn how to develop effective job search correspondence. □
- Students will learn successful job search strategies.
- Students will gain an understanding of the importance of networking and conducting informational interviews.
- Students will learn and practice effective interview techniques. □
- Students will gain knowledge of how to evaluate and negotiate job offers. □
- Students will gain an understanding of business etiquette and appropriate professional conduct. □
- Students will learn basic financial concepts that will prepare them for life after college. □
- Students will learn the basics of transitioning from college to career.

**Evaluation Strategy**
Students will be surveyed at the end of the semester.

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

**Summary of Results**
The learning objectives survey results for the fall 2011 GT4801 Career Planning course indicated that students overwhelmingly strongly agreed or agreed that the course learning objectives were met and that they would recommend the class to friends and classmates.

Students were asked to provide suggestions that would improve the class.  Suggestions to allow juniors to take the course were implemented spring 2012.

Students again expressed a desire for a stronger focus on financial management.  The Managing Your Money & Financial Basics topic had already been expanded from one class period to two spring 2011 semester.  I gave them solid resources for further information; however, I hesitate to expand the topic further as it would shift the focus of the Career Planning course.

The learning objectives survey results for the spring 2012 GT4801 Career Planning course indicated that the majority of students strongly agreed or agreed that the course learning objectives were met.

**Actions Taken**
Student suggestions were similar to previous semesters.  They recommended that the course have a letter grade option.  During spring, students miss more classes particularly due to interviews and senior design projects.  As in the past, more students in the spring appeared to want to enroll in the course because they needed 1 more credit hour to graduate.  Students

that have already completed the School of Management equivalent course enrolled in GT4801. If the course is approved by the Undergraduate Curriculum Committee, we will ask that it remain open to juniors. Further, going forward, we will ask that, if possible, parameters be placed to prevent students that have completed an equivalent course from enrolling in GT4801.

**Goal 10**
**Retention**

**Retention Study**
Analyze freshman class of 2006 Identify students who showed some level of participation with career services and those who did not. Compare the two groups and determine respective retention rates

**Evaluation Strategy**
Analyze data collected by Career Services

**Outcome**
Provide evidence (or not) of the role Career Services programs plays in retention

**Method of Dissemination**
Annual Assessment Report

**Summary of Results**
After examining the data and after consultation with the Division Director of Assessment, it was determined it wasn't possible to draw statistically valid correlation.

**Actions Taken**
In an attempt to gather some data, we added a question to the customer service survey as follows: "Programs and/or services provided by Career Services have positively impacted my decision to remain enrolled at Georgia Tech?" This received a score of 3.54 on a five point scale from a small sample size. This also does not seem to represent statistical relevance. Consideration is being given to alternative methods of data collection that may increase sample size.


# Counseling Center

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

**Goal 1**
**Operational Goal**

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

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

**Evaluation Strategy**
The 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.  Client will be asked to provide pre and post data using the CCAPS.

**Method of disseminating and using information for improvement**
Overall results will be reported to staff by June 30th via annual report.

**Summary of Results**
Overall results indicate that clients present with similar levels of Depression (1.56) and Social Anxiety (1.79) based on national averages (1.57 and 1.79 respectively).  Client score lower on levels of Generalized Anxiety (1.31), Eating Concerns (.77), and Family Distress (1.17) based on national averages (1.56, .99, 1.22 respectively).  Clients score higher on levels of Academic Distress (1.93) based on the national average (1.87).

**Actions Taken**
Post data collection procedures will be developed to allow for further analysis of counseling outcome data.

**Goal 2**
**Operational Goal**
To provide satisfactory counseling experiences to clients who utilize services at the Counseling Center.

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

**Evaluation Strategy**
The Counseling Center 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).

**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**
The Counseling Center engages in ongoing assessment of client experiences at the Center.  Each year, the Center randomly surveys its clients during 2 weeks in the Fall and Spring semesters 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 (N=244) indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.  Results from other items are listed in the table below:

|  | Avg. Rating |
|---|---|
| How satisfied are you with the services you have received at the Counseling Center? | 4.31 |
| How satisfied were you with you initial screening appointment? | 4.28 |
| How satisfied are you on your progress with the concerns that brought you to counseling? | 3.96 |
| How satisfied have you been with your counselor? | 4.57 |
| How satisfied are you that your counselor understands the nature of your concerns? | 4.42 |
| How satisfied are you with the assistance of the Front Desk staff? | 4.56 |
| How helpful has counseling been to you in improving or maintaining your academic progress? | 3.73 |
| How likely would you be to recommend our services to a friend? | 4.44 |

**Actions Taken**
Client Satisfaction Survey will be regularly administered twice each year (fall and spring semesters)

**Goal 3**
**Operational Goal**
To contribute to the academic progress/process of students.

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

**Evaluation Strategy**
The Counseling Center 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**
Based on the counseling Center's client satisfaction data for FY11, 55% of the students indicated that counseling has been "helpful" or "extremely 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 continue to provide diverse and effective outreach programming to students and the campus community.

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

**Evaluation Strategy**
During the course of the year, outreach evaluation forms 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 (N=410) 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 | 4.49 |
| • Personal/Practical Relevance | 4.49 |
| • Effectiveness of Presentation | 4.46 |
| **Presenter** |  |
| • Knowledge | 4.75 |
| • Preparation | 4.70 |
| • Engagement of Audience | 4.37 |
| **Goal Accomplishment** | 4.06 |
| **Arrangements** |  |
| • Convenience | 4.28 |
| • Notification of Event | 4.29 |
| • Location/Room Environment | 4.26 |
| • Format/Multimedia Use | 3.32 |

**Actions Taken**

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

**Goal 5**
**Operational Goal**

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

**Outcome**

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

**Evaluation Strategy**

Practicum students and predoctoral interns 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 '12.

**Goal 6**
**Operational Goal**
To obtain multicultural competencies in providing service to students.

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

**Evaluation Strategy**
Staff will be asked to complete an assessment instrument (TBD) to indicate their level awareness, knowledge, and skill in issues of multiculturalism.

**Method of disseminating and using information for improvement**
Data will be reviewed by the Director to outline continued efforts and improvements where necessary.

**Summary of Results**
The Counseling Center has instituted a Winter Retreat for its staff dedicated to the area of diversity and multicultural competence. An assessment instrument is currently in development and review.

**Actions Taken**
The Counseling Center will continue to engage in a retreat each year to focus on multicultural competence.


# Dean of Students Office

The Dean and staff in the Office of the Dean of Students have a long, rich history and tradition at Georgia Tech. For over 86 years the Dean of Students Office staff has provided support and advocacy on behalf of students. Assistance is provided in the resolution of problems, provision

of information about and referral to campus resources. The Dean of Students Office staff promotes initiatives that address students' needs and interests. In addition, it provides educational and co-curricular activities and experiences that encourage students to have a positive college experience.

## *ADAPTS – Disability Services Programs*

The ADAPTS Office provides information and support to students with disabilities. Assistance is also available for meeting the requirements of ADA and Section 504 of the Rehabilitation Act of 1973. 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**
**Learning Goal**
ADAPTS staff will be able to illustrate knowledge of best practices in the provision of services to students with disabilities.

**Outcome**
Increase in staff members' knowledge of innovative practices that may increase the visibility and effectiveness of the ADAPTS program.

1. ADAPTS staff will be able to articulate 3-5 specific best practices in the provision of disability services at peer institutions.
2. ADAPTS staff will be able to identify disability-related services provided at peer institutions that could be potentially be implemented at GT.

**Evaluation Strategy**
1. Supervisor observation
2. Written response to the learning outcome.

**Method of disseminating and using information for improvement**
Results will be used to develop a 5 year strategic plan and vision statement for the department. Information will also be shared with key individuals in the administration at Georgia Tech.

**Summary of Results**
Due to the addition of custom research project with the Educational Advisory Board, the Director decided to hold on assessing staff skills and knowledge until that project is completed (expected date of completion is July, 2012).

**Actions Taken**

ADAPTS will use the custom research project as a starting point for best practices and strategic planning.

**Goal 2**
**Learning/Operational Goal**
ADAPTS stakeholders will describe being informed and well-served when obtaining services.

**Outcome**
ADAPTS stakeholders will report that as a result of engaging with ADAPTS staff they are well informed regarding disability-related information and were provided good customer service.

**Evaluation Strategy**
1. A hard copy survey will be distributed to those that attend the ADAPTS Open House during FASET 2011 sessions # 5 & 6.
2. During Spring, 2012 an electronic survey of 5 – 8 questions will be sent via email to ADAPTS stake holders [note taking recipients].

**Method of disseminating and using information for improvement**
Results will be used to develop a 5 year strategic plan and enhanced vision statement for the area. Information will also be shared with key individuals in the administration at Georgia Tech.

**Summary of Results**
*FASET Survey*
A survey was conducted of both students and parents/family members attending the FASET ADAPTS open house during Fall, 2011. Parents and students were given a hard-copy survey regarding their experience with ADAPTS staff. Experiences were rated on a scale from 1 to 5 (1 being the least satisfied and 5 being most satisfied). The survey asked how the individual heard about ADAPTS services, if the information provided at the open house was helpful, if the staff was knowledgeable, if they felt they knew where to gather information, and did they know how to contact the office if needed. For each question, respondents rated all questions "5" or higher.

*Note Taker Survey*
A survey of note taker services was conducted and asked a series of questions surrounding recipients' experience with their note taker and the ADAPTS office. The majority of the respondents (58%) were at the junior and senior level. Overall, students felt that the note taking services assisted them in improving their grades (73%). On average it took one to two weeks to secure a note taker and 42% of students received their notes in a timely manner, while 54% felt it was somewhat timely but did not always address the issue with their note taker (23%). Some students felt that the deadline to sign up for note taking was too long and that ADAPTS should not involve the faculty in the process.

**Actions Taken**
*FASET Survey*

ADAPTS will repeat this survey during the open house with new students and parents/families. While responses were positive, ADAPTS staff is considering strategies to improve the open house experience and the information participants take with them after the open house experience.

*Note Taker Services*
A greater emphasis will be placed on students to report issues with note takers. The training of note takers will also be adjusted to better meet the needs of students and the office. The priority deadline to request note takers for Summer, 2012 has already been adjusted to the end of phase 2 registration.

## Goal 3
### Learning/Operational Goal
ADAPTS stakeholders will evaluate the ease of utilizing the ADAPTS Testing Center Online Scheduling System (TCOSS).

### Outcome
Users of the ADAPTS Testing Center Online Scheduling System (TCOSS) will report ease of use and high levels of satisfaction when using the TCOSS.

### Evaluation Strategy
An electronic survey will be sent to users of the ADAPTS Testing Center Online Scheduling System (TCOSS) in the Spring, 2012.

### Method of disseminating and using information for improvement
Results will be used to develop a 5 year strategic plan and vision statement for the area. Information will also be shared with key individuals in the administration at Georgia Tech.

### Summary of Results
Surveys were sent to both student and faculty regarding the use of the new online scheduler system for the testing center. The following were highlights from both surveys:

- Faculty/instructors believed the Online System was an acceptable method to manage student testing appointments.
- The primary issues reported about the system included the scheduler consistently generating a drop down menu for students to select their faculty/instructors and professors responding to requests in a timely manner.
- Students expressed concern about the professors' interface working consistently.
- Respondents stated they preferred scheduling testing appointments using the online system and email, respectively.
- Students prefer the independence and flexibility of scheduling testing appointments online.
- Faculty would like the option to upload and download tests.

**Actions Taken**
ADAPTS will continue to work with TCOSS developer to correct technical errors with the system. Additionally, more communication will be sent to faculty regarding the system in the coming academic year.

*__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 Diversity Week and Diversity through the Arts, staff in the Office assist the campus in understanding, appreciating, and celebrating Georgia Tech's rich cultural diversity.  Diversity Programs is responsible for fostering a vision of diversity appreciation which is actualized through intentional educational programming in support of the Institute's Strategic Plan.

**Goal 1**
**Learning Goal**
As a result of Diversity Programs' advising and consulting, students and student groups will identify interactions as supportive and effective in generating a plan for action.

**Outcome**
Underrepresented student groups will report diversity-related advising as supportive and effective.

**Evaluation Strategy**
Diversity Programs conducted focus groups with three underrepresented student groups (Pride Alliance, the Asian American Student Association, and the African American Student Union) Spring, 2012 to determine if diversity related assistance provided to them was supportive and effective.

**Method of disseminating and using information for improvement**
Data was reviewed by Diversity Programs staff and was shared with key offices, departments, student organizations and advisors to create culturally appropriate programs and services.

**Summary of Results**
Each student organization rated the Office of Diversity Programs and staff very high in terms of being effective and supportive.  In addition, students reported office staff as being very approachable, open to discussion, positive, and timely in responding.  None of the groups indicated staff assisted them with the planning of their events however, students were encouraged when staff was present their events.  In terms of their leadership development, students reported staff held them accountable and provided motivation.   It was challenging for the student groups to speak to the mission and goals of their organization. Student groups indicated they were in the process of forming or restructuring mission and goals. One

organization mentioned that the office encouraged them to approach problems from a different perspective.   None of the student groups could offer an example of how they felt the Office of Diversity Programs had been an advocate for them, but expressed that the office was there for their needs if they needed an advocate.  One group reported the office gave them the opportunity to have a voice.

When asked how the office could better assist their organization in the future, each group responded they did not know how the office could assist them further, other than the assistance of money. One group offered they might need more assistance from the office because most of their officers were new to the organization. Another organization indicated they would like to have a graduation specific to their identity group.

**Actions Taken**

- The Office of Diversity Programs has committed to attending student organization meetings, rather than rely on students coming to the office for support.  Most of the event planning takes place in the student organization meetings, and office staff feels they can offer support when questions initially arise.
- The Office of the Diversity Programs will create opportunities for students to reflect upon their leadership skills. In addition, the office will assess student leadership within the groups they advise and offer suggestions for leadership growth.
- The Office of Diversity Programs has informed the Vice President for Institute Diversity that Pride Alliance students would like a lavender graduation.
- The Office of Diversity Programs will sponsor a workshop for student organizations it advises to explore their mission, vision, and goals.

**Goal 2**
**Learning Goal**
Diversity Programs  staff will increase their own knowledge and the knowledge of important stakeholders regarding the programs and services provided to the LGBTQ communities at select Georgia Tech peer institutions.

**Outcome**
Diversity Programs staff is better able to articulate the programs and services provided to the LGBTQ communities at select Georgia Tech peer institutions to GT Stakeholders.

**Evaluation Strategy**
The Office of Diversity Programs conducted a "Benchmark of Resources that Support LGBTQ Communities" June, 2011 for Dr. Archie Ervin, the Vice President for Institute Diversity to determine the service offerings for LGBTA communities at Georgia Tech and its peer institutions. A total of 17 institutions (74% response rate) were included in the study.

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

1. The Vice President for Institute Diversity conveyed acquired information with the GT President, Vice President for Student Affairs, Dean of Students, and other stakeholders.

2. The results were also shared with Diversity Programs' stakeholders for the purpose of improving programs and services provided to the GT LGBTQ communities.

## Summary of Results

- Virginia Polytechnic Institute and State University and the Georgia Institute of Technology were the only institutions surveyed to report not having a dedicated office.
- 72% of the respondents held the title of director or coordinator.
- Most offices were staffed with a combination of full-time staff, graduate assistants, and student workers.
- The majority of offices were within Student Affairs reporting to the Dean of Students or Vice President for Student Affairs.
- Common resources included: Safe Space Programs, Professional Networks & Affinity Groups, Discussion Series, Lavender Graduation, Standing Committees, Counseling, Resource Libraries, Advising, and Mentoring.

## Actions Taken

- The Office of Diversity Programs hired a graduate assistant with expertise in LGBTQ student needs.
- Diversity Programs staff attended the National Consortium of Directors of LGBT Centers Conference in Higher Education Summer, 2011.
- The Office of Diversity Programs assisted Pride Alliance with the "*It Gets Better"* video.
- The Office of Diversity Programs was convinced to complete the National Campus Climate Index. The Index was taken internally and shared with key departments and stakeholders.  Plans are underway to submit the survey to the Campus Climate Index so programs and services for LBGTQ communities may be assessed.

## Goal 3
## Learning Goal
Diversity Programs will increase knowledge of multi-culturally competent skills and attitudes among staff and faculty at Georgia Tech.

## Outcome
Georgia Tech staff and faculty who attended the Multicultural Competence Drive-in Conference on March 20, 2012 reported an increase in their knowledge of multicultural competence.

## Evaluation Strategy

A survey was created and administered to participants in an effort to measure an increase in multicultural competence.

**Method of disseminating and using information for improvement**
The results of the survey were shared with workshop presenters and co-sponsors of the conference.

**Summary of Results**
The Office of Diversity co-sponsored a Multicultural Competence Drive-In Conference on March 20, 2012. Four workshops were presented: Creating Accessible and Inclusive Environments for Transgender Student in Higher Education, Diversity Training: A Guide for Assessing Needs and Facilitating Training, How to Address Acts of Intolerance: Students and Colleagues, and Inclusive Excellence. Seventy faculty and staff attended the conference. A total of 36 participants completed an online evaluation. Below are highlighted findings from the survey:

- 92% of participants rated the conference overall as excellent or good.
- 67% of participants indicated that as a result of attending, "Creating Accessible and Inclusive Environments for Transgender Students in Higher Education," their multicultural competence (knowledge and skills) was increased to be more effective in creating an accessible and inclusive environment for transgender/genderqueer students.
- 30% of participants indicated that as a result of attending, "Diversity Training: A Guide for Assessing Needs and Facilitating Training" their multicultural competence (knowledge and skills) was increased, enabling them to be more effective in conducting inclusive facilitation when providing diversity training.
- 83% of participants indicated that as a result of attending, "How to Address Acts of Intolerance," their multicultural competence (knowledge and skills) was increased to better understand how experiences of intolerance (both received and demonstrated toward others) are linked to learned misinformation about others.
- 56% of participants indicated that as a result of attending, "Inclusive Excellence," their multicultural competence (knowledge and skills) was increased so they can identify core principles of inclusive excellence: diversity, equity & inclusion.

**Actions Taken**

- The Office of Diversity Programs met with Housing staff (co-sponsors of the conference) to discuss survey results and next steps.
- If the conference is co-sponsored by Housing, future multicultural conferences will be tailored to meet the needs of intermediate and advanced audiences. It was noted that Housing staff and staff who obtained degrees in the last ten years might need more advanced training.
- Conference participants expressed they wanted to gain multicultural competence to work with special student populations. In preparation for 2013, potential participants

will be sent a survey to ascertain which populations they would like to learn more about during the conference. At least one population identified in the survey will be featured during diversity week.

## *Office of Greek Affairs*

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

**Goal 1**
**Learning Goal**
The Office of Greek Affairs Staff will increase its knowledge of individual chapter programming and initiatives.

**Outcome**
Chapter presidents will report their chapter programs and services enabling Greek Affairs Staff to build a base of knowledge regarding chapter activities.

**Evaluation Strategy**
The Office of Greek Affairs will create an "End of the Year" report form for all chapters to complete.  Statistics concerning the number of community service hours performed, philanthropy dollars raised, leadership positions held by members, and other information will be requested as part of this form.  Forms will be submitted by chapter leadership no later than May 15, 2012.

**Method of disseminating and using information for improvement**
The data collected will be organized, and included in the Greek Affairs Annual Report to the Vice President of Student Affairs.  In addition, the information will be used in all publications, marketing efforts, and presentations about Greek Life at GT to better inform current students, prospective students, and parents/family members about the community.

**Summary of Results**
With the assistance of Scott Riggle, the Office of Greek Affairs was able to implement an online reporting system for the chapters to utilize in reporting summary data and information.  A link to this system was available online in late April, and chapters submitted their *Annual Report to*

*Greek Affairs*. Forty six of the 55 chapters submitted the report on time, yielding the following quantitative information about the community:

- Total Membership Reported: *2870 (Fall, 2011), 2799 (Spring, 2012)*
- Number of members involved in organizations outside of Greek Life: *1949 (68.76%)*
- Leadership positions held in these organizations: *712 (25.12% of Greek students)*
- Hours of community service performed by members of Greek Life: *45,518*
- Total dollars raised for charities by members of Greek Life: *$288, 254.71*
- Number living in fraternity/sorority facilities for Fall and Spring terms: *1230 (92.50% capacity)*
- Number living in the fraternity/sorority facilities for Summer terms: *750 (includes 147 boarders)*
- Average Costs of Membership:

| Summer 2011 | | |
|---|---|---|
| | Resident Rent | $1,057.16 |
| | Meal Plan | $ 351.67 |
| Fall 2011 | | |
| | Active Member Dues | $ 842.09 |
| | New Member Dues | $ 539.87 |
| | Initiation Fee (new members only) | $ 221.28 |
| | Resident Rent | $ 1,771.48 |
| | Meal Plan | $ 695.69 |
| Spring 2012 | | |
| | Active Member Dues | $ 788.23 |
| | New Member Dues | $ 578.75 |
| | Initiation Fee (new members only) | $ 299.01 |
| | Resident Rent | $ 1,721.16 |
| | Meal Plan | $ 688.62 |

**Actions Taken**
This information will be used to update publications and presentations utilized to promote the Greek experience at Tech. FASET sessions will become more informative and descriptive with these statistics. In addition, the information will assist Office of Greek Affairs Staff to create a "Fact Sheet" about the Greek Community at Tech to disseminate to the Division of Student Affairs, Alumni Association, Greek Alumni Council, and other constituents.

**Goal 2**
**Learning Goal**
House corporation board volunteers and other fraternity/sorority stakeholders that are engaged in facility management will view the Office of Greek Affairs as a resource in the management and continued maintenance of fraternity/sorority facilities.

**Outcome**

Fraternity/sorority house corporation board volunteers and other fraternity/sorority stakeholders will be well informed that the Office of Greek Affairs is a resource for the management and on-going maintenance of fraternity/sorority facilities.

**Evaluation Strategy**

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

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

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

**Summary of Results**

The Office of Greek Affairs administered an online survey to chapter House Managers (students) and chapter House Corporation Presidents (alumni) in the Spring, 2012. The purpose of the survey was to gain insight into the duties of House Managers and House Corporation Presidents, perceived relationships between the Institute and chapters, future programs and plans, and current issues/challenges within the Greek housing community. In the past, the Office of Greek Affairs has been limited in its interactions with Greek housing officials and its general housing programming. The following represents highlighted information gathered in these surveys:

*Respondent Information:*
*Chapter House Managers:*
- Total Respondents: 21 (Fraternity: 15 , Sorority: 6)

*Housing Corporation Presidents:*
- Total Respondents: 27 (Fraternity: 19, Sorority: 8)
- Average number of years in role : 0-2 years: 37%, 3-5 years: 19%, 6-8 years: 11%, 9-11 years: 19%, 11 or more years: 15%

*Chapter House Manager Survey Highlights:*
- House Managers reported their primary duties as follows: house clean up and maintenance (95%), yard clean up and maintenance (90%), room assignments (95%), and house recycling management (75%).
- Over half of the House Managers ranked Facility Energy Efficiency (69%), Becoming LEED Certified (58%), and Facility Technology (53%) as the top three areas of interest in regard to Greek Neighborhood Association programming.
- House Managers reported past House Managers (100%), chapter advisors (79%), and chapter Housing Corporation Presidents/Members (74%) as their top position resources. No House Manager reported using the Office of Greek Affairs as a chapter resource.

- Out of 13 respondents, keeping the house clean (6 respondents) and housing maintenance and up-keep (5) were reported as the most challenging aspects of the housing manager position.
- Members completing assigned chores/duties (74%), parking (42%), and vandalism (32%) were reported as the most prevalent challenge in regards to facility management.
- Continuing to provide roll-off dumpsters (83%) and recycling initiatives (33%) were reported as the top two ways Greek Affairs can assist housing managers in their position.
- 69% of House Managers reported the Greek Affairs Staff as a resource in their position.
- 84% of House Managers reported the Institute supports the Greek community and Greek facilities.
- 73% of House Managers reported receiving support in their role by the Institute.
- 68% of the House Managers reported they were not only in-favor of a re-vamped recycling initiative, but would also be willing to help with day-to-day facilitation of this initiative.

*House Corporation President Survey Highlights:*
- 82% of House Corporation Presidents reported the Greek Affairs Staff as a helpful resource in their position.
- 77% of House Corporation Presidents reported the Institute supports the Greek community and Greek facilities.
- 70% of House Corporation Presidents reported receiving support in their role by the Institute.
- House maintenance (81%), parking (46%), social function management (38%), and rent collection (35%) were reported as the most prevalent challenges in Greek housing.
- 92% of House Corporation Presidents interact with the collegiate chapter at least once a month.
- E-mail (92%), attendance at housing corporation board meetings (81%), phone calls (77%), and facility visits (73%) were reported as the primary ways House Corporation Presidents interact with collegiate chapters.
- 65% of House Corporation Presidents reported planning facility changes (remodeling/new construction) in the next 1-3 years.
- 62% of House Corporation Presidents reported they would like to have more interaction with the Greek Affairs Staff.
- 69% of House Corporation Presidents reported they would like to have more interaction with other House Corporation Presidents.
- House Corporation Presidents reported lack of responsibility, facility growth and improvements, and service outsourcing as current trends within Georgia Tech Greek housing.

**Actions Taken**
The Office of Greek Affairs Staff reviewed the reports at the end of the Spring, 2012 semester. Over the Summer and throughout the Fall, the Greek Affairs Staff and student Greek Neighborhood Association (GNA) chairs will create a plan of action to address the key issues

and suggestions identified in the report.  Programs to address topics of interest, opportunities for greater involvement, and an informative e-newsletter for housing corporation officials are just a few of the initiatives that will facilitated in the coming year.

Additionally, the Council for the Advancement of Standards (CAS) highlights the need for Fraternity and Sorority Advising Programs (FSAP) to assist students in maintaining responsible community living. Below is a summary of how the Office of Greek Affairs can better meet the standards as set forth by CAS.

*Chapter House Managers:*
- The Greek Neighborhood Association (GNA) should develop programming covering the topics of sustainability, technology, and campus safety. These programs can be delivered at the GNA month/bi-monthly meetings.
- The Office of Greek Affairs should be more intentional in seeking opportunities to aid House Managers and serve as a viable resource in their position.
- The Office of Greek Affairs should seek solutions to help with parking and vandalism concerns in the Greek community.

*House Corporation Presidents*
- The Office of Greek Affairs should seek to create a housing e-letter for National organizations, specific to Georgia Tech's Campus. At the very least, National organizations should receive the current Greek Affairs newsletter.
- The Office of Greek Affairs should provide face-to-face opportunities for housing corporation officials to come together and discuss current issues and updates (possible once a semester).

In future surveys, questions should be added to highlight Greek perceptions of their community and neighborhood interaction.


**Goal 3**
**Learning Goal**
By utilizing the AFA/EBI Fraternity/Sorority Assessment, the Office of Greek Affairs will increase its knowledge about undergraduate members' sense of belonging as a member of the fraternity/sorority community.

**Outcome**
Through participation in the AFA/EBI Fraternity/Sorority Assessment, the Office of Greek Affairs will acquire information about students' sense of belonging as an outcome of membership in the fraternity/sorority community.

**Evaluation Strategy**
The Office of Greek Affairs will administer the AFA/EBI Fraternity/Sorority Assessment online to the Greek community in Spring 2012 to determine members' perceived sense of belonging while a member of the fraternity/sorority community.

**Method of disseminating and using information for improvement**
A report will be published and disseminated to the Division of Student Affairs and fraternity/sorority community leaders. Chapter presidents and advisors will receive an organization-specific report providing a description of the data collected from their members who responded to the survey.

**Summary of Results**
The AFA/EBI Fraternity/Sorority Assessment was administered online in the Spring, 2012. The survey was sent to all students who were members of the Greek community with an impressive response rate of 31.9% (1043 responses).

Six peer Institutions were self-selected for a comparison group ("Select 6"): Clemson University, Oklahoma State University, Texas Tech University, University of Nebraska, University of Pennsylvania, and Vanderbilt University.

Nine schools in Tech's same Carnegie Classification participated in the survey: Colorado State University, Emory University, Georgia Institute of Technology, North Dakota State University, University at Buffalo, University of Nebraska, University of Pennsylvania, Vanderbilt University, and Virginia Commonwealth University.

**Demographic information from the respondents:**

- Greek Organization Membership – Fraternity: 59.8%, Sorority: 40.2%
- Gender – Male: 58.6%, Female: 41.3%, Other: 0.1%
- Race/Ethnicity – Caucasian: 78.9%, Asian: 11.4%, Hispanic/Latino: 5.7%, African American: 2.7%,
- Sexual Orientation – Heterosexual: 98.7%, GLBT: 1.2%, Unsure/Questioning: 0.2%
- Residence – On-campus, not in the chapter house: 42.5%, In the chapter house: 40.6%, Off-campus: 17.0%
- Class Standing – First Year: 22.6%, Second Year: 21.8%, Third Year: 26.7%, Fourth Year: 23.8%, Fifth Year: 5.2%, Grad Student: 0.0%
- Area of Study – Engineering/Technology/Architecture: 67.4%, Business Administration: 18.7%, Math/Physical Sciences: 4.9%
- Average Number of hours studied per week – 16-20 hours: 21.0%, 11-15 hours: 25.0%, 6-10 hours: 24.4%
- Average number of hours worked per week – 0 hours: 52.7%, 6-10 hours: 12.3%, 11-15 hours: 10.7%, more than 15: 16.3%

The most striking statistic was the most unexpected: Tech students reported the highest overall satisfaction with the fraternity/sorority experience of the "Select 6" and Carnegie Class peers, and ranked 14 out of 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 the community fared so well in comparison to peer institutions.

To highlight the information gained regarding a student's sense of belonging while a member of the Greek community, two data points were highlighted.

- As in 2010, Tech Greeks reported a high satisfaction rate with the sense of belonging they achieved from being a member of a fraternity or sorority in the 2012 administration of the survey. This revealed that students were spending time with people who included them in their activities, who shared common interests with them, who they enjoyed spending with, who would be lifelong friends, and who shared their same beliefs and values.
- The 2012 report indicated that Tech Greeks reported a high degree of satisfaction with the development of interpersonal relationship skills as a result of being a member of a fraternity or sorority. The survey revealed their involvement with their chapter increased their ability to meet new people, established effective social skills and transferred these skills to other settings, established close friendships, and lived cooperatively.

*Recommendations for Improvement*
The students' responses recommend that Office of Greek Affairs allocate resources (e.g. personnel, fiscal, time, focus) in the areas of overall fraternity and sorority programming and personal development skills. The factor of "fraternity and sorority programming" referred to the programming offered by individual chapters, not that of the governing councils or the Greek community, as a whole. Under personal development skills, the responses indicated that students needed more assistance with time management, ability to prioritize, ability to establish and effective student schedule, and develop written communication skills. Under fraternity and sorority programming, the responses indicated that students were unsatisfied with the variety of chapter programming, community service programming, educational experience, and alumni activities.

Additionally, six other factors were determined to be "high impact" factors, meaning that increases in efforts related to those areas would greatly increase the learning outcomes and satisfaction of the overall fraternity and sorority experience. These factors were: self-worth, sense of belonging, intrapersonal competence, collaboration, interpersonal relationships, and effective chapter leadership.

**Actions Taken**
The results for each individual fraternity & sorority chapter will be shared with the chapter president and advisor. Greek Affairs Staff will review the reports during the Fall and Spring semesters, coordinated with officer elections, to ensure that presidents understand how to read the report, interpret the findings, and translate the information into tangible goals for the year.

Greek Affairs Staff will prepare this summary report, and develop a PowerPoint presentation, to be shared with other colleagues from the Office of the Dean of Students and the Division of

Student Affairs. Access to the online reporting system was also given to the Director of Research & Assessment (Student Affairs) for use in other reports prepared for the Vice President of Student Affairs and other relevant entities.

**Goal 4**
**Learning Goal**
By utilizing the AFA/EBI Fraternity/Sorority Assessment, the Office of Greek Affairs will increase its knowledge about undergraduate members' sense of self-worth as a member of the fraternity/sorority community.

**Outcome**
Through participation in the AFA/EBI Fraternity/Sorority Assessment, the Office of Greek Affairs will acquire information about students' perceived sense of self-worth as an outcome of membership in the fraternity/sorority community.

**Evaluation Strategy**
The Office of Greek Affairs will administer the AFA/EBI Fraternity/Sorority Assessment online to the Greek community in Spring 2012 to determine members' sense of self-worth while a member of the fraternity/sorority community.

**Method of disseminating and using information for improvement**
A report will be published and disseminated the Division of Student Affairs and fraternity/sorority community leaders. Chapter presidents and advisors will receive an organization-specific report providing a description of the data collected from their members who responded to the survey.

**Summary of Results**
Within Factor 11: Self-Worth, there were five questions that determined student perceptions of their sense of self-worth as result of membership in a fraternity/sorority at Georgia Tech. These questions focused on consistency of actions with values, passion about chapter goals, sense of accomplishment, ability to contribute to chapter success, and personal pride in their organization.

| | Mean | Std Dev | N | % Responding |
|---|---|---|---|---|
| **Factor 11 . Learning Outcomes: Self-Worth** | 6.04 | 0.98 | 1027 | 98.5 % |

| Question | N | Std Dev | Mean |
|---|---|---|---|
| Q072. Self-Knowledge - Regarding your fraternity/sorority involvement, to what degree: Were your actions consistent with your deeply held values/ beliefs | 1019 | 1.09 | 5.97 |
| Q073. Self-Knowledge - Regarding your fraternity/sorority involvement, to what degree: Did you feel passionate about achieving your chapter's goals/tasks | 1020 | 1.21 | 6.00 |
| Q074. Self-Worth and Competence - To what degree did you achieve the following through your involvement in your fraternity/sorority: Feeling of accomplishment | 1019 | 1.15 | 5.98 |
| Q075. Self-Worth and Competence - To what degree did you achieve the following through your involvement in your fraternity/sorority: Understanding of your ability to contribute to the success of your chapter | 1018 | 1.14 | 6.02 |
| Q076. Self-Worth and Competence - To what degree did you achieve the following through your involvement in your fraternity/sorority: Pride in being a member of your chapter | 1019 | 1.13 | 6.22 |

The mean of each question ranged from 5.97 to 6.22 (Likert scale of 1-7).

**Actions Taken**

Being one of the "highest impact" factors for the campus in this assessment, any programming and attention paid to the contributed questions should improve the overall learning and satisfaction for student involved in a fraternity/sorority.  In order to explain why these items within this factor contributed so strongly to a student's experience, a focus group will be convened over the Summer to gain more insight on this topic.

## *Main Office*

The Dean and staff in the Office of the Dean of Students have a long, rich history and tradition at Georgia Tech.  For over 89 years the Office of the Dean of Students staff has provided support and advocacy on behalf of students.  Assistance is provided in the resolution of problems, provision of information about, and referral to campus resources.  The Office of the Dean of Students staff promotes initiatives that address students' needs and interests. In addition, it provides educational and co-curricular activities and experiences that encourage students to have a positive college experience.

**Goal 1**
**Learning Goal**
Incoming students and their parents/family members will increase their knowledge of the Office of the Dean of Students support services, programs, and resources.

**Outcome**
At the conclusion of 2011 FASET students will report an increase of knowledge about the Office of the Dean of Students and the support services, programs, and resources available to them.

At the conclusion of the academic year, parents/family members will report an increased knowledge of the Office of the Dean of Students support services, programs, and resources.

**Evaluation Strategy**
Evaluations from presentations at FASET Orientation will collect student data. A survey to parents/family members will be administered at the end of the 2011 - 2012 academic year.

**Method of disseminating and using information for improvement**
A review of the FASET evaluations will be requested from the Office of New Student and Sophomore Programs and information from the year end survey to parents will be used to guide decision making and in planning future presentations.

**Summary of Results**
Feedback from the "Dean of Students" and "What Every Yellow Jacket Parent Should Know" sessions during FASET 2011 was very positive. An overwhelming number of respondents noted they were "very satisfied" with the presentations and the average ratings were 3.86 and 3.69 respectively. In open-ended comments respondents noted it was an informative session where one respondent noted the "*Dean of Students really opened my eyes about what I needed to do to support my son, thank you!*"

**Actions Taken**
It would appear feedback was positive and the message being conveyed was resonating with attendees. For the coming FASET session, it might prove helpful to gather specific information about the session – either in the large evaluation or during the session.

**Goal 2**
**Learning Goal**
As a result of meeting or speaking with a Dean as part of the Office of the Dean of Students "general appointments," a student will formulate a plan of action to resolve the matter for which the meeting was scheduled.

**Outcome**
Students will gain cognitive and problem solving skills as a result of meeting with, or speaking with a Dean as part of a "general appointment."

**Evaluation Strategy**
1. A rubric will be employed by each staff member to evaluate student's learning.
2. At the end of each month, students who met with, or spoke with a Dean will be sent a survey via email to evaluate learning.

**Method of disseminating and using information for improvement**
Results will be shared with staff throughout the year for continuous quality improvement.

**Summary of Results**

*Rubric Results*

Throughout the academic year staff members who saw "general" appointments completed a rubric noting a student's presenting cognitive and problem solving skills at the start of the meeting and the conclusion of the meeting. A total of 118 student assessments were logged into the rubric and recorded.  Students were evaluated according to the rubric criteria:

- Knowledge of Campus Resources
- Reflection and Engagement
- Problem Solving Ability
- Progressing toward a Solution
- Managing Autonomy

Students were assessed along a 4-point scale or noted as having the same status from the start to the conclusion of the meeting. At the beginning of the meeting, students were most assessed at a Level 2 for Knowledge of Campus Resources (Student acknowledges having information from relevant sources), Problem Solving Ability (Student acknowledges having some information to solve the problem), and Progression towards a Solution (Student has some information but lacks clarity or details in the resolution of the program).  By the conclusion of the meeting students were assessed most at Level 3 for Problem Solving Ability (Student still collects information to solve the problem but is confident to work towards a resolution) and Progression towards a Solution (Student is still collecting information but has a clear plan toward a resolution).  Students were noted as being in the "Same Status" most as Level 3 Reflection and Engagement (Student skillfully engages in thorough and clear reflection and seeks engagement).

What is learned from this information is that students progress in their ability to form a plan of action by increasing their problem solving ability and progression towards a solution by meeting with a Dean. Students to come into the office with information but lack the details, clarity, or understanding of next steps. It was the conversation with the staff member that assisted in forming the next steps plan with the students.  Students however do not seem to be making adjustments cognitively or emotionally specifically under the guise of Reflection and Engagement. A total of 63 students (53%) were noted as having the same status when they came into the appointment as when they left the office.

*End of Month Survey Results*

From October – May (7 months) a monthly list was generated of students who had made a "general" appointment with the Office of the Dean of Students. A total of 236 invitations were sent to these students asking if they would complete a survey about the meeting. Surveys did not ask for identifying information and therefore the responses were regarded as confidential. A total of 61 completed responses were received. Of the responses, 27 students reported coming into the meeting with "Some Information" to resolve the issue that brought them into the office.  Fifty (50) students reported that after the meeting with the Dean, they had gained information regarding campus resources to solve the issue and 54 students reported they had enough information to take action regarding the matter after the meeting.

Other information that could be gleaned from the surveys included that the majority of respondents felt comfortable and reassured by meeting with the Dean. Students also learned not only about how the office can assist (petitions, withdrawals, loans) but also how to decrease stress, communicate effectively, and connect with others on-campus.

**Actions Taken**
As a result of this information the Office of the Dean of Students, staff have information on how students are experiencing their meetings with Deans.  Competencies can now be implemented to structure and guide the meetings with students to ensure meetings are helpful and effective.

**Goal 3**
**Learning Goal**
Office of the Dean of Students staff will cultivate knowledge of self and others to influence personal values and actions as a multi-culturally competent community member.

**Outcome**
At the conclusion of workshop sessions, staff will gain skills necessary to discuss their own identity and their own identity in relation to other identities.

**Evaluation Strategy**
At the conclusion of workshop sessions ODOS staff will be asked to complete an assessment of their learning from the workshops.

**Method of disseminating and using information for improvement**
Survey results will be shared with staff and used to plan future workshops.

**Summary of Results**
Survey results were taken from the Multicultural Competence Conference in March, 2012. Only four (4) Office of Dean of Students staff responded to the survey, while many in the department attended. The survey was designed to ask about knowledge and skills as it corresponded to learning from each session. The responses therefore varied based on session. The session on understanding LGBTQQ students and addressing acts of intolerance were most assessed as providing the most insight into multicultural competence. Other sessions varied greatly to not enhancing skills or abilities at all or a great deal.

**Actions Taken**
Given the survey group was so small it was difficult to consider next actions in this regard. In the coming year, it should be considered how the Office of the Dean of Students creates an environment where multicultural competence is discussed and evaluated on a regular basis throughout the academic year.  Therefore, evaluations are not focused on one session a year but rather ongoing development and discussion throughout the academic year.

## *New Student & Sophomore Programs*

The Office of New Student and Sophomore Programs supports new and continuing student success in the Georgia Tech community through a wide range of programs. These initiatives focus on fostering the transition and engagement of students in the Tech community:

- FASET Orientation (Freshman, Transfer, Exchange Students and Guests)
- Wreck Camp (Off-campus extended orientation)
- New Student Convocation
- R.A.T.S. Week and Welcome Home Month
- Sophomore Programs (Sophomore Summit, Sophomore Career Experience, GT 2.0 Sophomore Week)
- Transfer Programs
- Leadership Opportunities (FASET Cabinet/Leader, Wreck Camp Director/Staff, Sophomore Leadership Council)

## Goal 1
## Learning Goal
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 2012 Parent/Guest Orientation Program

**Summary of Results**

Freshman parents/guests for 2011 FASET sessions were pleased with their experience. The following chart depicted results of two of the three satisfaction measurements the FASET team assessed.

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

**2011 FASET Parent/Guest Orientation Satisfaction**
(X = Outcome, Y = Satisfaction on a 4-point Likert Scale)

- Eased my concerns about enrolling my student at Georgia Tech: 3.59
- Taught me what I needed to know as a parent/guest of a Georgia Tech student: 3.68
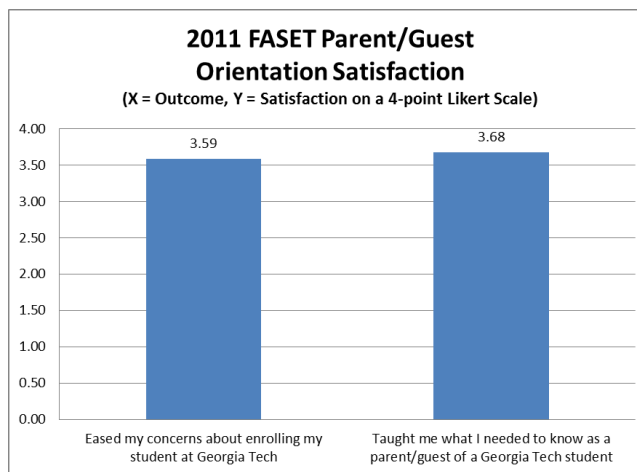
The third measurement (*Addressed needs as a parent/family member of Georgia Tech first-year student*) was seen as redundant to the previous measurements and was removed from the survey instrument.

The results were based on a 4-point Likert scale.

Additionally, parents/guests were asked to rate how well FASET assisted them in pre-defined Learning Outcomes. All prompts were prefixed with the statement, "*FASET Orientation helped me understand…*"

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

The results were based on a 3-point Likert scale where 1=No, 2=Somewhat, and 3=Yes.

## 2011 FASET Parent/Guest Learning Outcomes
### (X = Outcome, Y = Rating on a 3-point Likert Scale)

| Outcome | Rating |
|---------|--------|
| My role in helping my student make good choices | 2.84 |
| How to support your student's success in college | 2.84 |
| The role of the academic adviser | 2.76 |
| What I might experience as a parent/guest of a Georgia Tech student | 2.79 |
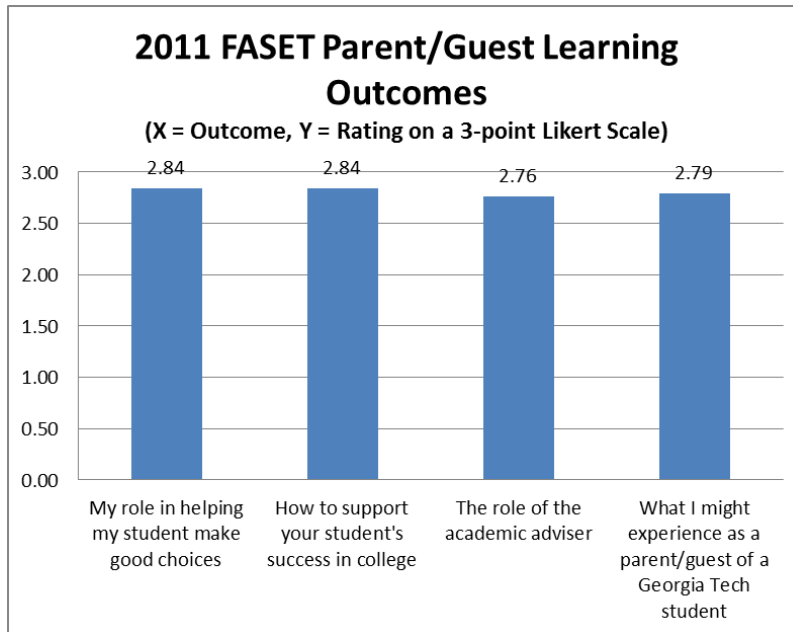
**Actions Taken**

The results revealed that the Parent/Guest aspect of the FASET Orientation program was highly successful. For 2012, FASET has made no modifications to the Freshman-based program.

**Goal 2**

**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.

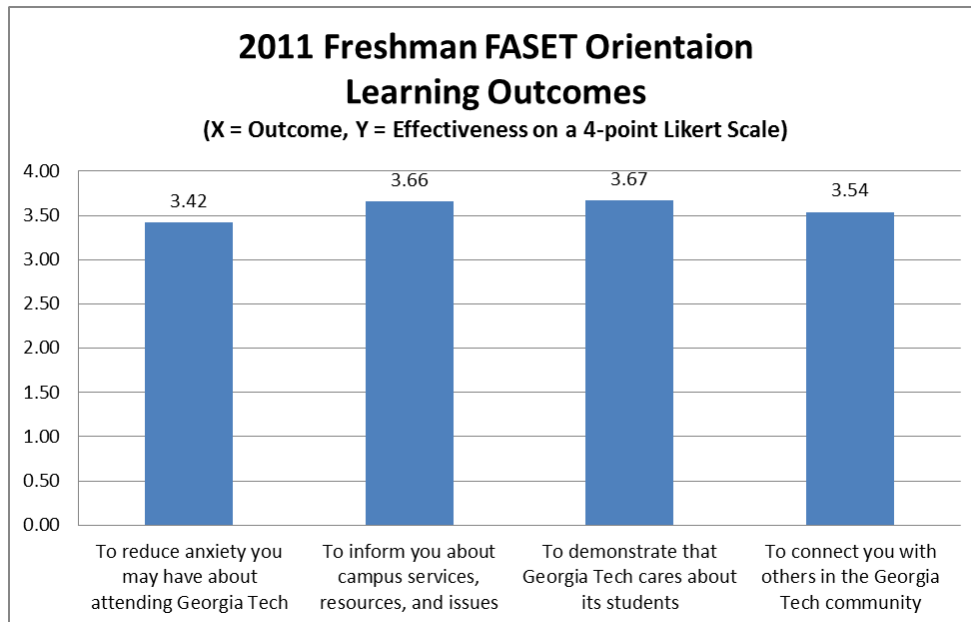**Method of Disseminating and using information for improvement**

Student survey data will be disseminated to key campus stakeholders via a program and annual report format. Results will be used to develop the 2012 Student Orientation Program

**Summary of Results**

For 2011, FASET continued to use the learning outcomes defined in 2009 to promote learning during FASET for incoming students:

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

The results below were from the freshmen entering in the Fall, 2011. Results were reported as the mean of effectiveness on a 4-point Likert scale where 1 = Not Effective and 4 = Very Effective.

**2011 Freshman FASET Orientaion Learning Outcomes**
(X = Outcome, Y = Effectiveness on a 4-point Likert Scale)

| Outcome | Effectiveness |
|---|---|
| To reduce anxiety you may have about attending Georgia Tech | 3.42 |
| To inform you about campus services, resources, and issues | 3.66 |
| To demonstrate that Georgia Tech cares about its students | 3.67 |
| To connect you with others in the Georgia Tech community | 3.54 |

**Action Taken**

The results revealed that the student aspect of the FASET Orientation program was highly successful. In an attempt to create a stronger connection to the community and reduce anxiety, FASET will be revamping the "Life Skits" portion of the student program. The revised program is planned to include topics which produce the most anxiety for students, assisting students to develop connections within the community.

**Goal 3**
**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 prompted to all students following their online course registration process.

**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 2012 Transfer Orientation Program.

**Summary of Results**

For 2011, FASET continued to use learning outcomes to plan FASET for incoming transfer students:

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.

**2011-12 Transfer Student FASET Orientation Learning Outcomes**
(X = Outcome, Y = Results on a 5- point Likert Scale)
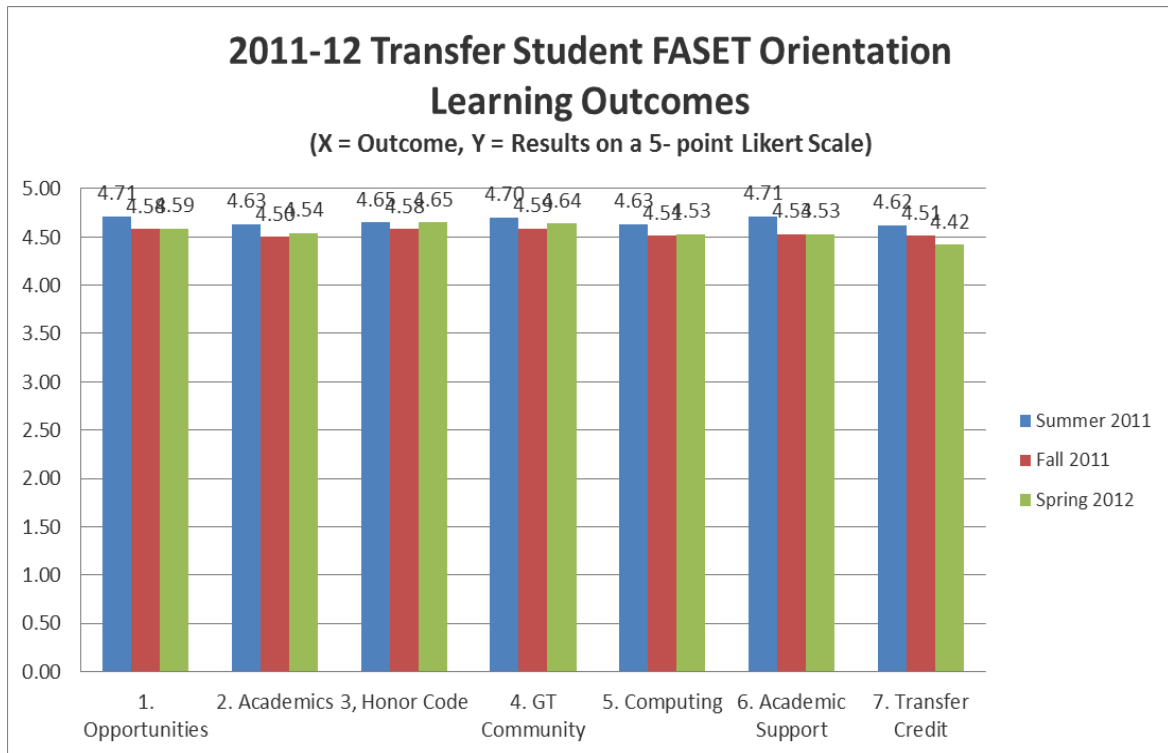
The results above were from the transfer students entering during Summer, 2011 through Spring, 2012, compared side-by-side. Results were reported as the mean of agreement on a 5-point Likert scale where 1 = Strongly Disagree and 5 = Strongly Agree.

**Action Taken**
FASET orientation is moving forward with the new transfer session module for 2011-12 due to the success of this past year's sessions. Multiple years of data will allow the ability to see continued improvement of the new program.

**Goal 4**
**Learning Goal**
Develop and put into action strategies and tactics related to career development.

**Outcome**
As a result of participating in Sophomore Career Experience students will be able to:
- Create a professional resume
- Identify and describe strategies for successful interviews
- Participate in the GT Internship Fair
- Identify professional mentors/career connections

**Evaluation Strategy**
A pre-survey and post-survey/evaluation will be administered to Sophomore Career Experience Cohort participants.
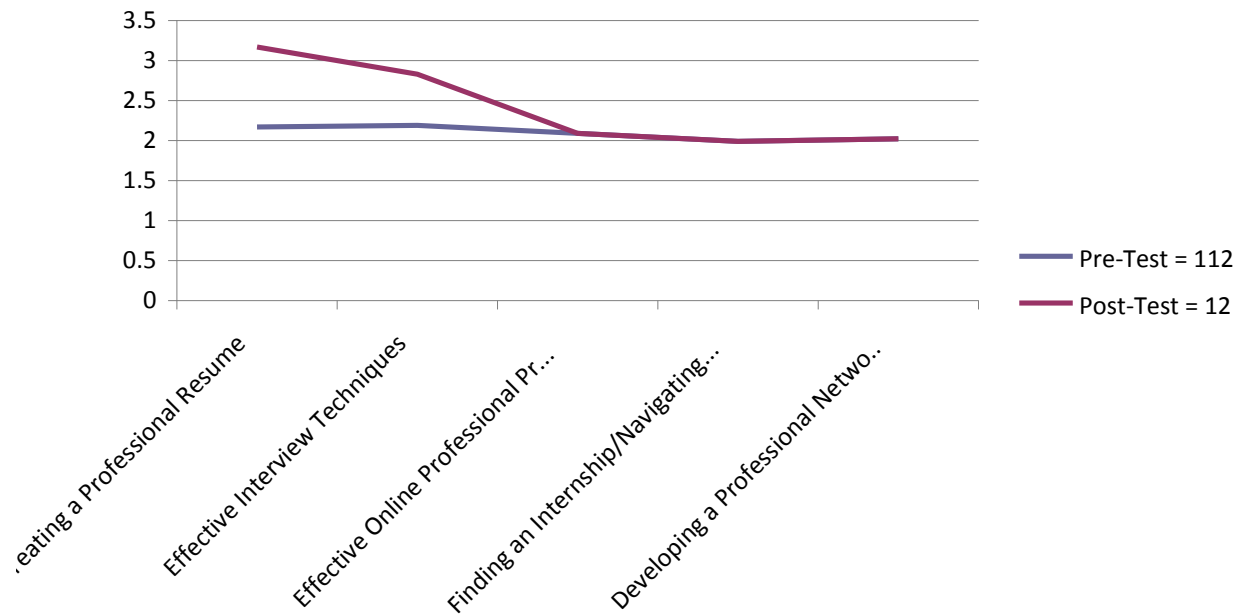
**Method of disseminating and using information for improvement:**
Results will be shared with the Division of Professional Practice to determine overall success of the program.

**Summary of Results**
Sophomore Career Experience (SCE) was designed to look at various issues concerning second year Georgia Tech students in their career exploration. The program included six sessions that took place over the course of the academic year focusing on different career-oriented topics. Topics the program focused on were as follows: creating a professional resume, effective interview techniques, effective online presence, finding an internship/co-op and navigating the GT Internship Fair, and developing a professional network of contacts and creating mentoring relationships. These programs were coordinated by the Office of New Student and Sophomore Programs and facilitated by the Division of Professional Practice and the GT Alumni Association.

One hundred and twelve (112) students applied to be part of the program, and 83 students were accepted into the first cohort. Attendance was high at the kickoff session held in August, however, attendance tapered off throughout the year. The drop in attendance was attributed to the time gaps between each meeting of the Sophomore Career Experience (the sessions were monthly).

The program outcomes and sessions were assessed by both the pre-test (112 of the 112 applicants responded) and post-test (12 of 83 participants responded). Respondents indicated growth in some key concepts (resumes and interviewing). However, there was less growth demonstrated in the later sessions (online presence, internships, and networking). This lack of demonstrated growth was attributed to the lower level of attendance at the sessions. Participants were asked to respond to questions about each of the goals using a scale of 1 to 4 (1=Uncomfortable, 2=Somewhat Comfortable, 3=Comfortable, 4=Very Comfortable). The data

collected showed that there was still work to be done on this program to achieve the greatest impact.

**Action Taken**

After completing the post-test survey for SCE, the information was shared with the Division of Professional Practice (DoPP) in discussions about the 2012-13 cohort. Some key elements were discussed to make the program more effective in the coming year.

*Compacting SCE to one semester:* Through discussions with DoPP it was realized that the length of time between each session was causing the attendance of participants to decrease. Furthermore, it was decided that because many second-year students begin their internships/co-ops in the Spring that having the sessions completed by the end of Fall semester would be most beneficial.

*Creating a stronger cohort model:* SCE was based around the idea of a cohort—or a select group of individuals going through one experience together. In order to give students a stronger connection to the program, New Student and Sophomore Programs plans to create more leadership development and involvement programming to keep students involved in between the sessions provided by DoPP. The career-focused sessions provided by DoPP will continue to be integral to the program, and NSSP wants to add the element of creating a network among the students who join the SCE cohort for 2012-13.

**Goal 5**
**Learning Goal**

NSSP staff will understand the physical resources, staff resources, and funding needed to plan and execute a high quality student tradition camp.

**Outcome**

For incoming students to have a greater understanding of what it means to be a Georgia Tech student, understand the rich history of the university, and to have a solid foundation of pride in Georgia Tech.

**Evaluation Strategy**

NSSP staff will:

- Benchmark existing programs in peer and aspirational institutions.
- Research standards created by higher education governing bodies and professional associations (CAS, NODA, etc.).
- Review literature on creating, maintaining, and funding pre-orientation camps.
- Survey current students to identify key programmatic elements.

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

Data will be disseminated to key campus stakeholders. Results will be used to generate funding and interest in a future Georgia Tech Traditions Camp.

**Summary of Results**

NSSP conducted a national benchmarking of other camp programs, including both peer and aspirant institutions. This benchmarking provided a wealth of information on camp content, format, staffing, and cost. All benchmarking results were compiled into one document. See results of benchmarking below:

**UNIVERSITY OF GEORGIA – DAWG CAMP**

| Professional Staff Structure | Senior Program Coordinator<br>Graduate Assistant<br>**Coordination with professionals in Student Activities Office, Rec Sports, and the Center for Leadership and Service for special programs |
|---|---|

| *Dawg Camp Discovery (Orientation Extension)* | |
|---|---|
| Cost to Student | $165 |
| Dates | July 22-24, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Five-member executive board<br>42 student staff counselors |
| Number of Student Participants | 225 |

| *Dawg Camp Adventure (Outdoor Adventure)* | |
|---|---|
| Cost to Student | $375 |
| Dates | July 6-11, 2011<br>July 13-18, 2011 |
| Number of Times Run | Twice |
| Student Staff Structure | Two student counselors per session |
| Number of Student Participants | 16 per session |

| *Dawg Camp Fusion (Athens Music and Culture)* | |
|---|---|
| Cost to Student | $225 |
| Dates | June 21-25, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Two student counselors per session |
| Number of Student Participants | 10-12 |

| *Dawg Camp Classic City (Community Service)* | |
|---|---|
| Cost to Student | $165 |
| Dates | July 11-16, 2011 |
| Number of Times Run | Once |

| Student Staff Structure | Two student counselors per session |
|---|---|
| Number of Student Participants | 10 |

## UNIVERSITY OF LOUSIANA-LAFAYETTE – SOUL CAMP

| Professional Staff Structure | Professional staff member<br>Graduate intern |
|---|---|

| *Soul Camp (Orientation Extension)* | |
|---|---|
| Cost to Student | $150 |
| Dates | August 11-14, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Student coordinator<br>Five lead student mentors<br>24 student staff counselors |

## VIRGINIA INSTITUTE OF TECHNOLOGY – HOKIE CAMP

| Professional Staff Structure | Two professional staff members<br>Graduate Assistant |
|---|---|

| *Hokie Camp (Orientation Extension/Traditions)* | |
|---|---|
| Cost to Student | $195 |
| Dates | August 8-10, 2011<br>August 11-13, 2011<br>August 15-17, 2011 |
| Number of Times Run | Three |
| Student Staff Structure | 50 student staff counselors |

## SOUTHERN METHODIST UNIVERSITY – MUSTANG CORRAL

| Professional Staff Structure | Two professional staff members |
|---|---|

| *Mustang Corral (Orientation Extension)* | |
|---|---|
| Cost to Student | Included in $310 Orientation Fee |
| Dates | August 18-20, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Six student directors<br>100 student staff counselors |
| Number of Student Participants | 80% of incoming first year class |

## TEXAS A&M UNIVERSITY – FISH CAMP

| Professional Staff Structure | Student-run organization |
| --- | --- |

| Fish Camp (Orientation Extension/Traditions) | |
| --- | --- |
| Cost to Student | $160 |
| Dates | August 1-4, 2011 |
| | August 4-7, 2011 |
| | August 7-10, 2011 |
| | August 10-13, 2011 |
| | August 13-16, 2011 |
| | August 16-19, 2011 |
| | August 19-22, 2011 |
| Number of Times Run | Seven |
| Student Staff Structure | Board of Directors |
| | Chairpersons (89) |
| | Student counselors |

## TEXAS CHRISTIAN UNIVERSITY – FROG CAMP

| Professional Staff Structure | Two professional staff members |
| --- | --- |

| Casa Nueva (Fort Worth Culture) | |
| --- | --- |
| Cost to Student | $225 |
| Dates | June 12-14, 2011 |
| | August 11-13, 2011 |
| Number of Times Run | Twice |
| Student Staff Structure | Executive director |
| | Three executive board members |
| | Student staff counselors |
| Number of Student Participants | 200 |

| Challenge (Traditions) | |
| --- | --- |
| Cost to Student | $200 |
| Dates | June 5-7, 2011 |
| | August 11-13, 2011 |
| Number of Times Run | Twice |
| Student Staff Structure | Executive director |
| | Three executive board members |
| | Student staff counselors |
| Number of Student Participants | 200 |

| Summit (Challenge Course Weekend) | |
| --- | --- |
| Cost to Student | $200 |
| Dates | August 16-18, 2011 |

| Number of Times Run | Once |
|---|---|
| Student Staff Structure | Executive director<br>Three executive board members<br>Student staff counselors |
| Number of Student Participants | 200 |

| *Quest (Community Service)* | |
|---|---|
| Cost to Student | $225 |
| Dates | June 19-21, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Executive director<br>Three executive board members<br>Student staff counselors |
| Number of Student Participants | 100 |

| *Alpine (Rocky Mountains Outdoor Adventure)* | |
|---|---|
| Cost to Student | $475 |
| Dates | July 24-28, 2011<br>July 29-August 2, 2011 |
| Number of Times Run | Twice |
| Student Staff Structure | Executive director<br>Exec board member<br>Student staff counselors |
| Number of Student Participants | 30 |

| *London (International Trip)* | |
|---|---|
| Cost to Student | $2,200 |
| Dates | July 1-9, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Executive director<br>Student staff counselors |
| Number of Student Participants | 30 |

| *Rome (International Trip – Honors)* | |
|---|---|
| Cost to Student | $2,200 |
| Dates | June 24-July 2, 2011 |
| Number of Times Run | Once |
| Student Staff Structure | Executive director<br>Student staff counselors |
| Number of Student Participants | 15 |

**UNIVERSITY OF NORTH TEXAS – EAGLE CAMP**

| Professional Staff Structure | Coordinator |
| --- | --- |
| | Graduate Assistant |

| Eagle Camp Spirit and Traditions (Orientation Extension/Traditions) | |
| --- | --- |
| Cost to Student | $100 until June 1; $125 after June 1 |
| Dates | August 19-21, 2011 |
| Number of Times Run | Once |

| Eagle Camp Service (Community Service) | |
| --- | --- |
| Cost to Student | $100 until June 1; $125 after June 1 |
| Dates | August 6-8, 2011 |
| Number of Times Run | Once |

### LOUISIANA STATE UNIVERSITY – S.T.R.I.P.E.S.
*(Student Tigers Rallying, Interacting & Promoting Education & Service)*

| Professional Staff Structure | Assistant Director |
| --- | --- |
| | Graduate Assistants |

| S.T.R.I.P.E.S. (Orientation Extension/Traditions) | |
| --- | --- |
| Cost to Student | $275 |
| Dates | August 1-4, 2011 |
| | August 8-11, 2011 |
| Number of Times Run | Twice |
| Student Staff Structure | Six-member executive board |
| | 12 program assistants |
| | 48 small group leaders |
| Number of Student Participants | Approximately 650 |

From the benchmarking information, a full program proposal was created for a new extended-orientation camp which was referred to as "Wreck Camp." This full proposal included the benchmarking results, as well as the proposed schedule, timeline for implementation, student leader position descriptions, goals and learning outcomes, and budget predictions. The final edited proposal was shared with key campus stakeholders for feedback.

**Action Taken**

After gathering feedback from stakeholders and necessary approvals, NSSP moved forward with implementing the first-ever Wreck Camp. In January, 2012 the Staff selected three Student Director Staff and began meeting regularly to plan Counselor Staff recruitment and refining the schedule for the program. In March, 2012 28-Student Counselor and Crew Staff were selected. In April, 2012, four training sessions (including a day-long retreat) for Wreck Camp Staff were completed, preparing the staff for working with incoming students and learning more about their duties for the program. In Summer, 2012 NSSP will continue weekly meetings with the

Director Staff planning for Wreck Camp. Wreck Camp is scheduled to take place August 9-11, 2012.

**Goal 6**
**Operational Goal**

- Create goals for the remainder of the sophomore year, but also their next two years at Georgia Tech
- Provide opportunities for peer-to-peer networking
- Provide opportunities for student to faculty/staff interaction
- Provide a forum for discussion for issues plaguing Georgia Tech students in their second year
- Identify students' strengths through StrenghtsQuest and provide

**Evaluation Strategy**
A post-survey was given to participants to evaluate their experience as well as success of the goals of Summit. About fifty percent of those in attendance completed the survey.

**Method of circulating and utilizing collected information for Improvement**
Results will be shared with the 2012 Sophomore Summit planning committee as well as the Sophomore Leadership Council.

**Summary of Results**
Sophomore Summit 2011 was held on Sunday, October 23, 2011.   Sixty-nine (69) students applied and were accepted, a slight decrease compared to 2010 (71 that applied). Of the 69 accepted, 54 registered for the program by paying the $15 fee. Ultimately, 42 attended the event. There were four students on the planning team and eight faculty/staff facilitated throughout the day-long retreat.

Based on the discussions at the Summit, the following information was revealed:
- Students identified the following academic concerns: time management, lack of tutoring opportunities, lack of motivation as student, insufficient advising, difficult co-op searches, finding niche on campus.
- Students identified the following involvement concerns: discussed a database containing all important calendar dates, expressed need for more advertising of organizations, suggested more specialized organizations, more utilization of Facebook/social media.
- Academic goals as a result of hot topics discussion: resources on NSSP web site/utilize Year 2 @ Tech, increase number of tutors for sophomore courses.
- Involvement goals as a result of hot topics discussion: academic fair geared towards sophomores, build Sophomore Leadership Council, and potentially create Sophomore Leadership Organizations for increased opportunities.

**Actions Taken**
- *Work more closely with SLC*: Members attend Sophomore Summit and the junior advisors ideally serve as part of the planning committee
- *Increase student ownership:* Have the student planning committee take a more active role with the planning. Expose students to budgeting, working with food contracts, and the event planning aspect.
- *Work ahead:* Summit planning could brainstorm and outline a potential program for Spring. By Fall semester more time could be spent developing the day, soliciting campus volunteers, and recruiting students to the event.
- *Increased recruitment and retention:* With over seventy applicants and only forty students in attendance, something was missing with this process. While there was an interest and a need for this program for sophomore students reaching the "slump," steps need to be taken to bridge the gap.

## *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 conduct process for addressing allegations of misconduct against students and student organizations.  OSI promotes an educational environment through advising and providing support for the Honor Advisory Council and student hearing panels which address academic and non-academic allegations against groups and individuals.

**Goal 1**
**Learning Goal**
As a result of participating in the student conduct process, student respondents will be able to demonstrate increased self-awareness of their behavior which resulted in the original accusation.

**Outcomes**
After participating in the conduct process, students will gain greater self-awareness of their behavior.

**Evaluation Strategies**
As part of the student's final resolution letter a link to a short survey will be sent to the student asking them to reflect on the incident, meeting with OSI staff, and their behavior since the original incident.

**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**

Beginning in the Fall semester, every resolution letter contained a link to a survey which asked about the student's experiences during the student integrity process. The survey asked about processing time, being treated with respect, understanding one's behavior, and understanding one's actions. A total of 41 students completed the survey. While this figure is quite low, many students would be reluctant to complete this type of survey as it related to a potentially negative experience. Regardless, the information gathered was helpful to reveal slight insight into how students view the student integrity process and their self-awareness after the process had concluded.  The survey changed from the Office of Assessment and Research administering the survey to the Office of the Dean of Students administering the survey. In the change a question was added, "*As a result of my contact with the Office of Student Integrity, I better understand my actions.*" Therefore there were two questions to respond to this learning outcome (the question noted previous) and "*As a result of my contact with the Office of Student Integrity, I understand how my behavior can impact myself and others.*"

Of the respondents to the statement, "*As a result of my contact with the Office of Student Integrity, I understand how my behavior can impact myself and others*" 21 responded Strongly Agree, 10 Agree, 3 Disagree, and 7 Strongly Disagree. In response to the statement "*As a result of my contact with the Office of Student Integrity, I better understand my actions,*" 7 responded Strongly Agree, 2 Agree, 1 Disagree, and 5 Strongly Disagree.

While a small population, it seems that students who went through the process largely understand their behavior and the impact on self and others. There were however many that did not agree and did not fully understand their actions which brought them through the process.

**Actions Taken**

With the full understanding that going through the student integrity process is often arduous and stressful, it was not difficult to comprehend why the response rate was low and the results were mixed. The results however reflect a larger discussion about the view of the Office of Student Integrity and the process as a whole. With a mixed reputation, it was difficult for students to view the meeting (even in retrospect) as a developmental conversation which would be an opportunity to reflect on one's actions and behavior.  Therefore, while the response rate was low the responses were still helpful and lend to a larger visioning exercise for how the office can begin to rethink its approach and structure to conversations with students.

**Goal 2**
**Learning Goal**
As a result of OSI educational presentations to faculty, staff, and students, these stakeholder populations will report increased knowledge about the *Student Conduct Code*, the student conduct process, and academic/non-academic sanctions.

**Outcomes**
Georgia Tech faculty, staff, and students will report greater knowledge of the *Code*, process, and sanctions.

**Evaluation Strategies**
After conducting these presentations, a short survey will be sent to faculty/staff contacts for completion and possible distribution to students.

**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**
As a result of the Assistant Dean/Director of OSI leaving the university, this survey was not implemented. The results however from Goal 4 assist in responding to this goal/outcome.

**Actions Taken**
Not applicable.

**Goal 3**
**Learning Goal**
As a result of participating in student judicial hearing boards or the Honor Advisory Committee, student members will be able to articulate their role in supporting a community of integrity at Georgia Tech.

**Outcome**
As a result of participation in the judicial hearing boards or the Honor Advisory Committee, students will be able to describe their role in supporting a community of integrity.

**Evaluation Strategies**
1. Student members will be provided an opportunity to describe their learning after Fall semester and Spring semester in a short, open-ended question survey.
2. At the conclusion of Spring semester, OSI staff will hold focus groups with board members to evaluate learning.

**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
7. Promotional materials to attract applicants/interest.

**Summary of Results**

*Survey*

A short survey was developed and distributed to 36 student members of both HAC and UJC, 18 students responded. Of those that responded 10 were HAC members, 8 UJC members.   Of the UJC respondents, all answered "yes" when asked if they believed they contributed to a community of integrity at Tech, 5 of the HAC members answered in the affirmative and 5 answered they were unsure. In reviewing particularly the open-ended responses, it was clearly apparent there were great differences in responses between both groups based on their different roles in the conduct process. UJC member responses clearly indicated "protecting the community," "administering justice," and "protecting the integrity of the community." HAC members' comments were more directed to actively helping and providing assistance.  By their function, the groups have different missions; however it was interesting that there was such a difference in how the groups saw their roles to support/contribute to the community.  Here were some quotes to illustrate the differences:

*HAC Members*

*"As a member of HAC, I am often in the position of counseling my peers - but this is usually after they get in trouble. It is difficult to judge what HAC's impact on campus actually is given that not that many people know about the organization."*

*"I wish we had more of an influence on campus because the student population and faculty seem to be not as informed as we would like. If we could find a way to market the honor code in an easily digestible, attractive way, I think we would have a lot more success."*

*"We contribute to the integrity of the Tech community by making them more aware of the consequences of violating the Honor Code and why it is important not to."*

*UJC Members*

*"I am protecting the integrity of the school, by keeping the students integrity honest and protecting he tech degree."*

*"I think that the UJC is the backbone of integrity in Tech community. This is primarily due to the weight that sanctions carry when they are handed out by students to their fellow students. This method of adjudication is the most effective for upholding the integrity of the community and the value of all Tech degrees."*

Particularly interesting about these quotes (and others) was the focus on "protecting the Tech degree" but UJC does not hear academic matters. While the groups differ in how they think they contribute to, and support a community of integrity at Tech, both groups do see value in

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the work.  Many comments in the open-ended section also pointed to more proactive education needed to help communicating the Code and expectations to students.

*Focus Groups*
Due to the UJC case load and timing of when the surveys were released, it was not possible to conduct focus groups. The survey however yielded qualitative data which provided additional insight into members' perspectives.

**Actions Taken**
While this survey was short in nature, the answers were telling and helpful. Actions to consider moving forward are to partner UJC and HAC in proactive educational efforts. Both groups expressed interest in conveying the message of integrity widely. Greater person-power and collective creativity will assist to create marketing campaigns, consider outreach efforts, staff tables, and other activities. This survey also illustrated the need to further define the goals and mission of HAC. While the group inherently has a purpose, it would seem from the comments that a full-time advisor who was more "hands on" would benefit the group. One member noted "*I am still not very familiar with the powers and influence of the HAC, and I'm not sure where I will fit in.*"  Another comment was more pointed,

> *"As a small organization, we are limited by the amount of members we have in making an influence around campus. I feel that we are more of somebody's side project than an active group. Not many people know who or what we are and it is hard to galvanize funds for activity budgets or get something done on campus, like installing plaques in classrooms. We may need stronger leadership within the council and/or guidance from higher authorities, like deans or the president."*

Therefore, it would seem strong guidance would assist the group in finding its place and having an influence on the community.

**Goal 4**
**Learning Goal**
As a result of OSI educational presentations to students enrolled in Physics 2211 and 2212, participants will report increased knowledge about the *Student Conduct Code*, specifically the unauthorized collaboration provision of the *Code*.

**Outcome**
1. Student who participated in the presentation will demonstrate learning about the *Code*, specifically the unauthorized collaboration provision.
2. Unauthorized collaboration academic integrity referrals from Physics 2211 and 2212 will decrease as a result of this outreach.

**Evaluation Strategies**
1. Contact faculty for each section of Physics 2211/2212 will be sent a link to short survey to evaluate student learning as a result of the presentation.

2. At the conclusion of the Fall and Spring semester referral statistics will be analyzed.

**Method of Dissemination**
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
7. Promotion of the importance of the presentation for additional outreach.
8. Sharing with Physics 2211/2212 faculty.

**Summary of Results**

Through the Office of Research and Assessment a survey was sent to over 400 students enrolled in Physics 2211 and 2212, Fall, 2011. Due to a technical glitch only 39 responses were obtained. Of the responses received here were the results:

| Question 1: I understand some of the possible consequences for violating course and Institute policy. | Question 2: I know some tips and strategies to help prevent violations of policy in my Physics class. | Question 3: I understand the Institute's unauthorized collaboration policy and how it relates to my Physics course. | Question 4: I will be mindful of the unauthorized collaboration, unauthorized access, and other course policies when I am completing my Physics assignments and taking exams. |
|---|---|---|---|
| 28 – Strongly Agree<br>10 – Agree<br>1 – Disagree | 21 – Strongly Agree<br>15 – Agree<br>1 – Disagree<br>2 – Strongly Disagree | 20 – Strongly Agree<br>17 – Agree<br>2 – Strongly Disagree | 25 – Strongly Agree<br>12 – Agree<br>2 – Strongly Disagree |

It is clear from the results that the presentations made a difference in the knowledge gained by the attendees. The final question was open-ended asking how the Office of Student Integrity could improve services for students, faculty, and/or staff. Responses were limited but the following were selected quotes:

*"The presentations at the beginning of the year are a helpful reminder, continue those."*

*"Draw a distinct line between cheating and helping other students."*

*"Not many students know the stipulations and ins and outs of the exams and policies here at Tech."*

From the Physics academic integrity statistics from Fall, 2011 (when these presentations were conducted) there were only 5 referrals for "Deliberate Falsification" none for Unauthorized Collaboration.

The office did not present to the course sections in Spring semester 2012 and therefore the survey was not sent and results were not generated.

**Actions Taken**
It would seem as a result of these presentations, students gained knowledge of the Institute's policies specifically unauthorized collaboration. Therefore, it will be a goal to continue outreaching to courses where academic integrity referrals are substantial. The Office of Student Integrity will continue to monitor the learning from these types of presentations with surveys after presentations.

### *Student Involvement*

The Office of Student Involvement offers collaborative and intentional activities, which develop leadership skills in students. Student Involvement consists of Community Service, Jumpstart, and Student Organizations, working with various units within the campus and the community. Community Service advises 16 student-coordinated service projects and programs through the Mobilizing Opportunities for Volunteer Experience (MOVE) Student Organization, and provides a clearinghouse of community initiatives for students, faculty, and staff. Student Organizations provide opportunities for involvement in Sports and Recreation Clubs, Honor and Professional Societies, Service, Performance, Production, Political, Educational, Cultural, Religious, and Spiritual organizations.

**Goal 1**
**Learning Goal**
Students participating in the Success Series Workshops will identify three skills gained.

**Outcome**
Students participating in the Success Series Workshops will report increased skills.

**Evaluation Strategy**
Surveys will be distributed after workshops.

**Method of disseminating and using information for improvement**
Results of the surveys and student suggestions will be used to adjust topics for future presentations.

**Summary of Results**
Students reported increased knowledge in the following areas as a result of attending a Success Series Workshop: organization skills, decision making, ethical leadership, and moral courage. A student suggested adding a workshop focused on food policies for student organizations on campus.

**Actions Taken**
Information from the assessment will be shared with new staff members. It is recommended that individual facilitators have a standards set of outcomes to focus on when preparing their presentation.

Surveys were not distributed promptly after each session which resulted in low response rates. It could be more effective to distribute a short paper survey at the end of each workshop to capture more responses.

**Goal 2**
**Learning Goal**
Participants at the Presidents' Summit will be able to articulate how the Summit contributed to their abilities as a leader.

**Outcome**
As a result of participating in Presidents' Summit, participants will gain knowledge, skills, or abilities that contributed to their ability as a leader.

**Evaluation Strategy**
A paper evaluation will be distributed in attendees' registration packets and returned to Student Involvement staff at the conclusion of the Summit.

**Method of disseminating and using information for improvement**
Results will be shared with the students responsible for planning the Summit to improve programming for the remainder of the year. Results will be shared with the 2012 Summit Chair in order help guide planning.

**Summary of Results**
Through an online survey, participants articulated the following:

- 64% of respondents agreed that the Summit connected them with resources needed to run a student organization.
- 67% of respondents agreed that they were able to connect with other presidents and organization leaders.

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- 60% agreed that the Summit provided quality leadership training.

When asked to identify knowledge, skills, and abilities that were developed as a result of attending Presidents' Summit, the following elements most identified by respondents: running an effective meeting, networking, campus financial resources, member motivation, organization skills, and communication.

Feedback from surveys indicated that the Student Alumni Panel and Ice Breakers were not beneficial for the learning that took place throughout the day. A speaker from Dale Carnegie and a session about running an effective meeting were both highly rated and are recommended to be considered for inclusion in next year's program.

In addition, students appreciated the opportunity for networking and asked for more time to do that beyond the Summit.

Additional responses from participants included:

> *"[I] Honed networking skills, importance and benefits of involving other maybe non-traditional groups/members. Keeping an organization thriving and striving for more goals, w/ motivated members."*

> *"Attending President's Summit helped me better understand all of the things that being a President involves (I am Secretary of my organization currently), and I gained a lot of excitement to hopefully run for President for next year."*

**Actions Taken**
Assessment results will be shared with new student board members and organizing staff.

Presidents Council Governing Board established their "Coffee Chat" program this past year to address this need and will continue to expand this program in the next academic year.

**Goal 3**
**Learning Goal**
Members of the Presidents' Council Governing Board will be able to articulate two leadership skills developed as a result of their participation on the board.

**Outcome**
As a result of participating in the Presidents' Council Governing Board students will be able to identify two leadership skills gained.

**Evaluation Strategy**
Electronic surveys will be 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 design training for the 2012 – 2013 year.

**Summary of Results**
Survey not distributed.

**Actions Taken**
Consider conducting focus groups in the future with new board members and returning board members.

**Goal 4**
**Learning Goal**
Participants in the Student Leader Retreat will be able to articulate new knowledge gained to assist in their ability to lead their organization at Georgia Tech.

**Outcome**
New knowledge about university policies and other topics will assist students in leading their organization at Georgia Tech.

**Evaluation Strategy**
Evaluations will be distributed and collected at the end of the retreat.

**Method of disseminating and using information for improvement**
A summary report on the Student Leader Retreat will be sent to the participants and retreat organizers.

**Summary of Results**
Student survey respondents highlighted many new skills that were developed as a result of attending the Student Leader Retreat, including the following: making connections/networking, communication, collaboration, addressing big picture/complex issues, cultivating diverse personalities for an organization's benefit, and leading meetings.

> *"I improved my ability to jump into a new situation with confidence and a goal. I met a lot of new people this weekend because of that."*

> *"I learned the value of communication. I felt like many of the burning issues topics revolved around problems concerning communication, whether it be academic or over-programming related. I improved and developed my skills at collaboration. As a freshman student, I did not speak as much as I could have during some of the discussions. However, through the weekend and later on, I have gauged the importance of sharing ideas, regardless of social judgment."*

**Actions Taken**

The Student Leader Retreat participants articulated an ability to see beyond their own role and organization and engage in discussion. These results differ from previous years and will be used as a outcome to highlight in future retreats.

In future retreats it will be important to continue to capture the work accomplished after the retreat. There are many discussions that take place at the event, but few are followed to fruition.

**Goal 5**
**Learning Goal**
Student Assistants will be able to articulate professional skills developed as a result of their employment with the Student Involvement Center.

**Outcome**
As a result of being employed as a student assistant, students will gain applicable professional skills for future employment.

**Evaluation Strategy**
Individual interviews or a focus group will be held to discuss students' work experiences.

**Method of disseminating and using information for improvement**
Annual reports, materials that advertise working in the Student Involvement Center, staff training/orientation for new academic years.

**Summary of Results**
Data not collected

**Actions Taken**
This is still an important goal for the Involvement Center, especially as the Staff continue to rely on student assistants to fill important roles in the office and in service to students.

**Goal 6**
**Learning Goal**
Students engaging with Student Involvement Professional Staff will identify the characteristics of their advising relationships.

**Outcome**
Students will report advising relationships as effective, intentional, and positive.

**Evaluation Strategy**
Electronic surveys will be distributed to all organization officers directly advised by Student Involvement Professional Staff both Fall, 2011 and Spring, 2012.

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

Evaluation results will be shared directly with affected staff and the Director will work with staff to improve areas of challenge and capitalize on area of strengths.

**Summary of Results**
Of the 41 students sent the survey all of the respondents (21) agreed with the following statements related to their relationship with their Student Involvement staff advisor:

- Advisor was helpful in assisting them to resolve challenges in their organization.
- Advisor celebrated accomplishments of the organization.
- During event planning, advisor focused on the organization's mission and goals.
- After meeting with their advisor, they gained insight on how to be a leader in their organization.
- Advisor represented the organization to other faculty and staff on campus.

When asked to use three words to describe their relationship with their advisor, students used the following words/phrases: honest, open-minded, trusting, productive, fun, helpful, respect, professional, friend, mentor, encouraging, and resourceful.

**Actions Taken**
Conducting an assessment of the advisor relationship is going to continue to be important as the office transitions over the next year. This assessment will help to identify strengths and weaknesses for professional development.

**Goal 7**
**Learning Goal**
As a result of engaging in the student organization chartering process, students will become more knowledgeable of campus resources, services, and programs.

**Outcome**
After engaging in the student organization chartering process students will be better able to identify resources as needed.

**Evaluation Strategy**
An electronic survey will be distributed to new student organizations after 1 month of being an official chartered student organization asking if the chartering process increased their knowledge of campus resources, services, and programs.

**Method of disseminating and using information for improvement**
Evaluation results will assist current staff in gauging how the chartering process is meeting a student organization's needs as well as setting a framework for how chartering meetings can be structured.

**Summary of Results**

A survey link was sent by the Coordinator, Student Involvement to newly chartered student organization leaders. The survey was visited 9 times, with 4 complete responses. All respondents noted the Student Involvement staff as "good" or "excellent" while going through the chartering process and that the templates/guidelines related to the chartering process were "good" or "excellent." The majority of the respondents rated the clarity of communication during the process as "good."  The majority of respondents did not learn about other student organization programs while going through the chartering process. Half rated the timeliness of the chartering process as "fair."

As a result of completing the chartering process, survey respondents indicated that they learned more about the following resources: Student Government Association funding, Student Center reservations, general campus space reservations, campus catering and food policies, fundraising information, campus funding outside of SGA, and on- and off-campus bank accounts.

Survey respondents identified the timeline and constitution review and editing process to be the most frustrating elements of the chartering process.

**Actions Taken**
As this is the first year Student Involvement has collected assessment information about the chartering process, it will be important to continue to collect this data in the future. Information from this year will be shared with new staff members.

As some elements of the timeline of the process were impacted by the requirements of the Joint Campus Organizations Committee, it will be important to continue working with this Student Government Association Committee to improve and streamline the requirements.

As JacketPages continues to be developed it will be used as a tool to simplify the process, specifically the confirmation of the organization member roster.

In order to effectively share information about other student organization programs, information should be shared when the final charter verification letter is sent to each organization.

*Community Service*

**Goal 1**
**Learning Goal**
As a result of being a MOVE Committee Chair, students will be able to identify goals for their committees and formulate an action plan for the academic year.

**Outcome**
As a MOVE Committee Chair, students will identify goals for their committees and formulate a plan of action for the academic year.

**Evaluation Strategy**

The Advisor to MOVE will collect retreat feedback on goal setting activities. Further, an electronic survey will be distributed to the Chairs to gauge learning. Focus group(s) or individual interviews will be held with members to discuss learning.

**Method of disseminating and using information for improvement**
1. Project Reports
2. Semester Reports
3. Annual Reports

**Summary of Results**

Retreat feedback was collected via a paper survey (as opposed to an electronic survey) completed at the conclusion of the retreat. Focus groups did not take place due to a lack of availability.

Retreat feedback highlighted that MOVE Committee Chairs valued the time dedicated for specific discussions regarding tutoring committees and project-based committees. Further, feedback revealed that these discussions led to specific conversations about committee goals and how those goals fit within MOVE's larger vision as a service-based organization. However, feedback from one participant indicated that he/she would benefit from more emphasis on expectations of committee chairs as opposed to individual goals while other participants reflected that they would benefit from even more time to discuss specific goals. Every MOVE Committee Chair created goals at the retreat and all committees planned and implemented events this year.

**Actions Taken**

Community Service will update the tracking system to better document the committees' projects, number of volunteers, and number of service hours completed by MOVE committees. This information will also be highlighted throughout the year.

Community Service has already hosted a tutor orientation for all MOVE tutors and will continue this orientation for future academic years.

Community Service will continue to support the development and sustainability of new committees.

Emphasis will be placed on a mid-year check in meeting or retreat with all MOVE Committee Chairs in order to assess mid-year progress and reevaluate the goals and action plan established during the Fall retreat.

**Goal 2**
**Learning Goal**

MOVE Executive Board members will be able to articulate leadership skills they developed as a result of their experience as an Officer.

**Outcome**
Over the course of the academic year and participation in advising meetings, retreats, and activities MOVE Executive Board members will gain, and be able to articulate leadership skills based on the Social Change of Leadership Model.

**Evaluation Strategy**
Electronic surveys will be distributed to MOVE Executive Board members. Focus group(s) or individual interviews will be held with Executive Board members to discuss learning. The survey and focus group questions will be based on the Social Change of Leadership Model to gauge learning.

**Method of disseminating and using information for improvement**
1. Project Reports
2. Semester Reports
3. Annual Reports

**Summary of Results**
Information was collected via a paper survey (as opposed to an electronic survey) that was completed at the end of the Spring, 2012 semester.  Focus groups did not take place due to a lack of availability.

100% of respondents indicated that they "Strongly Agree" or "Agree" with the following statements:

*As a result of my experience as a MOVE Officer,*
- I have an increased understanding of my personal values, interests, and goals.
- I have a stronger commitment to addressing the social issues surrounding individual service projects I worked with during the year.
- I am comfortable navigating conflict or addressing controversy in a civil and productive manner.

Respondents articulated the following traits as specific leadership skills they gained from their experience as a MOVE Officer:
- Working as a board and planning together
- Better listening skills
- More confident when presenting in front of a lot of people
- Better organizational skills
- Delegating tasks
- Communication
- Following through with deadlines / time management

*"Presenting about the budget and defending the budget this spring [was how] I learned to be more confident when standing in front of and presenting in front of a lot of people." – MOVE VP of Finance*

**Actions Taken**
MOVE Executive Board members started to implement short 10-15 minute training workshops into their bi-weekly all-officer meetings.  Topics included Critical Reflection: How to Make Service Meaningful, Leadership Basics, JacketPages overview, How to Submit a SGA Bill.  The new Executive Board leadership team will work to enhance, and include relevant training topics to the MOVE meetings.

The VP of Publicity developed a new process to submit projects requiring publicity assistance.

**Goal 3**
**Learning Goal**
MOVE Committee Chairs will be able to articulate leadership skills they developed as a result of their experience as a Committee Chair.

**Outcome**
Over the course of the academic year and participation in advising meetings, retreats, and activities MOVE Committee Chairs will gain, and be able to articulate leadership skills along the Social Change Model of Leadership.

**Evaluation Strategy**
Electronic surveys will be distributed to MOVE Committee Chairs. Focus group(s) or individual interviews will be held with Committee Chairs to discuss learning. The survey and focus group questions will be based on the Social Change of Leadership Model to gauge learning.

**Method of disseminating and using information for improvement**
1. Project Reports
2. Semester Reports
3. Annual Reports

**Summary of Results**
Information was collected via a paper survey (as opposed to an electronic survey) completed at the Spring, 2012 semester.  Focus groups did not take place due to a lack of availability.

100% respondents indicated that they "Strongly Agree" or "Agree" with the following statements:

*As a result of my experience as a MOVE Officer,*
- I have an increased understanding of my personal values, interests, and goals.
- I have a stronger commitment to addressing the social issues surrounding individual service projects I worked with during the year.

- I am comfortable navigating conflict or addressing controversy in a civil and productive manner.

Respondents articulated the following traits as specific leadership skills they gained from their experience as a MOVE Officer:
- Better organization and management of logistics for both travel and volunteers
- Effective communication with a wide variety of students
- Conflict resolution
- Perseverance
- Professional communication
- Event planning

*"Commitment - Being an officer has helped me see the vast differences that can result when you remain dependable and do things by the time you say you will…when teachers started to incorporate us into their schedules because of our commitment to be at the school, the above skills [planning ahead and commitment] were reinforced." – MOVE Tutoring Committee Chair*

**Actions Taken**
Community Service will work to include leadership training topics more consistently into bi-weekly MOVE meetings.

Emphasis will be placed on a mid-year check in meeting or retreat with all MOVE Committee Chairs in order to assess mid-year progress and promote reflection of leadership skills gained through involvement with MOVE.

**Goal 4**
**Learning Goal**
Through participating in an Office of Community Service supported Alternative Spring Break program, participants will be able to show how participation has increased their knowledge of their own community, and others' community needs.

**Outcome**
Students participating in an Office of Community Service supported Alternative Spring Break program will become more knowledgeable about community needs.

**Evaluation Strategy**
Before the trip, students will complete a short pre-trip survey. During the trip, reflection discussions will be held with the group to process the service project day-by-day. After the trip concludes a post-trip evaluation will be completed by participants.

**Method of disseminating and using information for improvement**
1. Project Reports

2. Semester Reports
3. Annual Reports
4. Fundraising efforts
5. Marketing efforts

**<u>Summary of Results</u>**

The Office of Community Service supported two ASB trips in collaboration with the newly chartered student organization, Alternative Service Breaks. A group of 20 (18 students, 2 student leaders, and 2 staff) worked in Jacksonville Beach, FL with Beaches Habitat for Humanity and a group of 19 (17 students, 2 student leaders, and 2 staff) worked in Tuscaloosa, AL with tornado disaster relief.

Electronic pre-trip and post-trip surveys were distributed to the ASB student participants of both trips. The student leadership team for both trips facilitated nightly reflections with all group members in order to process the day's service project, to critically reflect on the groups' experiences, and to synthesize the ASB experiences with individuals' prior experiences.

Reflections from the Jacksonville Beach, FL trip that worked with Habitat for Humanity:

> *"I think that as college students we may overlook the severity of the problem that surrounds us. I no longer see our biggest problems as 'not enough participation on campus' or 'not raising enough money for Relay for Life.' I now see that the big issue is the large number of people living in unacceptable poverty, many without a home, in our very own city."*

> *"Participating in ASB helped me to understand the need for me to open up in my own communities. I enjoyed the nightly reflections because they allowed me to contemplate the reasons why I feel a sense of fulfillment from community service. "*

> *"I think ASB gave me the opportunity to chat with other people from the different communities on campus and gain a better understanding of the needs through those discussions."*

> *"I think it [my definition of community] has expanded. ASB gave me a way to connect with a group of people that come from all different 'communities' at Tech. I think it showed me that I don't have to stick to my small, little bubble – my "community" encompasses so many more people than I imagined."*

Reflections from the Tuscaloosa, AL trip that worked with Community Collaborations, Intl (tornado disaster relief):

> *"My definition [of community] has changed because I used to think of it as just a group of people that live in close proximity, but through the ASB trip I learned that it is more*

*involved. Community is living with others, but more so knowing them and being responsible to look after them."*

*"After going on the ASB trip, I view a community as a group of people who live in a common place, but who also have a responsibility to help and care for each other."*

*"I've realized that it doesn't have to be in the news to require help. There are areas so close to home that are in dire need of help and it only requires we look to see that we can help out here."*

*"The experience had made me more open and receptive to issues facing my hometown as well as Atlanta and other places I am connected to. It has also made me realize that there are small ways to help that can have a big impact."*

**Actions Taken**
Alternative Service Breaks student leadership structure will be developed and implemented. The students' goal is to offer a Fall break trip and a third spring break trip, which will require significant fundraising efforts.

Future application processes will begin earlier in order to provide more time for pre-trip orientation, advisor preparation, and to facilitate more time to develop fundraising opportunities.

**Goal 6**
**Learning Goal**
Students engaging with Office of Community Service Professional Staff will identify the characteristics of their advising relationships.

**Outcome**
Students will report advising relationships as effective, intentional, and positive.

**Evaluation Strategy**
Electronic surveys will be distributed to all organization officers directly advised by Office of Community Service Professional Staff.

**Method of disseminating and using information for improvement**
Evaluation results will be shared directly with affected staff and the Director will work with staff to improve areas of challenge and capitalize on areas of strength.

**Summary of Results**
An electronic survey was distributed to student leaders in Alternative Service Breaks, Community Service Council, and MOVE at the end of both Fall, 2011 and Spring, 2012.

Respondents used the following words and phrases to describe their relationship with the Community Service Coordinator, which all support an advising relationship that was effective, intentional, and positive:

*Fall 2011*
Encouraging, supportive, respectful, helpful, insightful, caring, friendly, pleasant, personal, open, innovative, friend, relatable, knowledgeable, supportive, present, vocal, approachable, learning, accountability, supports without taking control, and open conversation about challenges, goals, and needs.

*Spring 2012*
Calmative effect, cheerful, willing to help, encouraging, collaborative, supportive, professional yet personable, mutual respect and trust, constantly providing valuable insight to help define my perception and love for service, insightful, open, trusting, collegial, friendly, caring, critical, welcoming, role model, helps me understand and grow, awesome, positive, flexible, engaging, direct, effective, and empowering.

> *"My advisor has shown me that service is not unidirectional, always having a giver and a receiver, Service is rooted in reciprocal relationships."*

> *"I now understand the spectrum of service and civic engagement beyond just the direct service in which my organization is involved. I understand how things such as advocacy, awareness, and philanthropy also fall under the umbrella of service."*

**Actions Taken**
Areas of Challenge:

- In some organizations, there was more direct advising with the executive board or head officers and less advising interaction with officers in other positions. In 2012 – 2013 staff will work to better clarify the advisor role and expectations, especially with regards to the officers who do not regularly meet with the advisor.
- With the Alternative Service Break trips, the Community Service Coordinator advises the student leaders, but may not be the advisor attending a particular trip. The Community Service Coordinator has identified a need for more intentional training between the trip advisors and student leaders in order to clarify roles and expectations as well as to foster a stronger relationship such that the advisor-leader pairs capitalize on each other's strengths.

Areas of Strength:

- Positive relationships were created with the three student organizations directly advised by the Community Service Coordinator
- Students understood that the office and the staff could provide necessary resources and support for their organizations and specific events

**Goal 7**
**Learning Goal**
As a result of participating in the Office of Community Service sponsored Martin Luther King, Jr. Day of Service, participants will become more knowledgeable about community partners, and campus programs, services, and resources related to community service.

**Outcome**
After participating in the Office of Community Service MLK Jr. Day of Service, participants will be better able to identify campus partners and campus programs, services, and resources as needed.

**Evaluation Strategy**
An electronic survey will be distributed to participants within one week of the event asking if the event increased their knowledge of community partners and service-related community programs, services, and resources.

**Method of disseminating and using information for improvement**
Evaluation results will assist current staff and the Institute-wide MLK Planning Committee in gauging how the Day of Service is meeting the Institute goals for the week-long MLK Celebration as well as how the Day of Service is educating volunteers on opportunities for service and engagement.

In addition, the information will be shared in project reports, semester reports, and the annual report.

**Summary of Results**
A committee of five students planned and implemented the 2$^{nd}$ Annual MLK Day of Service with the guidance and support of the Community Service Coordinator.  The event hosted 151 participants at 8 different projects, which benefited 11 community partners.  Two projects were held on-campus due to last minute changes with the off-site projects; the other six projects were held off-campus and transportation was provided for all participants.

An electronic survey was distributed to all MLK Day of Service participants after the event occurred, the following are highlighted results:

- 52% of respondents had prior experiences with the Office of Community Service or GT sponsored service projects before the MLK Day of Service; 48% of respondents had not.

- 31% of respondents participated in other Institute-sponsored MLK Celebration events.

- 45% of respondents indicated that they "Disagree" or "Strongly Disagree" with the statement, "*I know where the Office of Community Service staff and resources can be found on-campus.*"

- 88% of respondents indicated that they "Agree" or "Strongly Agree" with the statement, "*The orientation I received from the community partner or project lead helped me learn more about this community partner.*"

- 100% of respondents indicated that they "Agree" or "Strongly Agree" with the following statements:
    - The project I participated in during the Day of Service was an effective and meaningful service project.
    - I am satisfied with my overall MLK Day of Service experience.

*"I got to work in the community and be part of a day that is very meaningful to the community. Being near all of the festivities near MLK's house made it all the more fulfilling as well as the introduction that we got from the pastor of the church, which was a great introduction to what we're going to be doing and why it was going to matter to members of the community."*

*"It was great to get out into the community on such a memorable day. Dr. King continues to be an inspirational character, and as an out-of-state student, it was nice to interact around the area in which he was born and raised and help beautify it a bit more. Felt awesome."*

**Actions Taken**
Survey data and feedback will be shared with the 2012 MLK Day of Service student planning committee and the future 2013 MLK Day of Service student planning committee to inform future events.

There will be a more intentional focus to advertise the Office resources to participants and to continue to promote community partner orientations and to foster meaningful group service reflections.

Continue to work in collaboration with the Institute-wide MLK Celebration planning committee to promote the MLK Day of Service as part of the larger MLK events and identify areas for shared resources and support.

*Jumpstart*

**Goal 1**
**Learning Goal**
Through participating in Jumpstart Corps, members will be able to identify new, or further develop leadership skills.

**Outcome**
As a participant in Jumpstart Corps, members will further develop their leadership skills or develop new skills.

**Evaluation Strategy**
Jumpstart staff will distribute both fall and spring surveys to gauge learning.

**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 4.3 to 4.7 (on a 5 point scale, 1 being "not at all confident" and 5 being "very confident"). All of the respondents agreed that their participation in Jumpstart enabled them to build leadership skills.

**Actions taken**
Current Jumpstart Corps members were invited to apply for Team Leader positions for the upcoming academic year due to the reported increases in confidence in leadership ability.

During the next evaluation process,  the Jumpstart Coordinator will  plan to request Jumpstart Corps Members provide feedback on the specific aspects of the program that promote leadership growth with the goal of expanding those practices in the future.

**Goal 2**
**Learning Goal**
Through training and written reflection, Jumpstart Corps members will report an increased knowledge of how to be a good citizen and how to demonstrate social responsibility.

**Outcome**
By participating in reflection and debriefing exercises, students will gain knowledge on what it means to be a good citizen and how to demonstrate social responsibility.

**Evaluation Strategy**
1. Jumpstart pre- and post-survey
2. Content analysis of written reflection

**Method of disseminating and using information for improvement**
1. Project Reports
2. Semester Reports
3. Annual Reports

**Summary of Results**

In September, before Jumpstart Corps members began service, 91% of respondents reported feeling comfortable expressing their opinion about important community issues to others. In February, after just four months of service, all of respondents reported feeling comfortable expressing their opinion about important community issues to others. Additionally, all of respondents reported agreement with the belief that they have a set of responsibilities to their community.

Jumpstart Corps members reported a 2% increase (from 98% to 100%) in the understanding of good citizenship behaviors and social responsibility due to their Jumpstart experience and training.

During a workshop series on citizenship behaviors, Jumpstart Corps members expressed that due to their Jumpstart experience, they better understood the needs of their served communities.

> *"I did not realize how much my neighbors are lacking. Less than 3 miles from campus, there are families that really can't give their children the things that they need: adequate food, clothing, and especially attention. I keep wondering what else I can do to help. I wish that I could do more."*

During this workshop series, members also expressed that being a "good citizen" could be demonstrated in many different ways.

> *"I can give back in many ways. Right now I am giving my time. I plan to one day give money. And then hopefully pass on my values to my children."*

**Action Taken**

While respondents reported increased knowledge, only 64% of respondents completed both pre- and post-surveys. To increase the number of matched surveys, members will be given the opportunity to complete the surveys during meetings if they were unable to complete it in their free time.

Corps members participated in a series of citizenship workshops in February at which they reported increased knowledge. Given that this understanding occurred two months before their service end date and members reported feeling comfortable expressing their opinion about important community issues before the training, members may welcome the opportunity to share their knowledge with others. The Jumpstart Coordinator will work with the Volunteer Coordinator to create a forum for Corps members to share their experiences with short-term Jumpstart volunteers and potential Corps members in early March.

**Goal 3**
**Learning Goal**

Students engaging with Jumpstart Professional Staff will identify the characteristics of their advising relationships.

**Outcome**
Students will report advising relationships as effective, intentional, and positive.

**Evaluation Strategy**
Electronic surveys will be distributed to all Jumpstart Corps members directly advised by Jumpstart Professional Staff.

**Method of disseminating and using information for improvement**
Evaluation results will be shared directly with affected staff and the Director will work with staff to improve areas of challenge and capitalize on area of strengths.

**Summary of Results**
While most Corps members completed the Jumpstart survey, Corps members did not complete the additional advising survey sent by the Office of the Dean of Students.   All respondents reported that their advisor's observation and feedback helped them and their team improve their work, their advisor provided support and coaching to be successful, and a pre-service session and ongoing training prepared them for their role in the classroom.

**Actions Taken**
In the future, members will have the opportunity to complete the advising survey at the same time as the Jumpstart survey which will ensure greater participation.

*Student Media*

Student Media advises six print publications (Technique/weekly newspaper, Blueprint/yearbook, The Tower/Undergraduate research journal, Erato/literary journal, North Avenue Review/free speech magazine and T-Book/history and traditions handbook) and the 100,000 watt/HD FM student-managed radio station.

**Goal 1**
**Learning Goal**
Student editors who serve on the Board of Student Publications will be able to identify at least two leadership skills they have gained from their editorial appointment.

**Outcome**
As a result of participation, students will be able to identify leadership skills gained.

**Evaluation Strategy**
Advisor will conduct an intake assessment at the start of the academic year and another at the conclusion of the academic year. Throughout the academic year the Advisor will evaluate the

student's learning and recommend interventions as necessary to further facilitate learning and skill building.

**Method of disseminating and using information for improvement**
1. Project reports
2. Semester reports
3. Annual reports

**Summary of Results**
Leadership skills were assessed according to the CAS Standards. As a result of the assessments conducted with student editors the following skill development was reported:

- 50% of respondents answered they felt they had gained and/or developed the skill of effective communication;
- 25% of respondents answered they felt they had gained and/or developed the skill of collaboration;
- 75% of respondents answered they felt they had gained and/or developed the skill of leadership development;
- 50% of respondents answered they felt they had gained and/or developed the skill of independence.

Intentionality of skill development and the strategies Student Media staff employed to assist in the development of these skills was not calculated in this survey, but could be built into future surveys. For this year's assessment, Student Media staff incorporated an essay component into the end-of-the-year survey to gather additional data regarding the students' overall experience being involved in a student media organization during the past year. Two highlighted responses from student editors included:

> *"I have enjoyed working as a part of this student media organization because it has allowed me to gain valuable production experience while also allowing me to develop the skills necessary for working in a group and as part of a decision-making team."*

> *"I enjoyed most of all working with a diverse group of people. Our dinners, work sessions, meetings, and events over these past few years helped us become family. The time that we worked together to create art and science is what I will remember from my GT experience years from now."*

**Actions Taken**
Based on the data gathered and the Office's continued focus of developing leadership skills with the student leaders who participate in Student Media organizations, the staff will continue this form of data analysis and to work with the student editors individually on their desired goals.

**Goal 2**

**Learning Goal**

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

**Outcome**

As a result of participation in the RCB students will be able to identify leadership skills gained.

**Evaluation Strategy**

Advisor will conduct an intake assessment at the start of the academic year and another at the conclusion of the academic year. Throughout the academic year the Advisor will evaluate the student's learning and recommend interventions as necessary to further facilitate learning and skill building.

**Method of disseminating and using information for improvement**
1. Project reports
2. Semester reports
3. Annual reports

**Summary of Results**

Leadership skills were assessed according to the CAS Standards. As a result of the assessments conducted with student members of RCB the following skill development was reported:

- 25% of respondents answered they felt they had gained and/or developed the skill of leadership development ;
- 25% of respondents answered they felt they had gained and/or developed the skill of independence ;
- 25% of respondents answered they felt they had gained and/or developed the skill of collaboration;
- 25% of respondents answered they felt they had gained and/or developed the skill of effective communication.

Intentionality of skill development and the strategies Student Media staff employed to assist in the development of these skills was not calculated in this survey, but could be built into future surveys.  For this year's assessment, Student Media staff incorporated an essay component into the end-of-the-year survey to gather additional data regarding the students' overall experience being involved in a student media organization during the past year.  Below are highlighted responses from RCB members:

*"I enjoyed every bit of working with the radio station. WREK Radio is my baby, and I will always have a soft spot for the radio station. The experience was unforgettable*

*and really formed a key part of my college experience."*

*"WREK has been a very fun student organization to be involved with. I gained a lot of valuable experience through my role as Business Manager, as well as through my role as the host of two specialty shows. I've made friends with many of the other students involved in WREK, and I have enjoyed the social experience of being a WREK radio student operator. As a whole, WREK contributed to my intellectual growth, effective communication, enhanced self-esteem, appreciation of diversity, leadership development, and more."*

*"This past year, I was a part of WREK Atlanta, an organization under Georgia Tech Student Media. I furthered my leadership skills, gained valuable (and fun) extracurricular experience, and learned from the successes and mistakes gained from this experience."*

*"As I was reading through "CAS Standards of Desirable Leadership Skills," I felt that I learned each leadership skill in some way, shape, or form during my experience this year at WREK (i.e. "Clarified Values"—I believe that the radio should be open to anyone to tour, get involved with, etc.—followed through on this belief by giving tours to friends and acquaintances that I met at Georgia Tech, etc.). Understandably, however, some traits were learned to a greater extent than others, and I aspire to keep developing as a leader."*

**Actions Taken**
Based on the data gathered and the Office's continued focus of developing leadership skills with the student leaders who participate in Student Media organizations, the staff will continue this form of data analysis and to work with the student editors individually on their desired goals.

**Goal 3**
**Learning Goal**
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.

**Outcome**
As a result of participation in student media organizations, students will be able to identify leadership skills gained.

**Evaluation Strategy**
Student will complete an intake assessment at the start of the academic year and another at the conclusion of the academic year. Throughout the academic year the Editors/Radio Communications Board members will evaluate the student's learning and recommend interventions as necessary to further facilitate learning and skill building in collaboration with the Advisor.

**Method of disseminating and using information for improvement**
1. Project reports

2. Semester reports
3. Annual reports

**Summary of Results**
Leadership skills were assessed according to the CAS Standards. As a result of the assessments conducted with student members of Student Media organizations the following skill development was reported:

- 33% of respondents answered they felt they had gained and/or developed the skill of leadership development;
- 5.5% of respondents answered they felt they had gained and/or developed the skill of independence;
- 11% of respondents answered they felt they had gained and/or developed the skill of collaboration;
- 11% of respondents answered they felt they had gained and/or developed the skill of effective communication;
- 11% of respondents answered they felt they had gained and/or developed the skill of intellectual growth;
- 5.5% of respondents answered they felt they had gained and/or developed the skill of realistic self-appraisal;
- 11% of respondents answered they felt they had gained and/or developed the skill of satisfying and productive lifestyles.

Intentionality of skill development and the strategies Student Media staff employed to assist in the development of these skills was not calculated in this survey, but could be built into future surveys. For this year's assessment, Student Media staff incorporated an essay component into the end-of-the-year survey to gather additional data regarding the students' overall experience being involved in a student media organization during the past year. Below are highlighted responses of student members:

> *"My experience with The Tower has been very rewarding. I work with the most competent, intellectual and motivated individuals. In fact, I can say that my experience has been rewarding because of the individuals that I worked with. I have enjoyed the growth and potential of the organization, and being able to form the vision/objectives of the journal on the school, state and national stages. I thought the trouble in seeking financial support from the Institute was unfortunate, since The Tower is depictive of the caliber of GT undergraduate research to our partner institutions and national collaborators. However, the staff of The Tower has been adaptive to these shortcoming and investigating more online platforms to display our journal's content."*

> *"Being a part of WREK has had many benefits and fun moments. I've gone to several free concerts thanks to our free tickets. I also helped out with Record Store Day in Little*

*Five Points (which was surprisingly fun) and there were numerous other memorable events like Wrektacular and the Under the Couch kickball game."*

*"I am very happy that I decided to join the yearbook staff here at Tech. Though it has been a stressful year with the work that needed to be done, it was also a great one of making new friends and creating one of Tech's longest traditions, Blueprint. I thoroughly enjoyed all of our fun staff meetings, the long nights in the office, and the overall camaraderie we had within our Blueprint family. I also enjoyed putting my desire to write to good use towards the yearbook, as I also wrote articles as well as edit pages. Overall, this experience on yearbook staff has been a fantastic one!"*

*"I worked with WREK as a student DJ/Operator (playing jazz and hip hop), DJ for events on campus (i.e. weekly "Live at Skiles" event), Music Director (reviewed/ programmed/rejected music submitted to the station [via record labels, artists, etc.], and helped create a Specialty Show with an Interview by Earl Klugh. All of these were great experiences, and I learned how far initiative and professionalism, in tandem with a realistic schedule, can take you. I also learned (the hard way), that overkill on time spent at the radio can greatly affect grades, etc. I love WREK Radio and Georgia Tech, and am looking forward to furthering my experiences there. Thank you!"*

**Actions Taken**

Based on the data gathered and the Office's continued focus of developing leadership skills with the student leaders who participate in Student Media organizations, the staff will continue this form of data analysis and to work with the student editors individually on their desired goals.

**Goal 4**
**Learning Goal**

Students engaging with Student Media Professional Staff will identify the characteristics of their advising relationships.

**Outcome**

Students will report advising relationships as effective, intentional, and positive.

**Evaluation Strategy**

Electronic surveys will be distributed to all students directly advised by Student Media Professional Staff.

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

Evaluation results will be shared within the staff and with the Dean of Students for continual growth and improvement.

**Summary of Results**

Of the nine students the advisor survey was sent to, 5 responded. All respondents replied to the survey that their advisor was helpful in resolving challenges, celebrated the accomplishments of the organization, focused the group on the mission/goals of the organization, assisted them in gaining insight into being a leader, and represented their organization to other faculty/staff/students on-campus. Sixty percent (60%) of respondents noted their advisor as "Very Helpful" in sharing campus wide resources.

Of the respondents, eighty percent (80%) noted their advisor as "very" approachable, open to discussion, positive, timely in responding, and thorough. The remaining twenty percent (20%) of respondents noted their advisor as "good" in these categories.

When asked to use three words that describe their relationship with their advisor the students indicated the following responses: cordial, collaborative, helpful, open, friendly, reliable, involved, and approachable.

**Actions Taken**
Student Media is planning on replicating this survey in the coming 2012-2013 academic year as well as incorporate possible focus groups to consider advisor/student interactions.

### *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 in the development and implementation of 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
### Learning Goal
After participation in WRC programs or utilizing WRC services, students will be able to describe the program or service to be important to their academic or personal development.

### Outcome
After participating in WRC programs or utilizing WRC services, students will note the importance of such programs/services in their academic or personal development.

### Evaluation Strategy
A brief survey will be conducted after programs or with students who have utilized services offered by the Women's Resource Center.

### Method of disseminating and using information for improvement
Surveys 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 50 events throughout the 2011-2012 academic year. To illuminate the learning for this learning outcome, the 2011 Women's Leadership Conference Results follow.

*Women's Leadership Conference*
The annual student-organized Women's Leadership Conference attracted approximately 300 participants on November 4-5, 2011. The theme was "Radiate from Within Shine on the World" – Keynote speakers included Alumna Keynote Dr. Annie Anton, Breakfast Speaker Gail Evans, and Luncheon Speaker Laura Finney.

A total of 89 evaluations were returned. About 99% of attendees were female (n=88). Six percent (6%, n=5) said the conference somewhat met their expectations, 44% (n=39) who responded said the conference met their expectations, and 39% (n=35) said the conference exceeded their expectations. Five percent (5%, n=4) marked that they were not likely to attend next year's conference (with 100% of the free response reasons being that they were moving out of town or out of the country), 47% (n=28) reported that they were somewhat likely to attend next year's conference, and 57% (n=51) said they were very likely to attend next year's conference. All respondents reported that they would recommend this conference to others. Eight percent (8%, n=7) found the conference somewhat beneficial, 42% (n=37) found the

conference beneficial, 43% (n=38) found the conference very beneficial.  Before the conference, the participants identified their leaderships skills as excellent 8% (n=8), good 56% (n=50), average 26% (n=23), and below average 5% (n=4).

In open ended responses, respondents explained how they personally benefited from the conference and how they would utilize the information gained:

*"I learned a lot about leadership and personal finance."*

*"How to communicate with others; improve public speaking, and developing my leadership skills."*

*"I will spend more time and energy discovering myself and my passions and become more driven and confident."*

*"I feel more comfortable speaking with company reps. I will use the advice given to me when I give presentations and go through interviews."*

**Actions Taken**
*Women's Leadership Conference*
The results of each program evaluation consistently demonstrated an interest and need to continue current programming. Participants had high expectations for the conference given its current reputation. These statistics were higher than the previous year which  was a great way to end a conference. The results will be shared with the 2012 Women's Leadership Conference Planning Committee, WRC staff, and the incoming WRC Graduate Assistant.

**Goal 2**
**Learning Goal**
Students, faculty, staff, and stakeholders' knowledge of sexual violence related strategies will increase as a result of WRC educational programming.

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

**Evaluation Strategy**
A brief survey will be conducted at the end of educational programs offered by the Women's Resource Center.

**Method of disseminating and using information for improvement:**
Surveys will be reviewed by WRC staff after each educational program to gauge learning. Highlights will be shared at Sexual Violence Task Force meetings and included in annual report.

**Summary of results**
*Safe Sister Training*
A total of 42 evaluations were returned at the end of the training session, which was approximately the number of people in attendance (55). About 29% of the participants were first-year (n=12), second-year (55%, n=23), third year (11%, n=5), and fourth-year (2%, n=1). All of the attendees were female.

The majority of the responses revealed that the training was nonjudgmental, well prepared, and the trainers responded well to questions. In terms of the topic content, individuals thought it was primarily excellent and good. Questions regarding program benefits and usefulness yielded 67% thinking it was excellent (n=28), 26% good (n=11), and 2% reported it as fair (n=1).

Of those that took the survey 67% thought the training was excellent (n=28), 26% good (n=11), and the remainder were unresponsive.

Of the respondents, 76% (n=32) had not attended a training on this topic in the past. A mere 17% had not heard of the Women's Resource Center before this event and 98 % of the individuals reported that they would seek help through the WRC if needed (n=41), with one person marking maybe.

Additional responses from the question "How do you think this training might or might not benefit you personally?" are highlighted below:

   *"I now know my rights and where to go for help if I am sexually assaulted."*

   *"I think this will make me think more before going out, feel more safe, and be better at responding to sisters who may try to talk to me about sexual harassment."*

   *"Greater responsibility at parties or situations involving alcohol."*

*Fraternity Men's Training*
Evaluation comments were received from 23 out of 25 men who participated in the Fraternity Men's Training which took place on February 8, 2012. The participant breakdown was as follows: First Year = (9), Second Year = (2), Third Year = (3), Fourth Year = (8), Fifth Year = (1). Overall feedback from participants provided insight into how the training could be more engaging and structured on covering topic areas.

Respondents were asked how they thought the training might benefit them personally, all participants reported that the training would benefit them personally. Comments on benefits ranged from knowing how to help victims/survivors, to speaking to and sharing information with their fraternity members. Bystander intervention and watching their brothers more carefully was also mentioned. Most had little to no knowledge of VOICE or previous training on the topic prior to that evening.

**Actions Taken**

*Safe Sister Training*

Through the training evaluations the WRC concluded that this was a very well done program and had been a signature program/training offered by the Women's Resource Center and Georgia Tech. One way to consider improving the program for the future is by possibly moving the manual to an electronic format that will help reduce costs, and possibly offer the program once more per semester due to the high number of women interested in attending.

*Fraternity Men's Training*

Through the training evaluations the WRC concluded the need for more practical role plays, relevant videos on the topics of masculinity, bystander intervention education, as well as building stronger, healthy relationship components.

**Goal 3**

**Learning Goal**

Women from underserved populations (first year students, graduate women, women of color, international women, and lesbian/bisexual women) will report that the Women's Resource Center programs and seminars are serving their interests.

**Outcome**

After participation in WRC programs and seminars, underserved members of the campus will note their needs being served.

**Evaluation Strategy**

After participating in WRC programs or utilizing services, participants will complete a short survey requesting personal identifiers (class year, status, race/ethnicity, international/domestic, sexual orientation). These surveys will be evaluated to understand how these populations see the WRC programs/seminars serving their interests.

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

Surveys will be reviewed by WRC staff after each program to gauge learning and after the academic year to see how the programs/seminars met these students' needs over the course of the year. Highlights will be shared with WRC constituents and included in annual report.

**Summary of Results**

While the WRC provided signature programs this last academic year, the Staff also offered a new program in collaboration with the Women in Engineering department. For the purposes of this assessment goal the focus will be on the "Coffee Talk" series.

Each week throughout the Spring, 2012 the WRC had an hour long coffee talk. The discussions focused on the following topics: career prep, STEM women of color, STEM faculty women, and COE graduate women. Each talk was assessed through observation and during the last Coffee Talk an hour was used to do a SWAT analysis with the women who had attended during the semester.

From the SWAT analysis, the following information was gathered:

- Participants would like MORE interaction with Faculty
- More second level career prep – something beyond "how you write a resume."
- Locations were great but try to alternate the day/time for those who were never able to attend. Note: it was the same day and time each week.
- More personal conversations even with attendees
- More work/life balance topics, conversations, or speakers
- Bring back more young alumnae

**Actions Taken**
After this assessment of Coffee Talk, the WRC Staff met with the Women in Engineering Department to further tease out the results and brainstorm ideas for the Fall semester. The WRC has decided to alternate the day/times, offer more open sessions to be able to connect with other women who are attending, and keep the location and treats.

**Goal 4**
**Learning Goal**
Women's Leadership Conference participants will gain new awareness and skills.

**Outcome**
After participating in the Women's Leadership Conference participants will be able to identify new awareness and skills as a result of attending the conference.

**Evaluation Strategy**
Participants will be asked to complete a survey at the conclusion of the conference.

**Method of disseminating and using information for improvement**
WRC Staff will review the survey results and share the information with appropriate advisory committees and in an annual report. Results will also be shared with the WLC Planning Committee for the conference 2012.

**Summary of Results**
The annual student-organized Women's Leadership Conference attracted approximately 300 participants on November 4-5, 2011. The theme was "Radiate from Within Shine on the World" – Keynote speakers included Alumna Keynote Dr. Annie Anton, Breakfast Speaker Gail Evans, and Luncheon Speaker Laura Finney.

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**Actions Taken**
The results of the 2011 Women's Leadership Conference evaluations were compiled and shared with the new planning committee.  This information will be used to inform the planning process this upcoming year.  One important piece that was identified was that participants did not like the change to the breakfast menu, which was changed to reduce costs, however, the committee will return to a more traditional menu for the 2012 conference.

**Goal 5**
**Learning Goal**
Women's Leadership Conference Planning Committee members will be able to identify leadership skills gained while part of the Planning Committee.

**Outcome**
As a result of being part of the WLC Planning Committee, members will be able to identify leadership skills gained while part of the committee along the Social Change Model of Leadership.

**Evaluation Strategy**
After the conference has taken place, WLC Planning Committee members will be sent a short survey electronically asking them to identify skills gained, as taken from the Social Change Model of Leadership.

**Method of disseminating and using information for improvement**
Surveys will be reviewed by the WRC Staff. Information on the skills gained (or not) will be used in setting learning outcomes for the 2012 Planning Committee.

**Summary of Results**
WLC Planning Committee participants were asked if their experience on the committee assisted them in meeting their goals. The following were highlighted responses:

*"WLC not only met my goals, but achieved much more. I was so inspired by some of the speakers so much so that I now know what I want to do with my life as a designer. I plan to take on Susan Davis's challenge of designing toilets. And beyond that, I was just so inspired to grow as leader and how to do so. I would love to experience that much inspiration again next year."*

*"Yes, I think being a part of the WLC Committee helped me achieve these goals."*

*"Yes, communication with the other committee members helped me to know what had gone on in previous years since I had never attended a conference myself."*

*"Yes- with the large volume of tasks that needed to be completed for the conference, WLC kept me on my toes by constantly challenging me to effectively budget my time."*

*"I believe so, yes. Most of the feedback I received on the keynote speakers was very positive, and I enjoyed meeting the women, as well as listening to them speak. I hope they helped to spark some inspiration in the hearts of those in attendance."*

*"I'm not sure. I wish I could have helped out with more of the PR efforts to get word out about the event."*

Overall, it was articulated that being a part of the WLC planning committee helped participants achieve their leadership goals. Goals that were articulated were as follows:

- Make an impact on women on campus.
- When I joined WLC, I sought to grow as a designer. I wanted to expand my Adobe Photoshop and Illustrator skills while also learning how to not take criticism personally. I also wanted to expand my network of diverse women leaders on this campus.
- Improve my organization, communication, and collaboration skills.
- I came in late, but my goal was to jump on that train like I had been riding all along and to bring together volunteers in an organized way for the conference.
- My goals were to maintain my responsibilities by prioritizing and avoiding procrastination.

- I wanted to play a role in the women's leadership conference by recruiting eloquent, inspirational, and impressive keynote speakers.
- Get more women informed about the conference.

Participants were asked which skills (if any) they improved by participating in the WLC Planning Committee. The following is a summary of the results:
- Self-Awareness: 71.4%
- Congruence of your values and the values of WLC:  57.1%
- Commitment to leadership: 57.1%
- Ability to work with others from diverse backgrounds: 57.1%
- Ability to communicate with others from diverse backgrounds: 28.6%
- Desire to create positive change: 57.1%

**Actions Taken**
The WRC built in the assessment piece to the WLC planning retreat allowing the committee members to create the learning outcomes they wanted to achieve during the year. Additionally, the WRC  will be planning professional development sessions based on those competency areas which will be offered during the normal weekly meeting time. The WRC will plan to do a post assessment at the end of the 2012 Women's Leadership Conference.


# Ferst Center for the Arts


The Ferst Center programs outstanding seasons of music, dance and theatrical performances from September to April many of which include residency activities that "go beyond the performance" to involve the Georgia Tech student population. Additionally, the Ferst Center presents installations of a variety of local visual artists in the Richards and Westbrook Galleries, many of which supplement the performances on stage.  Moreover, as the arts center for the Georgia Tech campus community, the Ferst Center hosts many student performances where the students themselves get to experience both the on-stage and back-stage worlds. The Ferst Center for the Arts serves as an example of Georgia Tech's dedication to the integration of arts and science/technology while providing opportunities for both out of classroom learning experience and arts integration through academic collaboration.

**Goal 1**
The Ferst Center for the Arts will increase student experience of world class performing arts through a variety of arts disciplines at the Ferst Center for the Arts.

**Outcome**
In 2011-2012, the Ferst Center for the Arts will continue to encourage student participation at the center through attendance at professional touring performances, and attendance at pre and post show educational events.

**Evaluation Strategy**

Student attendance will be 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 will also be available for evaluation purposes.

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

Student attendance and usage numbers will be reviewed by the director and the staff throughout the year. Additional statistics will be collected this year that analyze attendance by genre and repeat attendance. Evaluative surveys will be administered to students at various times throughout the season.

**Summary of Results**

The Ferst Center coordinates and presents a "season" of cultural arts performances presented to students and the community at large each year.

- The number of students attending Ferst Center season performances was 1829, representing 17% of our total season audience.
- Analyzing student attendance for the 2011-2012 season by genre shows that of the overall attendance, 8% attended dance, 10% attended jazz, 40% attended other types of music concerts, and 42% attended "fun" shows such as comedy and acrobatics.
- Analyzing student attendance by student name shows that the overall attendance of 1829 represents 1019 students attending, indicating that almost half of the student audience attended more than one season performance in 2011-2012.
- Survey results on how students learn about events included 44% email, 34% signage, 2% friend/family, and 8% FASET.

**Actions Taken**

The Ferst Center continues to evaluate student attendance and participation to aid in programming that will challenge, stretch, appeal to and involve students. In order to increase student audience size and participation in educational offerings, the Ferst Center will continue to develop multi-media season marketing efforts, targeted material to the student population and work closely with the Ferst Center Campus Committee to increase communication on campus.

**Goal 2**

The Ferst Center for the Arts will improve opportunities for students to engage in visiting artist run workshops and curriculum based interaction.

**Outcome**

In 2011-2012, the Ferst Center for the Arts will continue to offer students the opportunity to engage with visiting professional performing artists in workshops through GT 1000, ARTech, a new student art exhibit that is an extension of class work and other residency activities.

**Evaluation Strateg**y
Student participation will be tracked through on-site attendance observation.  The Ferst Center will also solicit student and teacher observations.

**Method of disseminating and using information for improvement**
Evaluations will be reviewed by the Director to help find future artists that can deepen the student artistic interaction.

**Summary of Results**
The Ferst Center provided significant student participation in the visiting artist residency program "Artech" with pianist and scholar, Jade Simmons during 3 campus visits for 2 weeks over a 6 month period:

> Academic Guest Lecturer:
> > "Introduction to Residency Project", 2 sections of English 1101
> > "Stress, Success, and the Arts", GT1000 class
> > "Urban Remix Composition and Creation",  English 1102 discussion
> > "Composing Through a Professional's Lens", Music Composition class

> Other Campus Lectures and Symposiums:
> > Rhythm as Necessity - The Interface of Language and Art
> > Creative Impulse - Women in Architecture
> > Implications of Race & Gender in Classical Performance
> > Masterclass in Piano Performance

> Casual informal student interaction:
> > NPHC Sorority Tea
> > Student Arts Reception

The Ferst Center also in partnership with English 1101 and 1102 produced "Student View" a curated collection of student artwork that was exhibited in the Ferst Center galleries and then was moved to the Woodruff Arts Center for an additional exhibit.

**Actions Taken**
On-site evaluation of attendance and interest in the programs helps to inform programming for the next year.  Faculty feedback and interest in future collaborations are good indicators for program growth.  Attendance at the more formal lecture/demos and classroom discussions were very successful with lively student engagement and attendance. Strategies are already in place for the 12/13 academic year and beyond.

**Goal 3**
**Learning Goal**
Student groups will learn through practical application how to produce events in a theater.

**Outcome**
In 2011-2012, the Ferst Center event staff will lead student groups successfully through the producing process from contract implementation to backstage set-up to performance.

**Evaluation Strategy**
Client and Patron Services Manager and Operations Manger will: 1) Meet with all student groups throughout the producing process; 2) Observe producing process to determine the acquisition of knowledge; and 3) Notate their observations in the student event file.

**Method of disseminating and using information for improvement**
Ferst Center event staff will have a post-mortem meeting with the Director and share results of the process and discuss better systems and policies for this student interaction.

**Summary of Results**
The Ferst Center works with a variety of Student Organizations who present their own cultural arts performances. In 2011-2012, Georgia Tech students demonstrated that they learned to produce events in a theatre by: Effectively navigating the contract process; meeting with Ferst Center event staff to discuss all aspects of their event from ticketing to load-in and load-out; marketing their event to draw an audience; and following up with event staff when the event was concluded to discuss any outstanding issues or for general feedback.

- The number of student organizations who presented their own cultural performances at The Ferst Center numbered 18 in 2011-2012.
- Overall attendance for student-presented work was 9,897 and included mostly students and some parents and community members.
- In addition, 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 Client and Patron Services Manager and Operations Manager will continue to work with Georgia Tech students to help them produce events in the theatre that run smoothly, with technical proficiency on stage, and following professional standards for all theatre operations. The staff also evaluates events held by students in the Ferst Center in order to improve their presenting experience

**Goal 4**
**Learning Goal**

Student employees working as box office, ushers and concessions assistants in the Ferst Center will learn customer service, leadership and general business skills.

## Outcome
Students will demonstrate knowledge of the computer software by effectively selling performance tickets and other items on sale in the Box Office, will demonstrate customer service skills by correctly 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. 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
Observation will be the primary evaluation strategy.  Students will receive continuous onsite evaluation by the Box Office manager and Box office supervisors who work closely with them. During and after the training period, supervisors will use a checklist of ticketing and customer service procedures to evaluate the employees' progress.  Students receive continuous onsite evaluation by the House Manager and Concessions Manager. Evaluations will be conducted primarily by close observation in the work environment.

## Method of disseminating and using information for improvement
Student employees will receive training from the Box Office manager and supervisors.  An informational session will also be held each semester with the marketing manager so that student employees will be able to communicate better with customers about upcoming shows. Student employees will receive in-person individual feedback from Manager and supervisors. Information relevant to all employees will be posted on the ticketing software program used by all employees. Students will have the opportunity to advance to a supervisory position and will be given feedback on the skills/improvements needed in order to be promoted. 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 will be discussed during a meeting held prior to the start of each event.  Email communication will also used between managers and employees prior to each event.

## Summary of Results
Georgia Tech students demonstrate they have achieved competency in computer, customer service and leadership skills:

- In the Box Office, 1 student employee was promoted to a supervisory position in 2011-12, filling a position that was open by a student that had 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 working as ushers and concession assistants often demonstrate customer service skills in a variety of situations as they assist customers, and this is especially notable among student staff working with young children and elderly patrons.
- Students working in all areas demonstrate problem-solving skills and leadership skills in training and assisting other students.

**Actions Taken**
Ferst Center staff will continue formal, written evaluations for all student employees in order to document areas for improvement, their progress and their successes.

**Goal 5**
The Ferst Center for the Arts will enhance student engagement in the artistic process discussion on campus through involvement in the campus committee and in small group arts discussions with the director.

**Outcome**
In 2011-2012, the Ferst Campus Committee will add a measurable stronger student voice to the discussion. Additionally, the director will hold periodic lunch discussions on various Ferst Center/arts related topics with interested student.

**Evaluation Strategy**
Student participation will be tracked through on-site attendance observation. The Ferst Center will also solicit student input through blog requests on various topics discussed.

**Method of disseminating and using information for improvement**
Ferst Center staff involved in the meetings will do post-mortems to discuss better/future topics and points student discussion/interaction.

**Summary of Results**
A core group of students formed the student arts council and met weekly with the Ferst Center Director throughout the fall semester. There was great enthusiasm, and high ideals, but little follow through on the side of the student leadership. As the spring semester began, there was a total drop off of attendance and communication and the group disbanded.

**Actions Taken**
One student leader expressed interest in reforming the group with more realistic goals in the fall of 2012. We have left that door open and will try to reengage the students.

**Retention/Graduation Observations**

The Ferst Center for the Arts employs approximately nine students in the box office each semester.  In each of the graduating classes from 2009 to the present (2012) there were either two or three graduates each year who had worked in the box office throughout their time at Tech.  One of these students continued to work for us through his graduate course study as well and has since graduated this past spring.

An additional survey is under progress that will provide feedback directly from these students.

# Human Resources and Finance

## Goal 1
### Operational Goal
Human Resources and Finance will continuously improve the efficiency of Capital Asset Management for the Division.

### Outcome
Human Resources and Finance will annually balance the Division's fiscal budget.

### Evaluation Strategy
Tracking of fiscal resources and documentation.

### Method of disseminating and using information for improvement
Fiscal documents will be shared with the Vice President of Student Affairs and other Institute leaders of financial operations as requested.

### Summary of Results
Out of $4,623,000 allocated to Student Affairs  only 78¢ was returned to the Institute during closeout of FY12.

### Actions Taken
Director of HR & Finance will continue to monitor and work with all departments during the fiscal year especially during the closeout period.

## Goal 2
### Operational Goal
Human Resources and Finance will increase the fiscal-related knowledge among candidates for potential employment in the Division.

### Outcome
At the conclusion of meeting with the Director of Human Resources and Finance during the interview process, candidates will be able to articulate a basic knowledge of fiscal-related information pertaining to budgets, policies, and related procedures.

**Evaluation Strategy**
Candidate articulation of knowledge. Observation by the Director of Human Resources and Finance.

**Method of disseminating and using information for improvement**
Oral and or written communication between the Director of Human Resources and Finance and the Vice President of Student Affairs, Search Committee Chairs/Members, and other Institute leaders of human resources as requested.

**Summary of Results**
Out of 28 job interviews the two candidates that discussed detailed budget questions turned down the job offer.

**Actions Taken**
To continue asking candidates about their budget experience and when needed more detailed budget questions.

**Goal 3**
**Learning Goal**
Educate Financial Services representatives in the Division of Student Affairs on the topics of Fiscal Management, Budgets, and Institute fiscal-related policies.
**Outcome**
Financial Services representatives in the Division of Student Affairs will demonstrate an acquisition of knowledge by achieving a minimum score of 80% on the VPSA Financial Services 2013 Retreat Post Test.

**Evaluation Strategy**
Human Resources and Finance will work with the Director of Research and Assessment for Student Affairs in the development and administration of a VPSA Financial Services Retreat Pre/Post Test.

**Summary of Results**
A VPSA Financial Services Retreat was conducted August 15, 2011.  The following results were obtained from 12 respondents:

- 90% reported the overall effectiveness of the VPSA Financial Services Retreat as Excellent/Good
- 90% said the VPSA Financial Services Retreat was Highly Relevant/Relevant to their Career/Work
- 90% Strongly Agreed/Agreed that a team environment was created.
- 100% Strongly Agreed/Agreed that they understood the importance of networking.
- 90% Strongly Agreed/Agreed that they understood the importance of cross-training.

- 88% Strongly Agreed/Agreed that they were able to identify the direction of their career.

When asked their perception as to their level of knowledge of the identified Core Competencies all respondents reported being Very Knowledgeable/Knowledgeable on Payroll.  Ninety percent of respondents reported being Very Knowledgeable/Knowledgeable on:  Buzzmart, Check Requests, Cost Transfers, and Travel & Expense.  Eighty percent of respondents reported being Very Knowledgeable/Knowledgeable on Personal Services Form (PSF) and 66% of respondents reported being Very Knowledgeable/Knowledgeable on Salary Planning & Distribution (SPD).

**Actions Taken**
Human Resources and Finance will continue to host a VPSA Financial Services Retreat in August of the 2012-2013 assessment cycle.  Retreat curriculum and Pre/Post Test questions will be modified in an effort to increase knowledge acquisition particularly related to the Personal Services Form (PSF) and Salary Planning & Distribution (SPD).


## Leadership Education and Development (LEAD) Program

The Leadership Education and Development (LEAD) Program provides students with the opportunity to develop as leaders in a global society.  It does this through a thoughtful and intentional series of academic, experiential, and co-curricular activities.  The LEAD program began in 2005 with a certificate in leadership, which still exists today, and has grown to include many conferences, and programs devoted to leadership development including an academic minor in Leadership Studies available in fall 2011.

**Goal 1**
LEAD will increase student enrollment in Minor of Leadership Studies.

**Outcome**
Increased student enrollment in the Minor of Leadership Studies by one hundred percent.

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

**Method of disseminating and using information for improvement**
Web, Daily Digest, Alumni Magazine

**Summary of Results**
Student enrollment numbers in the Minor of Leadership Studies increased from 12 students in the fall of 2010 to 35 in the fall of 2011.

**Actions Taken**

Current practices toward increasing student enrollment in the Minor of Leadership Studies will be continued.

## Goal 2
LEAD will increase student the number of courses offered in the Minor of Leadership Studies.

## Outcome
Increased number of courses offered in the Minor of Leadership Studies by forty percent.

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

## Method of disseminating and using information for improvement
Web, Daily Digest, Alumni Magazine

## Summary of Results
Number of courses offered in the Minor of Leadership Studies increased from 15 courses in the fall of 2010 to 21 in the fall of 2011.

## Actions Taken
Current practices toward increasing the number of courses offered in the Minor of Leadership Studies will be continued.

## Goal 3
LEAD will enhance retention rates and student persistence among Georgia Tech students.

## Outcomes
1. A living, learning community, Grand Challenges, will be created and established.
2. Curriculum will be developed.
3. Incoming students will be selected and recruited for participation.
4. Staff will be hired.
5. A faculty director will be hired.
6. A budget will be developed and approved.
7. An evaluation team will be established.

## Evaluation Strategy
Outcomes will be tracked.

## Method of disseminating and using information for improvement
Information and data associated with the Grand Challenges Living Learning Community will be distributed via the web, campus publications, electronic communication, etc. to students, faculty, staff and other stakeholders.

## Summary of Results

The Grand Challenges Living Learning Community was created during the spring and summer of 2012.  One hundred ten students (66 males, 44 females) were selected and have elected to participate in the program.  During the new student orientation program, FASET, lunches were hosted to welcome students and their families into the Grand Challenges program.

**Actions Taken**
The Grand Challenges Living Learning Community continues to evolve.


# Office of Information Technology (OIT)

The Office of Information Technology (OIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Affairs.  OIT Staff works in partnership with units to meet the unique needs of a leading research institution. OIT in Student Affairs serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Affairs.

**Goal 1**
**Operational Goal**
Student Affairs IT will improve server and web site security.

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

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

**Method of Disseminating and Using Information for Improvement**
Information will be disseminated to the technical staff during monthly meetings.  When necessary, we will notify the OIT of potential risks.

**Summary of Results**
During this assessment period, OIT implemented a Web Application Firewall (WAF). The WAF is a security solution on the web application level which does not depend on the application itself. In reviewing the web site logs we did notice a decrease in traffic from certain countries after the WAF was configured and turned on.

Like last year, we moved and or removed several servers and services. As we moved the servers, we adjusted to firewall openings to match their new ip addresses and new services. After all of the relocations were completed and all services tested, we reviewed the server host based firewall logs. We did not see any unexpected traffic.

**Actions Taken**

Our Applications Developer worked closely with the OIT Information Security during the implementation of the WAF to make sure none of the Division's web applications were negatively impacted. This interaction resulted in our subnets being added the WAF's whitelist allowing our web site owners to continue to work on their sites from their offices. We were also able to open web site editing to the VPN, so our staff can make edits off campus.

As with last year, we worked with OIT to review our firewall rule. The purpose of the review is make sure that we have only allowed access through the firewall to services that are in use and to make sure that only the desired hosts can access those services.

**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**
Using email notifications and reporting the features of ePO, we were able to idenetify machines where the ePO agent was not updating properly.

The email notifications also helped to identify machines that might get infected by a web site or sites that the system owner was visiting.

**Actions Taken**
We visited machines that were having problems with ePO agent updating to manually force the agent to update. In some cases the ePO agent needed to be re-installed. Windows firewall is still having an impact on the ePO agent updating correctly. We hope to correct this problem during the next assessment period.

When we received email notifications of viruses being cleaned from a machine during business hours, we contacted the users to inform them that a web site they had visited had tried to infect their machines. If the infection attempts continued, we instructed the user to log off of

their machine at the end of the day, but leave the machine on. A nightly scan would run and remove infections that could not be removed while the user was logged in.

## Goal 3
### Learning Goal
SAIT will educate users on topics of data security, including restricting access to sensitive student data, removal of sensitive data from general-use desktops, and the storage of this data on secured servers.

### Outcome
The division of Student Affairs users will demonstrate knowledge of data security as evidenced by 80% or higher via a survey following a data security workshop.

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

### Method of Disseminating and Using Information for Improvement
Information will be shared will IT staff and other stakeholders with an Institute investment in data security.

### Summary of Results
Information Security provided training for all departments within Student Affairs. The training was 1 hour long and done during each department's normal staff meeting time. Each staff person was asked to take an information Security test both before and after the training. The results from these tests indicate that the training has a positive impact. In addition, each staff member was sent a fake phishing message. The notice was sent to 105 users. Of those who received the message, 7 clicked on the link contained in the message and 4 actually provided their log in credentials.

### Actions Taken
We will offer the same training every other year. Some of the test questions will need to be refined to better gauge what the users have learned. We worked with Information Security to modify the content of the course to better match our security concerns. Going forward we will take attendance and share those records with Information Security so that the attendance data can be used with the phishing message data as another method to measure the effectiveness of the training.

## Goal 4
### Operational Goal
SAIT will improve the level of Multicultural Competence among SAIT staff.

### Outcome

1. SAIT will demonstrate an increased knowledge of Multicultural Competence.
2. Increased multicultural-related knowledge will allow SAIT staff to better serve users.

**Evaluation Strategy**
The SAIT supervisor will allocate time during staff meetings, as appropriate, to reflect on and discuss content from Multicultural-related programs at which SAIT staff attends.

**Method of Disseminating and Using Information for Improvement**
The acquisition of multicultural-related knowledge gained and reflect on will allow SAIT staff to better serve users.

**Summary of Results**
During this assessment period the SAIT staff completed Safe Space II training.

**Actions Taken**
SAIT staff will continue to take advantage of Multicultural Competence opportunities offered on campus.

# Parents Program

The Parents Program is designed to help inform parents of undergraduate Georgia students of helpful resources, involvement opportunities, and ways to stay connected throughout their student's career at Georgia Tech.  While the department may work directly with parents and family members, it is a student-focused service.  The ultimate goal of Parents Program is to partner with parents and family members to help their students succeed.

**Goal 1**
**Operational Goal**
Increase the number of Georgia Tech Parents who get involved through various volunteer opportunities, both on and off campus

**Outcome**
Parents who get involved will feel more connected to the Parents Program and to Georgia Tech.

**Evaluation Strategy**
The Parents Program will provide evidence of increase in the number of parents involved by comparing the appropriate statistics kept during the 2009-2010 and 2010-2011 academic years.

**Method of disseminating and using information for improvement**
The Parents Program will share this data with parents to motivate additional parents to volunteer through the Parents Program. 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**

150 Georgia Tech parents volunteered through 35 different volunteer opportunities, both on and off campus. This is an increase of 17% more volunteers than in the 2010-2011 academic year (25) and an additional 37% more volunteer opportunities (13).

**Actions Taken**

The Parents Program will publicize this level of participation in the August 2012 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. The Parents Program will also recognize the names of the parent volunteers on the "Volunteer Opportunities" page of the Parents Program website.

**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 Program and Family Weekend Facebook pages, 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**

- As stressed in last year's assessment plan, parents are not heavy users of Facebook (or social media in general), so expectations should be managed accordingly.

a. We have seen a rise in "likes" for the Parents Program Facebook page – as of June 11, 2012, there are 665 unique likes compared to only 179 same time last year. The Parents Program weekly reach averages 1,403 Facebook users.
b. As of June 11, 2012, the Georgia Tech Family Weekend Facebook page has 228 likes - a very modest growth compared to the same period last year (176 likes). The average reach is 108 per week but this number will increase as registration opens and the event draws closer. In fall 2011, we saw that parents were quite interested on posting their photos from the weekend.

- 10 families served as hosts of Accepted Student Meet & Greets in their regions. This was an increase of 67% more parent host than in the spring of 2011 (4).

**Actions Taken**

The Parents Program will continue to refine the flow of communication through Facebook and seek additional training in all social media strategies as is in line with the current initiatives in the Office of Communication & Marketing. Moving forward, the Parents Program shall be more intentional to seed questions to parents in order to generate conversation and parent to parent interaction. We shall also leverage the seasonality of the "likes" and reach (summer) – parents are most likely to use Facebook as an interactive communication tool when they have questions. Additionally, the recruitment process of hosts for regional events continues to be evaluated Institute-wide.

**Goal 3**
**Operational Goal**
Parents Program will improve the Georgia Tech experience for parents.

**Outcome**

- The Parents Program will provide quality webinars and *ParentNews* content that addresses the topics of greatest interest as outlined by the Fall 2010 Parent Survey feedback to increase parent reporting that the Parents Program is helpful and to increase reported levels of affiliation.
- The Parents Program will provide quality and prompt customer service via phone and e-mail.

**Evaluation Strategy**

- The Parents Program will conduct follow-up surveys with webinar participants.
- The Parents Program will track the quantity of articles in *ParentNews* that speak to the identified areas of most interest.
- The Parents Program will track all customer service feedback provided by Georgia Tech parents via e-mail.

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

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

**Summary of Results**

- The Parents Program conducted 3 webinars in the 2011-2012 academic year: Co-Op and Internships (45 attendees), Understanding Depression (36 attendees), and Campus Safety (42 attendees). We received very positive feedback via email and survey. While the number of participants answering the survey was extremely low (18 percent was the highest for Campus Safety), those who answered rated the webinars as very good or excellent (on 1-5 scale where 5 is excellent).
- In 2011 -2012, the Parents Program continued to provide a balanced mix of topics for the monthly e-newsletter *ParentNews* that spoke to career planning and engagement opportunities (8 articles), academics (15) and student safety (6). These three areas of top interest were identified in the 2010 Parents Survey.
- The Parents Program continues to receive positive, qualitative responses via email from our parents and families in the 2011-2012 academic year. The following are just a few examples of this type of feedback.
    a. I appreciate very much getting this newsletter.  I think you do a fantastic job of keeping the parents informed!!!
    b. We appreciate receiving parent news we want to be involved with the institute and support our students. Often it is more difficult for us because our students are young adults and may not feel the need to share details - however I often find information in your correspondence that I can share with my student and that might enhance his experience on campus.
    c. Fantastic [news]letter, greatly appreciate it. My son had a great first semester, both academically and socially. I have certainly followed much of the advice here. My thanks for your advice, it shows you really care.

**Actions Taken**
The Parents Program will continue to offer free webinars to parents. In 2012-2013, we plan to host 4-5 webinars throughout the academic year. A recently launched *ParentNews* readership survey will help us clearly define the type of information parents are interested in learning more about and how they would prefer to receive this information.

**Goal 4**
**Operational Goal**
Parents Program will improve the overall Family Weekend experience for those who attend Family Weekend 2011.

**Outcome**
Georgia Tech families in attendance are left feeling more connected to their student's academic institution and experience.

**Evaluation Strategy**

The Parents Program will conduct a short electronic survey by e-mail, distributed amongst attendees of Family Weekend, to determine quality and satisfaction with their Family Weekend experience.

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

The Parents Program will utilize this data to improve quality of programming during future Family Weekends and will disseminate this data to other campus contributors to allow for improvement as well.

**Summary of Results**

Family Weekend survey respondents were asked to rate their overall satisfaction with Family Weekend 2011. Slightly over two-thirds (67%) of respondents said that Family Weekend met their expectations and one-fourth (25%) of respondents said that Family Weekend exceeded their expectations.  Only eight percent of respondents said that Family Weekend was below their expectations. This demonstrates an improved reported experience in that, in 2010, two-thirds (66%) of respondents said that Family Weekend met their expectations and nearly one-fourth (23%) of respondents said that Family Weekend exceeded their expectations. Additionally in 2010, eleven percent of respondents said that Family Weekend was below their expectations.

**Actions Taken**

The Parents Program has used the information collected through the Family Weekend 2011 survey in the development of the programming for Family Weekend 2012.

**Goal 5**
**Operational Goal**

Parents of Georgia Tech undergraduate students will be more aware of the multicultural education and events on campus throughout the year.

**Outcome**

Parents Program will increase the number of *ParentNews* articles that include information about multicultural education and events on campus to increase exposure to these programs for Georgia Tech parents.

**Evaluation Strategy**

The Communications Officer will seek additional content for *ParentNews* that speaks to this information throughout the year and will track the increase of these articles in comparison to last year's editions of *ParentNews*. In addition, levels of engagement (e.g. click through rates) will be tracked and compared to other topic categories.

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

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

**Summary of Results**
This continues to be an ongoing effort as new initiatives develop. While the Parents Program is inherently inclusive of all cultures, the Program promoted 9 specific articles (compared to 4 in previous year) in the 2011-2012 academic year via *ParentNews* regarding topics and programs specific to underrepresented students at Tech as well as opportunities for Tech students to study abroad and gain a greater appreciation for cultures outside the US. Unlike the 2010-2011 academic year, the 2011-2012 engagements rates (clicks) were significantly higher than the previous year – 7.5 percent as compared 2-3 percent.

**Actions Taken**
Moving forward the Program will continue to proactively reach out to campus constituents to feature articles regarding multicultural education and events.

# Career Services 2011-2012

## Assessment Data

### Goal 1:  Customer Service

# Stats for Front desk Survey

| How did you learn about us? | |
|---|---|
| FASET | 3 |
| GT1000 | 2 |
| Academic Advisor | 4 |
| Faculty Member | 2 |
| Career Services presentation or workshop | 7 |
| Web site | 8 |
| Email | 9 |
| Other | 6 |

| How did you learn about us -Other specified |
|---|
| Allan Feldman |
| Lab Member/Friend |
| Counseling Center |
| knew from previous undergrad experience |
| Friend |
| Grad student orientation |

| How would you prefer to learn about future Career Services programs? | |
|---|---|
| Academic Advisor | 5 |
| Faculty Member | 2 |
| Career Services presentation or workshop | 4 |
| Web site | 6 |
| Email | 20 |
| Other | 1 |
| Facebook | 2 |
| No Response | 1 |

| How would you prefer to learn about future Career Services programs? -Other specified |
|---|
| Orientation/email is fine |

|  | Min | Average | Max | Responses |
|---|---|---|---|---|
| **Staff was professional** | 1 | 4.5610 | 5 | 41 out of 41 |
| **Staff was courteous** | 1 | 4.5366 | 5 | 41 out of 41 |
| **Staff was knowledgeable** | 1 | 4.2927 | 5 | 41 out of 41 |
| **Staff was on time for appointment(s)** | 3 | 4.7241 | 5 | 29 out of 41 |
| **If visited during walk-in hours, was wait time acceptable?** | 1 | 4.2286 | 5 | 35 out of 41 |
| **Career Library materials met needs** | 1 | 4.1200 | 5 | 25 out of 41 |
| **Appointment scheduling was easy** | 2 | 4.4483 | 5 | 29 out of 41 |
| **Rate overall experience** | 2 | 4.3250 | 5 | 40 out of 41 |

## Goal 2: Career Decision Making

### *Survey: Pre/Post Career Counseling Questionnaire (Fall 2011)*

*11 surveys
Scale:
Strongly Disagree                                             Strongly Agree

     1          2          3          4          5

| Question | Pre (Average Score) | Post (Average Score) | Difference (Post – Pre) | Percentage Change |
|---|---|---|---|---|
| 1. **I have an understanding of how my interests, personality, and values impact my choice of major/career.** | 3.6 | 4.7 | 1.1 | 31 |
| 2. **I am aware of resources that provide information on various career fields.** | 2.6 | 4.5 | 1.9 | 73 |
| 3. **I understand the process of making an educated decision on my choice of** | 3.3 | 4.4 | 1.1 | 33 |

| Question | | Pre (Average Score) | Post (Average Score) | Difference (Post – Pre) | Percentage Change |
|---|---|---|---|---|---|
| | major/career. | | | | |
| 4. | I am aware of how to implement my plan. | 2.8 | 4.3 | 1.5 | 54 |

## *Survey: Pre/Post Career Counseling Questionnaire (Spring 2012)*

*7 surveys
Scale:
Strongly Disagree                                                                 Strongly Agree

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

| Question | Pre (Average Score) | Post (Average Score) | Difference (Post – Pre) | Percentage Change |
|---|---|---|---|---|
| 5. I have an understanding of how my interests, personality, and values impact my choice of major/career. | 3.6 | 4.7 | 1.1 | 31 |
| 6. I am aware of resources that provide information on various career fields. | 3.1 | 4.6 | 1.5 | 48 |
| 7. I understand the process of making an educated decision on my choice of major/career. | 3.7 | 4.6 | .9 | 24 |
| 8. I am aware of how to implement my plan. | 3.4 | 4.7 | 1.3 | 38 |

**Goal 3: Career Education Seminars**

## *Survey: Post Grad Student Resume Questionnaire (Fall 2011)*

Date of Seminar: September 14
*27 Surveys

| Question | | Post (Average Score) | | Scale |
|---|---|---|---|---|
| 1. Before attending this seminar, how would you rate your knowledge of developing a professional resume? | | 3.1/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| 2. After attending this seminar, how would you rate your knowledge of developing a professional resume? | | 4.6/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| 3. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume? | | 4.6/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| 4. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions? | | 4.8/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |

## *Survey:  Post Grad Student Resumes Questionnaire (Spring 2012)*

Date of Seminar:  February 1
*18 Surveys

| Question | | Post (Average Score) | | Scale |
|---|---|---|---|---|
| 5. Before attending this seminar, how would you rate your knowledge of developing a professional resume? | | 2.8/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |

| Question | Post (Average Score) | | Scale | |
|---|---|---|---|---|
| 1. Before attending this seminar, how would you rate your knowledge of developing a professional resume? | 3.0/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |
| 2. After attending this seminar, how would you rate your knowledge of developing a professional resume? | 4.2/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |
| 3. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume? | 4.3/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |
| 4. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions? | 4.4/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |
| 6. After attending this seminar, how would you rate your knowledge of developing a professional resume? | | | | |
| 7. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume? | 4.7/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |
| 8. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions? | 4.8/5.0 | | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge | |

## Survey:  Post Resume Seminar Questionnaire (Fall 2011)

Date of Seminars: September 26 & October 11

| Question | Post (Average Score) | Scale |
|---|---|---|
| **5. Before attending this seminar, how would you rate your knowledge of developing a professional resume?** | 2.9/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **6. After attending this seminar, how would you rate your knowledge of developing a professional resume?** | 4.2/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **7. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume?** | 4.2/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **8. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions?** | 4.3/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |

## *Survey: Post Resume Seminar Questionnaire (Spring 2012)*

Date of Seminars: January 19 & February 6
*59 Surveys

## *Survey: Post Interviewing Seminar Questionnaire (Fall 2011)*

Date of Seminars: September 21 & October 13
*26 Surveys

| Question | Post (Average Score) | Scale |
|---|---|---|
| **1. Before attending this seminar, how** | 3.0/5.0 | 1-No Knowledge |

| | | |
|---|---|---|
| **would you rate your knowledge of interviewing skills?** | | 2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **2. After attending this seminar, how would you rate your knowledge of interviewing skills?** | 4.4/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **3. After attending this seminar, how would you rate your knowledge of preparing for an interview?** | 4.2/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **4. After attending this seminar, how would you rate your knowledge of appropriate professional appearance and interview attire?** | 4.5/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **5. After attending this seminar, how would you rate your knowledge of always maintaining a professional level of conduct?** | 4.5/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |

## *Survey:  Post Interviewing Seminar Questionnaire*

Date of Seminars: January 24 & February 13
*68 Surveys

| Question | Post<br>(Average Score) | Scale |
|---|---|---|
| **2. Before attending this seminar, how would you rate your knowledge of interviewing skills?** | 3.2/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **2. After attending this seminar, how would you rate your knowledge of** | 4.5/5.0 | 1-No Knowledge<br>2-Little Knowledge |

| Question | Post (Average Score) | Scale |
|---|---|---|
| interviewing skills? | | 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge |
| **3. After attending this seminar, how would you rate your knowledge of preparing for an interview?** | 4.3/5.0 | 1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge |
| **4. After attending this seminar, how would you rate your knowledge of appropriate professional appearance and interview attire?** | 4.5/5.0 | 1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge |
| **5. After attending this seminar, how would you rate your knowledge of always maintaining a professional level of conduct?** | 4.7/5.0 | 1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge |

## *Survey: Post Job Search Seminar Questionnaire (Fall 2011)*

Date of Seminar: September 28
*23 Surveys

| Question | Post (Average Score) | Scale |
|---|---|---|
| **1. Before attending this seminar, I felt knowledgeable about the job search process.** | 3.0/5.0 | 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree |
| **2. After attending this seminar, I felt knowledgeable about the job search process.** | 4.3/5.0 | 1-Strongly Disagree 2-Disagree |

| Question | Post (Average Score) | Scale |
|---|---|---|
| | | 3-Neutral<br>4-Agree<br>5-Strongly Agree |
| **3. I have an understanding of what job strategies will help my job search.** | 4.6/5.0 | 1-Strongly Disagree<br>2-Disagree<br>3-Neutral<br>4-Agree<br>5-Strongly Agree |
| **4. I feel confident in my ability to organize my job search.** | 4.3/5.0 | 1-Strongly Disagree<br>2-Disagree<br>3-Neutral<br>4-Agree<br>5-Strongly Agree |
| **5. This seminar has increased my knowledge of appropriate professional conduct.** | 4.5/5.0 | 1-Strongly Disagree<br>2-Disagree<br>3-Neutral<br>4-Agree<br>5-Strongly Agree |

### *Survey:  Post Graduate Student Job Search Questionnaire (Fall 2012)*

Date of Seminar:  October 5
* 19 Surveys

| | | |
|---|---|---|
| **1. Before attending this seminar, how would rate your knowledge about the job search process?** | 3.0/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **2. After attending this seminar, how would you rate your knowledge about the job search process?** | 4.4/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **3. After attending this seminar, how would you rate your knowledge of strategies that will help your job search?** | 4.6/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **4. After attending this seminar, how would you rate your knowledge of how to organize a job search?** | 4.7/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **5. After attending this seminar, how would you rate your knowledge of appropriate professional conduct?** | 4.6/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |

### *Survey: Post Graduate Student Job Search Questionnaire (Spring 2012)*

Date of Seminar: February 8
* 10 Surveys

| Question | Post (Average Score) | Scale |
|---|---|---|
| **1. Before attending this seminar, how would you rate your knowledge about the job search process?** | 3.0/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **2. After attending this seminar, how would you rate your knowledge about the job search process?** | 4.8/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **3. After attending this seminar, how would you rate your knowledge of strategies that will help you job search?** | 4.7/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **4. After attending this seminar, how would you rate your knowledge of how to organize a job search?** | 4.8/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant Knowledge |
| **5. After attending this seminar, how would you rate your knowledge of appropriate professional conduct?** | 4.8/5.0 | 1-No Knowledge<br>2-Little Knowledge<br>3-Some Knowledge<br>4-Good Knowledge<br>5-Significant " |

# Goal 4:  Resume Blitz and Mock Interview Data

**Resume Blitz - Student Participation Results**

**Resume Blitz - DAY 1**

| Schools | Number of Students | | | | | |
|---|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
| College of Management | 19 | 8 | 54 | 47 | 53 | 71 |
| Civil & Environmental Engineering | 31 | 19 | 36 | 12 | 12 | n/a |
| Electrical & Computing Engineering | 26 | 13 | 61 | 12 | 15 | n/a |
| Biomedical Engineering | 40 | 34 | N/A | 50 | n/a | n/a |
| Mechanical Engineering | 42 | 60 | 72 | 60 | 37 | 104 |
| Industrial and Systems Engineering | 121 | 59 | 73 | 66 | 26 | 103 |
| Aerospace Engineering | 48 | 17 | 37 | 9 | 23 | 60 |
| Architecture / Building Construction | 5 | 10 | 2 | 15 | n/a | n/a |
| College of Computing | N/A | 4 | 27 | 35 | 14 | n/a |
| Materials & Science Engineering | 1 | N/A | N/A | N/A | n/a | n/a |
| College of Sciences & Chemical Eng | | | | | 4 | n/a |
| Ivan Allen College | | 8 | 17 | N/A | 20 | n/a |
| **Total** | **333** | **232** | **379** | **306** | **204** | **338** |

**Resume Blitz - DAY 2**

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|---|
| College of Computing | 53 | 32 | 59 | 54 | 53 | 66 |
| Electrical & Computing Engineering | 82 | 27 | 60 | 33 | 53 | 178 |
| Polymer and Textile Engineering | 14 | N/A | N/A | N/A | ref. ME | ref. ME |
| Aerospace Engineering | 55 | 48 | 46 | 37 | 58 | 56 |

| | | | | | | |
|---|---|---|---|---|---|---|
| College of Management | 48 | 88 | 108 | 78 | 105 | 114 |
| Material & Science Engineering | 14 | N/A | N/A | N/A | ref. ME | ref. ME |
| Mechanical Engineering | 61 | 120 | 140 | 111 | 72 | 139 |
| Biomedical Engineering | 36 | 76 | 101 | 67 | 82 | 72 |
| Civil & Environmental Engineering | 55 | 46 | 58 | 58 | 41 | 47 |
| College of Sciences | 38 | 66 | 85 | 16 | 24 | 50 |
| College of Architecture | 5 | 10 | 10 | 42 | 0 | ref. Ivan |
| Architecture / Building Construction | 8 | 7 | N/A | N/A | 0 | ref. Ivan |
| Industrial Engineering | 225 | 102 | 131 | 73 | 56 | 111 |
| Ivan Allen College | 19 | 12 | 24 | 42 | n/a | 65 |
| **Total** | 713 | 628 | 822 | 611 | 544 | 898 |

**Virtual Resume Blitz Day**

| | | | | | | |
|---|---|---|---|---|---|---|
| Career Services | | | | | | |
| **Total** | n/a | n/a | n/a | n/a | 46 | 0 |

**Resume Blitz - FINAL DAY**

| | | | | | | |
|---|---|---|---|---|---|---|
| Career Services | | | | | | |
| **Total** | 169 | 177 | 240 | 222 | 193 | 344 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Grand Totals** | 1215 | 1037 | 1441 | 1139 | 987 | 1580 |

## Mock Interview Data

on scale 1-10, with 10 being highest,

| How helpful was the feedback that the interviewer gave you? | | | | | | 2 | 8 | 13 | 45 | 78 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.4% | 5.5% | 8.9% | 30.8% | 53.4% |

**Helpfulness of Feedback**

■1 ■2 ■3 ■4 ■5 ■6 ■7 ■8 ■9 ■10

0% 0% 0% 0% 0% 0% 1% 6% 9% 31% 53%

Overall, on scale 1-10, with 10 being highest,

| How helpful was your mock interview experience | | | | 1 | | 1 | 9 | 13 | 34 | 88 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0.0% | 0.0% | 0.0% | 0.7% | 0.0% | 0.7% | 6.2% | 8.9% | 23.3% | 60.3% |

### Helpfulness of Experience

Legend: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- 0%
- 0%
- 1%
- 6%
- 9%
- 23%
- 60%
- 0%
- 0%
- 1%
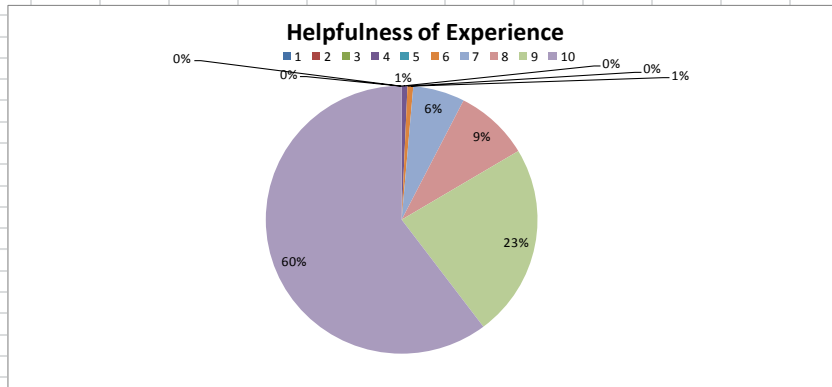
| Would you recommend your friends to participate in mock interview? | YES |
|---|---|
| | 112 |
| | 100.0% |

### Recommendation to Friends?

Legend: YES, NO

- YES 100%
- NO 0%
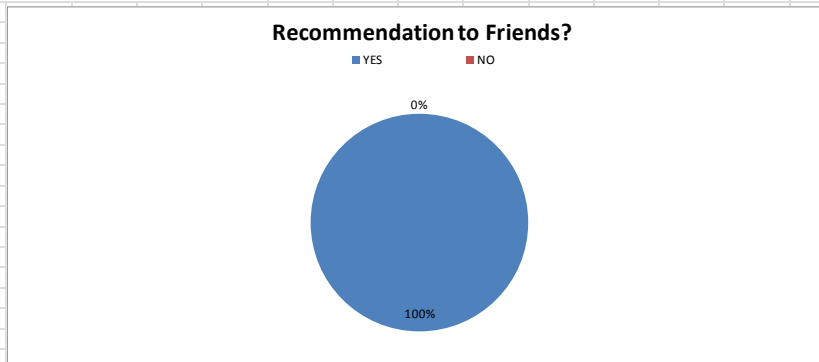
| About Your Professional Job Interview | | | 0 to 2 | 3 to 5 | 6 to 8 | 9 to 12 | 12+ |
|---|---|---|---|---|---|---|---|
| How many behavioral questions were you asked? | | | 9 | 55 | 49 | 21 | 6 |
| | | | 6.4% | 39.3% | 35.0% | 15.0% | 4.3% |
| How many technical questions relating to your degree/major were you asked? | | | 90 | 41 | 5 | 3 | 1 |
| | | | 64.3% | 29.3% | 3.6% | 2.1% | 0.7% |

### Behavioral Questions Asked by Employers

Legend: 0 to 2, 3 to 5, 6 to 8, 9 to 12, 12+

- 7%
- 39%
- 35%
- 15%
- 4%

### Technical Questions Asked Related to Degree & Major

Legend: 0 to 2, 3 to 5, 6 to 8, 9 to 12, 12+

- 64%
- 29%
- 4%
- 2%
- 1%

223
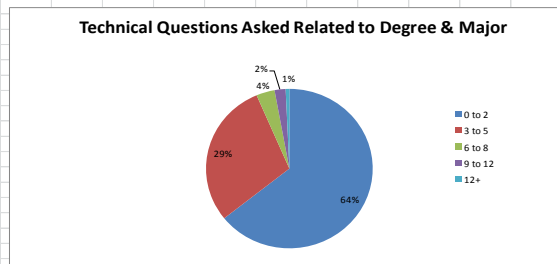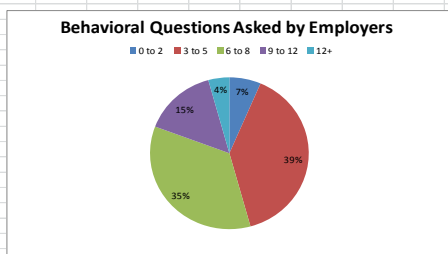
# Goal 5 Employer Relations

## Georgia Tech Career Services Recruiter Survey- Fall 2011

**Did you either coordinate or supervise the arrangements for on-campus interviewing?**

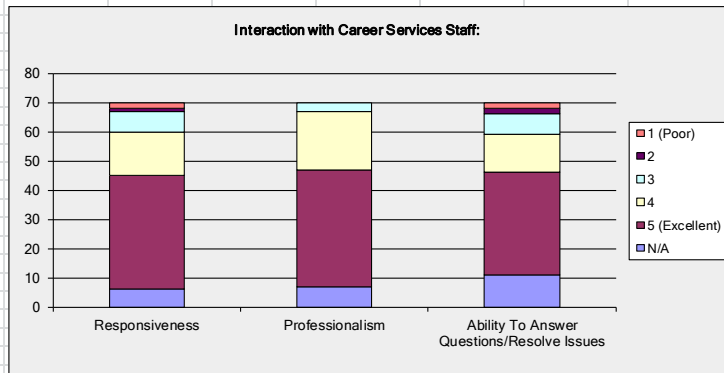| Answer Options | Response Percent | Response Count |
|---|---|---|
| YES - Please complete <b>PART I and PART II</b> | 23.4% | 34 |
| NO - Please indicate below the name of the person | 76.6% | 111 |
| answered question | | 145 |
| skipped question | | 1 |

**Did you either coordinate or supervise the arrangements for on-campus interviewing?**



- YES - Please complete <b>PART I and PART II</b>
- NO - Please indicate below the name of the person who made the interview arrangements and skip to <b> PART II</b>
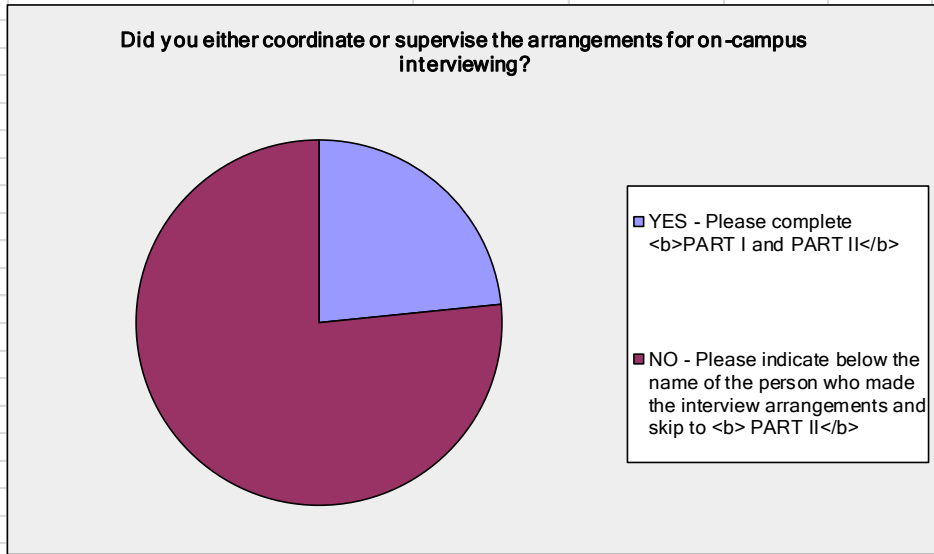
**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**On-Line Recruiting Tools:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | N/A | Response Count |
|---|---|---|---|---|---|---|---|
| CareerBuzz Access | 0 | 1 | 7 | 17 | 15 | 30 | 70 |
| CareerBuzz Navigation/Ease Of Use | 1 | 5 | 8 | 20 | 5 | 31 | 70 |
| Career Services Website Navigation/Ease of Use | 1 | 1 | 9 | 15 | 7 | 37 | 70 |
| Career Services Website Content | 1 | 0 | 7 | 17 | 8 | 36 | 69 |
| | | | | | answered question | | 70 |
| | | | | | skipped question | | 76 |



On-Line Recruiting Tools:
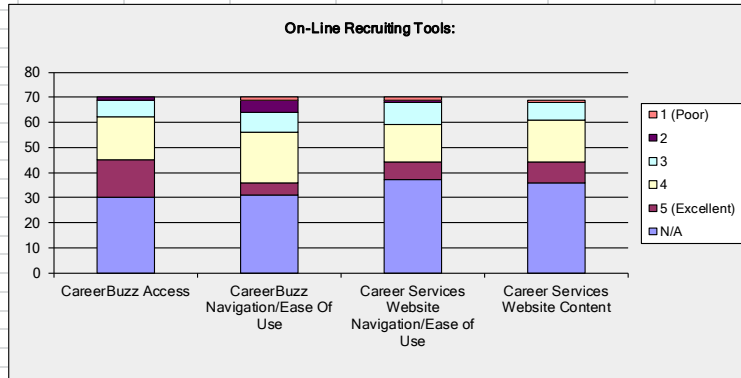
**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**Interaction with Career Services Staff:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | N/A | Response Count |
|---|---|---|---|---|---|---|---|
| Responsiveness | 2 | 1 | 7 | 15 | 39 | 6 | 70 |
| Professionalism | 0 | 0 | 3 | 20 | 40 | 7 | 70 |
| Ability To Answer Questions/Resolve Issues | 2 | 2 | 7 | 13 | 35 | 11 | 70 |
| | | | | | answered question | | 70 |
| | | | | | skipped question | | 76 |



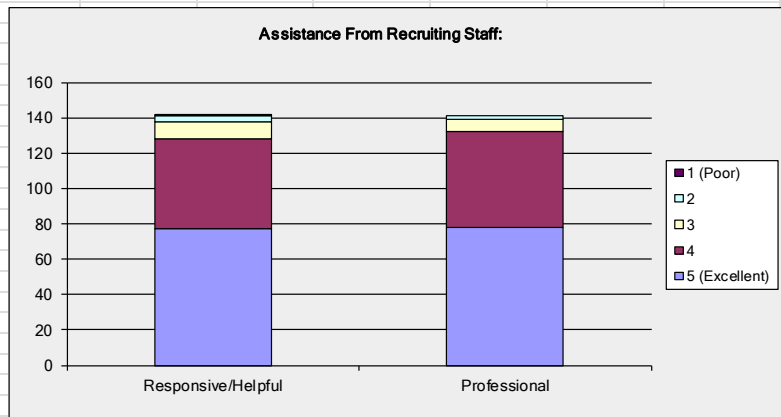Interaction with Career Services Staff:

**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**Employer Check-In:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| On-Site Check-In | 0 | 3 | 8 | 43 | 89 | 143 |
| | | | | | answered question | 143 |
| | | | | | skipped question | 3 |

**Employer Check-In:**
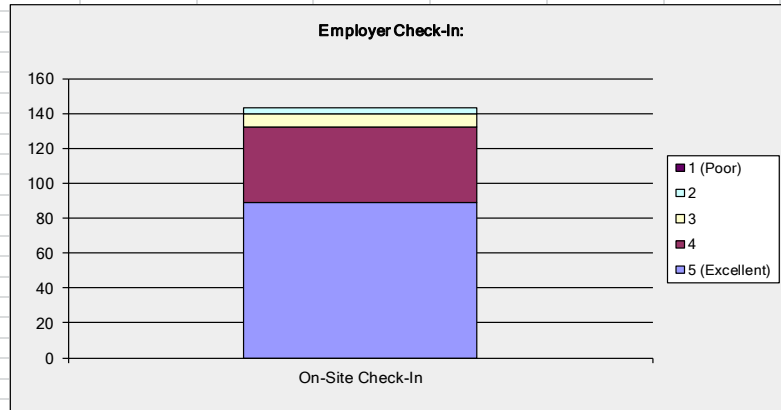


**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**Assistance From Recruiting Staff:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Responsive/Helpful | 1 | 3 | 10 | 51 | 77 | 142 |
| Professional | 0 | 2 | 7 | 54 | 78 | 141 |
| | | | | | answered question | 143 |
| | | | | | skipped question | 3 |

**Assistance From Recruiting Staff:**

**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**Was Our Facility Satisfactory?**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Interview Rooms | 0 | 4 | 22 | 42 | 75 | 143 |
| Cleanliness | 0 | 0 | 6 | 52 | 85 | 143 |
| Employer Lounge | 2 | 5 | 18 | 58 | 56 | 139 |
| | | | | | *answered question* | **143** |
| | | | | | *skipped question* | **3** |
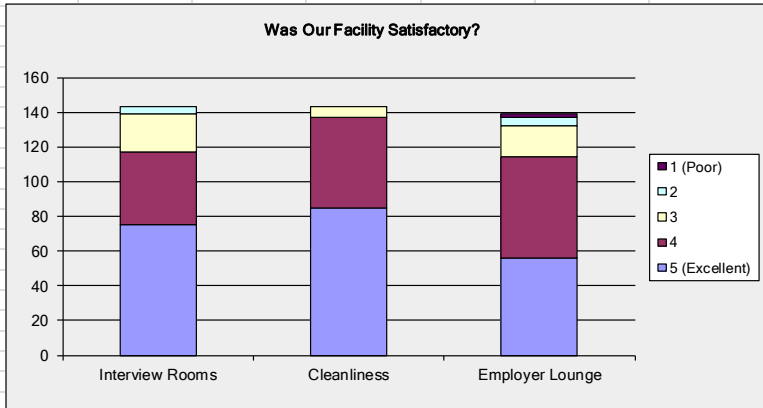


**Georgia Tech Career Services Recruiter Survey- Fall 2011**

**Recruiting Experience:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Overall Recruiting Experience | 0 | 2 | 10 | 65 | 67 | 144 |
| | | | | | *answered question* | **144** |
| | | | | | *skipped question* | **2** |
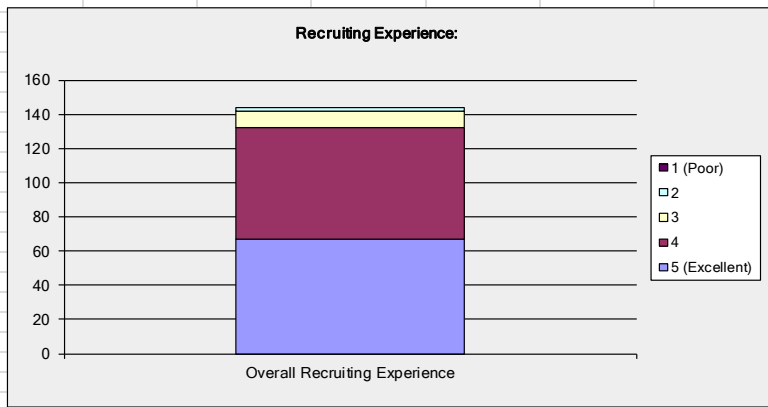
**Georgia Tech Career Services Recruiter Survey- Spring 2012**

**Did you either coordinate or supervise the arrangements to participate in the Annual Internship & Co-op Fair?**

| Answer Options | Response Percent | Response Count |
|---|---|---|
| YES - Please complete <b>PART I and PART II</b> | 24.2% | 16 |
| NO - Please indicate below the name of the person | 75.8% | 50 |
| answered question | | 66 |
| skipped question | | 0 |



Did you either coordinate or supervise the arrangements to participate in the Annual Internship &amp; Co-op Fair?

- YES - Please complete <b>PART I and PART II</b>
- NO - Please indicate below the name of the person who made the interview arrangements and skip to <b> PART II</b>
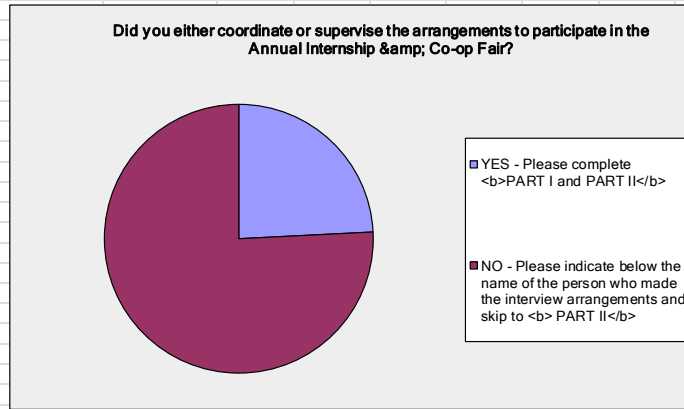
**Georgia Tech Career Services Recruiter Survey- Spring 2012**

**On-Line Recruiting Tools:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | N/A | Response Count |
|---|---|---|---|---|---|---|---|
| CareerBuzz Access | 0 | 0 | 1 | 11 | 9 | 19 | 40 |
| CareerBuzz Navigation/Ease Of Use | 1 | 1 | 3 | 12 | 4 | 19 | 40 |
| Career Services Website Navigation/Ease of Use | 1 | 0 | 2 | 13 | 4 | 19 | 39 |
| Career Services Website Content | 1 | 0 | 0 | 15 | 5 | 19 | 40 |
| answered question | | | | | | | 40 |
| skipped question | | | | | | | 26 |



On-Line Recruiting Tools:

228
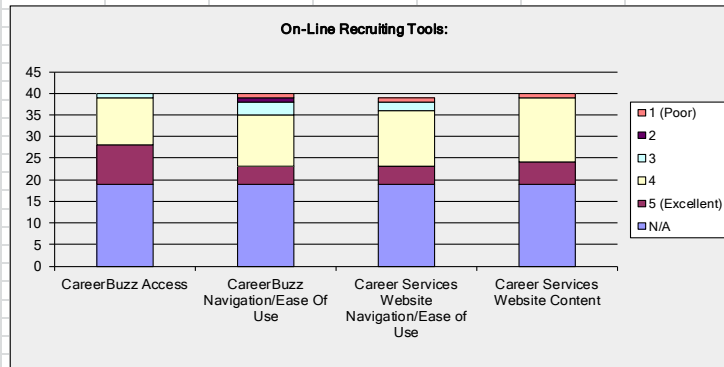
**Georgia Tech Career Services Recruiter Survey- Spring 2012**

| Interaction with Career Services Staff: | | | | | | | |
|---|---|---|---|---|---|---|---|
| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | N/A | Response Count |
| Responsiveness | 2 | 3 | 3 | 10 | 20 | 3 | 41 |
| Professionalism | 1 | 0 | 5 | 9 | 23 | 3 | 41 |
| Ability To Answer Questions/Resolve Issues | 2 | 1 | 4 | 7 | 23 | 4 | 41 |
| | | | | | answered question | | 41 |
| | | | | | skipped question | | 25 |
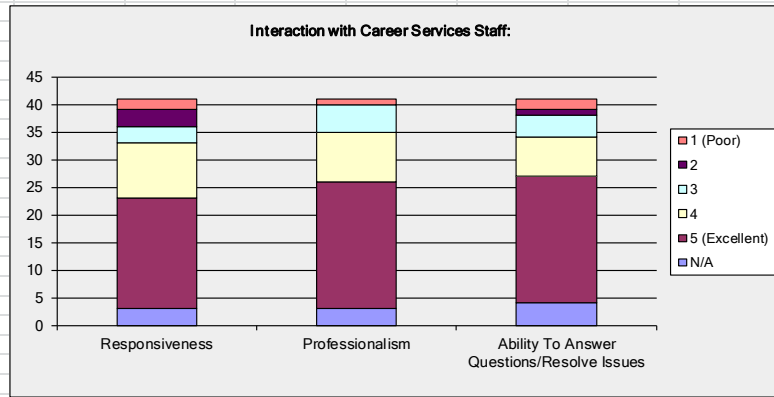


**Georgia Tech Career Services Recruiter Survey- Spring 2012**

| Employer Check-In: | | | | | | |
|---|---|---|---|---|---|---|
| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
| On-Site Check-In | 0 | 2 | 2 | 16 | 46 | 66 |
| | | | | | answered question | 66 |
| | | | | | skipped question | 0 |
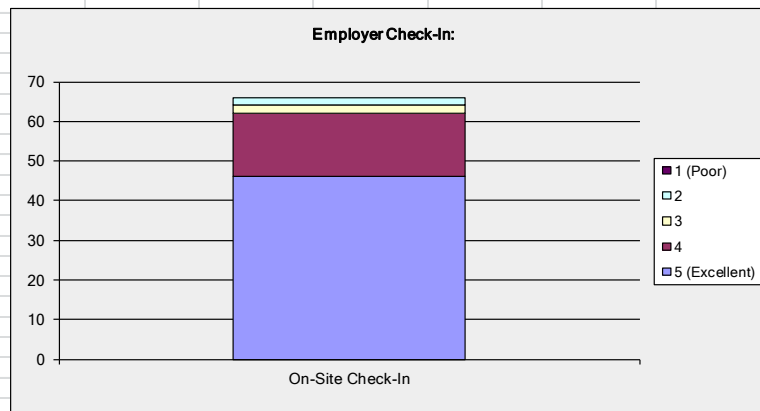
**Georgia Tech Career Services Recruiter Survey- Spring 2012**

**Assistance From Recruiting Staff:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Responsive/Helpful | 1 | 2 | 2 | 20 | 41 | 66 |
| Professional | 1 | 1 | 3 | 20 | 40 | 65 |
| | | | | | *answered question* | **66** |
| | | | | | *skipped question* | **0** |



Assistance From Recruiting Staff:
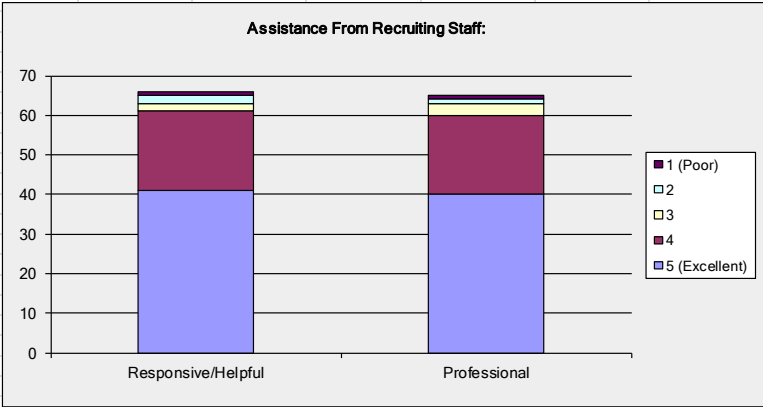
**Georgia Tech Career Services Recruiter Survey- Spring 2012**

**Was Our Facility Satisfactory?**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Interview Rooms | 0 | 3 | 7 | 18 | 38 | 66 |
| Cleanliness | 1 | 1 | 4 | 17 | 43 | 66 |
| Employer Lounge | 1 | 2 | 9 | 24 | 29 | 65 |
| | | | | | *answered question* | **66** |
| | | | | | *skipped question* | **0** |



Was Our Facility Satisfactory?

**Georgia Tech Career Services Recruiter Survey- Spring 2012**

**Recruiting Experience:**

| Answer Options | 1 (Poor) | 2 | 3 | 4 | 5 (Excellent) | Response Count |
|---|---|---|---|---|---|---|
| Overall Recruiting Experience | 1 | 3 | 2 | 22 | 38 | 66 |
| | | | | | *answered question* | 66 |
| | | | | | *skipped question* | 0 |



Recruiting Experience:
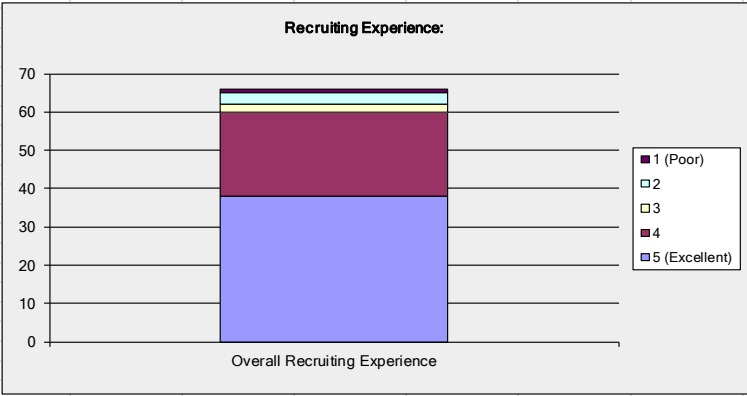
## Goal 6: Multicultural

Data provided in narrative

## Goal 7 Career Ambassadors



Career Services Knowledge

Please indicate your level of knowledge pertaining to each of the statements below using the following scale:

1 - No Knowledge/Ability
2 - Basic
3 - Intermediate
4 - Proficient
5 - Expert

Please rate your level of knowledge upon coming into the program (BEFORE) and at the end of the program (AFTER) once all training was completed.

**2. Please rate the following areas:**

| | Before the Program | After the Program |
|---|---|---|
| 1. Knowledge and understanding of the services and programs provided by the Career Services office | ▾ | ▾ |
| 2. Knowledge and understanding of the components of the Career Services website | ▾ | ▾ |
| 3. Ability to promote, discuss, and explain these events to students | ▾ | ▾ |
| 4. Knowledge and understanding of the services available for students during walk-in appointments | ▾ | ▾ |
| 5. Knowledge and understand basic walk-in procedures | ▾ | ▾ |
| 6. Knowledge and understanding of workshops and seminars presented by Career Services | ▾ | ▾ |
| 7. Comfort level in providing services to clients in relation to the topics covered in this program | ▾ | ▾ |
| 8. Overall knowledge of the topics covered in the program | ▾ | ▾ |
| 9. Overall understanding of the importance of career development and planning | ▾ | ▾ |

## Career Services Knowledge

Please indicate your level of knowledge pertaining to each of the statements below using the following scale:

1 - No Knowledge/Ability
2 - Basic
3 - Intermediate
4 - Proficient
5 - Expert

Please rate your level of knowledge upon coming into the program (BEFORE) and at the end of the program (AFTER) once all training was completed.

## Before the Program

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

1. Knowledge and understanding of the services and programs provided by the Career Services office

| 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |
|---|---|---|---|---|

2. Knowledge and understanding of the components of the Career Services website

| 0.0% | 33.3% | 33.3% | 33.3% | 0.0% |
|---|---|---|---|---|

3. Ability to promote, discuss, and explain these events to students

| 0.0% | 66.7% | 0.0% | 0.0% | 33.3% |
|---|---|---|---|---|

4. Knowledge and understanding of the services available for students during walk-in appointments

| 33.3% | 33.3% | 33.3% | 0.0% | 0.0% |
|---|---|---|---|---|

5. Knowledge and understand basic walk-in procedures

| 100.0% | 0.0% | 0.0% | 0.0% | 0.0% |
|---|---|---|---|---|

6. Knowledge and understanding of workshops and seminars presented by Career Services

| 0.0% | 0.0% | 66.7% | 33.3% | 0.0% |
|---|---|---|---|---|

7. Comfort level in providing services to clients in relation to the topics covered in this program

| 0.0% | 33.3% | 33.3% | 33.3% | 0.0% |
|---|---|---|---|---|

8. Overall knowledge of the topics covered in the program

| 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |
|---|---|---|---|---|

9. Overall understanding of the importance of career development and planning

| 0.0% | 0.0% | 0.0% | 66.7% | 33.3% |
|---|---|---|---|---|

## After the Program

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

1. Knowledge and understanding of the services and programs provided by the Career Services office

| 0.0% | 0.0%) | 0.0% | 0.0% | 100.0% |

2. Knowledge and understanding of the components of the Career Services website

| 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |

3. Ability to promote, discuss, and explain these events to students

| 0.0% | 0.0% | 0.0% | 33.3% | 66.7% |

4. Knowledge and understanding of the services available for students during walk-in appointments

| 0.0% | 0.0% | 0.0% | 33.3% | 66.7% |

5. Knowledge and understand basic walk-in procedures

| 0.0% | 0.0% | 0.0% | 33.3% | 6.7% |

6. Knowledge and understanding of workshops and seminars presented by Career Services

| 0.0% | 0.0% | 0.0% | 33.3% | 66.7% |

7. Comfort level in providing services to clients in relation to the topics covered in this program

| 0.0% | 0.0% | 0.0% | 66.7% | 33.3% |

8. Overall knowledge of the topics covered in the program

| 0.0% | 0.0% | 0.0% | 33.3% | 66.7% |

9. Overall understanding of the importance of career development and planning

| 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |

**Goal 8:  Graduate Symposium**

| Georgia Tech | Academic Interviewing<br>Donna Llewellyn<br>Thursday, 03.08.2012 | GRADUATE CAREER SYMPOSIUM |
|---|---|---|

| Item | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. I can explain what I learned during this workshop. (specific to workshop) | 18 | 12 | 0 | 0 |
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | 18 | 12 | 0 | 0 |
| 3. The materials from this workshop will be useful. | 22 | 6 | 0 | 0 |
| 4. The activities/discussions I participated in aided my understanding of the concepts presented. | 18 | 10 | 0 | 0 |
| 5. The facilitator was well-organized. | 25 | 5 | 0 | 0 |
| 6. The facilitator explained concepts clearly. | 27 | 3 | 0 | 0 |
| 7. This workshop met (or exceeded) my expectations. | 21 | 8 | 0 | 0 |
| 8. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | 22 | 8 | 0 | 0 |
|  |  |  |  |  |

| | **Industry Resume & Cover Letter Writing Session B 11:00-12:20 PM Thursday, 03.08.2012** | **GRADUATE CAREER SYMPOSIUM** | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this workshop. (specific to workshop) | 8 | 6 | 1 | 0 |
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | 7 | 7 | 1 | 0 |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | 9 | 5 | 1 | 0 |
| 4. The facilitator was well-organized. | 9 | 5 | 0 | 0 |
| 5. The facilitator explained concepts clearly. | 9 | 5 | 1 | 0 |
| 6. This workshop met (or exceeded) my expectations. | 4 | 9 | 2 | 0 |
| 7. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | 10 | 3 | 1 | 1 |

| Georgia Tech | Industry Jobs Panel<br>Session D, 2:30-3:50 PM<br>Thursday, 03.08.2012 | GRADUATE CAREER SYMPOSIUM | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this panel. (specific to panel) | **15** | **12** | **0** | **0** |
| 2. I can describe applications of the information I learned during this panel. (specific to panel) | **17** | **10** | **0** | **0** |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | **18** | **8** | **0** | **0** |
| 4. The facilitator was well-organized. | **18** | **6** | **3** | **0** |
| 5. The panelists responses were clear. | **16** | **9** | **5** | **0** |
| 6. This panel met (or exceeded) my expectations. | **14** | **13** | **0** | **0** |
| 7. I would recommend this panel to other Graduate Students/TAs/Post-Docs/Etc. | **16** | **10** | **1** | **0** |

| Georgia Tech | Industry Job Search<br>Skip Freeman, Session C<br>1:00-2:20 PM<br>Thursday, 03.08.2012 | GRADUATE CAREER SYMPOSIUM | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this workshop. (specific to workshop) | **14** | **12** | **2** | **1** |

| | | | |
|---|---|---|---|
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | **14** | **12** | **2** | **1** |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | **13** | **11** | **3** | **2** |
| 4. The facilitator was well-organized. | **19** | **7** | **2** | **0** |
| 5. The facilitator explained concepts clearly. | **18** | **7** | **2** | **2** |
| 6. This workshop met (or exceeded) my expectations. | **13** | **9** | **4** | **4** |
| 7. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | **14** | **8** | **4** | **4** |

| Georgia Tech | Consulting Panel Session C, 1:00-2:20 PM Thursday, 03.08.2012 | GRADUATE CAREER SYMPOSIUM | |
|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this panel. (specific to panel) | **8** | **2** | **0** | **0** |
| 2. I can describe applications of the information I learned during this panel. (specific to panel) | **9** | **1** | **0** | **0** |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | **9** | **1** | **0** | **0** |
| 4. The facilitator was well-organized. | **9** | **1** | **0** | **0** |
| 5. The panelists responses were clear. | **9** | **1** | **0** | **0** |

| 6. This panel met (or exceeded) my expectations. | 9 | 2 | 0 | 0 |
|---|---|---|---|---|
| 7. I would recommend this panel to other Graduate Students/TAs/Post-Docs/Etc. | 9 | 1 | 0 | 0 |

| Georgia Tech | Industry Interviewing<br>Karen Head, Session A<br>9:30-10:50 AM<br>Thursday, 03.08.2012 | | GRADUATE CAREER SYMPOSIUM | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this workshop. (specific to workshop) | 27 | 13 | 0 | 0 |
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | 30 | 15 | 0 | 0 |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | 29 | 15 | 0 | 0 |
| 4. The facilitator was well-organized. | 39 | 5 | 0 | 0 |
| 5. The facilitator explained concepts clearly. | 40 | 5 | 0 | 0 |
| 6. This workshop met (or exceeded) my expectations. | 24 | 21 | 0 | 0 |
| 7. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | 31 | 14 | 0 | 0 |

| **Georgia Tech** | **Academic Jobs Panel**<br>**Session D, 2:30-3:50 PM**<br>**Thursday, 03.08.2012** | **GRADUATE CAREER SYMPOSIUM** | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this panel. (specific to panel) | **14** | **5** | **0** | **0** |
| 2. I can describe applications of the information I learned during this panel. (specific to panel) | **12** | **7** | **0** | **0** |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | **14** | **3** | **1** | **0** |
| 4. The facilitator was well-organized. | **16** | **4** | **0** | **0** |
| 5. The panelists responses were clear. | **16** | **3** | **1** | **0** |
| 6. This panel met (or exceeded) my expectations. | **15** | **5** | **0** | **0** |
| 7. I would recommend this panel to other Graduate Students/TAs/Post-Docs/Etc. | **17** | **3** | **0** | **0** |

| **Georgia Tech** | **CV and Cover Letter Writing**<br>**David Lawrence**<br>**Thursday, 03.08.2012** | **GRADUATE CAREER SYMPOSIUM** | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this workshop. (specific to workshop) | **19** | **9** | **0** | **0** |
| 2. I can describe | **20** | **8** | **0** | **0** |

| Item | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| applications of the information I learned during this workshop. (specific to workshop) | | | | |
| 3. The materials from this workshop will be useful. | **22** | **5** | **0** | **0** |
| 4. The activities/discussions I participated in aided my understanding of the concepts presented. | **15** | **10** | **1** | **0** |
| 5. The facilitator was well-organized. | **22** | **6** | **0** | **0** |
| 6. The facilitator explained concepts clearly. | **25** | **3** | **0** | **0** |
| 7. This workshop met (or exceeded) my expectations. | **17** | **9** | **1** | **0** |
| 8. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | **21** | **6** | **1** | **0** |
| | | | | |

| Georgia Tech | Career Networking for Success Richard Kirby, Session B 11:00-12:20 PM Thursday, 03.08.2012 | GRADUATE CAREER SYMPOSIUM | | |
|---|---|---|---|---|
| **Item** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. I can explain what I learned during this workshop. (specific to workshop) | **11** | **9** | **0** | **0** |
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | **14** | **6** | **0** | **0** |
| 3. The activities/discussions I participated in aided my | **12** | **8** | **0** | **0** |

| | | | |
|---|---|---|---|
| understanding of the concepts presented. | | | |
| 4. The facilitator was well-organized. | **17** | **3** | **0** | **0** |
| 5. The facilitator explained concepts clearly. | **15** | **5** | **0** | **0** |
| 6. This workshop met (or exceeded) my expectations. | **12** | **8** | **0** | **0** |
| 7. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | **15** | **5** | **0** | **0** |

| **Georgia Tech** | **Academic Job Search Lydia Soleil, Session C 1:00-2:20 PM Thursday, 03.08.2012** | **GRADUATE CAREER SYMPOSIUM** |
|---|---|---|

| Item | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. I can explain what I learned during this workshop. (specific to workshop) | **15** | **17** | **0** | **0** |
| 2. I can describe applications of the information I learned during this workshop. (specific to workshop) | **19** | **13** | **0** | **0** |
| 3. The activities/discussions I participated in aided my understanding of the concepts presented. | **22** | **8** | **0** | **0** |
| 4. The facilitator was well-organized. | **25** | **7** | **0** | **0** |
| 5. The facilitator explained concepts clearly. | **24** | **8** | **0** | **0** |
| 6. This workshop met (or exceeded) my expectations. | **16** | **16** | **0** | **0** |

| 7. I would recommend this workshop to other Graduate Students/TAs/Post-Docs/Etc. | 22 | 10 | 0 | 0 |
|---|---|---|---|---|

## Goal 9: Career Course

## *Survey: Post GT4801 Career Planning Course Questionnaire*

| Question | Post (Average Score) | Scale |
|---|---|---|
| 9. I can self assess and express my values, interests, strengths, education, work experience, skills and accomplishments. | 4.2 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| 10. I can prepare an effective resume and job search correspondence including cover and thank you letters. | 4.7 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| 11. I am aware of effective job search strategies. | 4.7 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| 12. I understand the importance of networking and conducting informational interviews. | 4.9 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| 13. I understand how to prepare for and conduct an effective interview. | 4.4 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| 14. I understand how to evaluate and negotiate job offers. | 3.9 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |

| | | |
|---|---|---|
| **15. I understand and can practice basic business etiquette and appropriate professional conduct.** | 4.6 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| **16. I understand and can apply basic financial and money management concepts.** | 4.2 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| **17. I understand the basics of transitioning from college to career.** | 4.2 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |
| **18. I would recommend this class to my friends and classmates** | 4.3 | 1-Strongly Disagree<br>2-Disagree<br>3-Undecided<br>4-Agree<br>5-Strongly Agree |

## Goal 10:  Retention

Data provided in narrative

**END OF REPORT**