



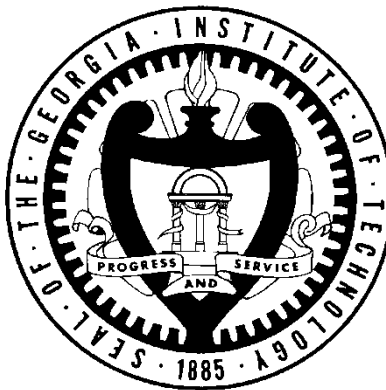
Georgia Institute of Technology

Georgia Institute of Technology

Division of Student Affairs

Final Assessment Report

2013-2014



Dr. Brenda Woods, Director of Research and Assessment for Student Affairs

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Administration

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

Goal 1

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of Disseminating and Using Information for Improvement

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

Summary of Results

Development of the plan was delayed due to other priorities therefore unable to complete the goal within the stated timeline.

Action Taken

In an effort to complete the goal for the upcoming year the following steps have/will take place:

- Separation of responsibility/workload for the event/division activities (Winter Celebration, Administrative Professionals Day, End-of-the-Year Celebration, etc.) and professional development programs will take place. The Professional Development (PD)

committee will focus on PD programs and opportunities, and new event committees will be created to conduct the division-wide events.

- Two new members have been added to the committee to assist in the development of the plan going forward.
- Weekly working meetings are underway the summer of 2014 to continue working on the division PD plan.
- Goal of September 1 to have PD plan complete and then roll out to the division in the fall division meeting.

Goal 2

Operational Goal

Develop and implement a Division On-Boarding process to compliment and supplement the Institute's new employee orientation program.

Outcome

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

Evaluation Strategy

A brief, electronic formative feedback will be developed, with assistance from the Director of Research and Assessment for Student Affairs, to evaluate the process and knowledge gained, and identify any modifications needed to the program going forward.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

Incomplete - This goal was put on hold until the new HR Business Partner started to be able to collaborate with this person in the development of the program/process. This position did not start until the end of May 2104.

Action Taken

- VPSA cabinet brainstormed what they would like to see included in an on-boarding program
- Information gathered from other on-boarding programs to reference
- Discussion beginning with new HR Business Partner
- Goal to carry over in to 2014-2015

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.

Campus Recreation - Aquatics

2013-2014

Goal 1

Operational Goal

The Aquatics staff will work with Facilities and any and all consultants to develop short term and long range plans to upgrade pool filtration equipment with the objective to have a plan finalized by December 2013.

Outcome

The goal was met and the project was completed with full utilization and engagement of the Aquatics Staff.

Evaluation strategy

The Aquatics staff met weekly and as necessary with all project stakeholders to discuss project parameters, update work schedules and related timelines, and mitigate against any potential challenges and/or concerns. Additionally, the Aquatics staff provided daily oversight over all phases of project implementation to gain familiarity with project renovations, to ensure compliance with established timelines, and to provide on-site quality assurance.

Method of disseminating and using information for improvement

Critical steps of project implementation were documented, videotaped, appropriately labeled, and cataloged for easy retrieval. Handbooks were developed, collected, disseminated, and archived for future usage.

Summary of Results

The goal was met prior to the deadline.

Action Taken

While the results were successful, the Aquatics Staff will document the process and associated lessons learned for future projects.

Goal 2

Operational Goal

Purchase Recreation Management Software and Implement as identified in the implementation timeline with an expected date of January 2014.

Outcome

The Recreation Management Software was purchased however, phase 1 was not implemented until May of 2014.

Evaluation strategy

Success was based upon the ability to complete the project parameters and timeline.

Method of disseminating and using information for improvement

The Software Committee worked with Purchasing, OIT, Information Security, and the Vendor to purchase and implement the product within the CRC. Additionally, the Committee worked with the CRC Administrative Staff and others as required to implement the software from a training and operations perspective. The Committee also worked with stakeholders to prepare staff and end users for full implementation.

Summary of Results

Procurement and Implementation of the Software was delayed due to unforeseen and undocumented policy challenges that were external to the CRC. The Implementation committee worked relentlessly to address each issue when they were presented, documented the challenge, and met with associated departments to identify

Goal 3

Operational Goal

Hire, onboard and train Aquatics Coordinator by the start of the 2013 Fall Semester

Outcome

The goal was met prior to the deadline.

Evaluation Strategy

Success was based upon the ability to complete the project parameters and timeline.

Method of disseminating and using information for improvement

A database for competency and behavioral interviewing was compiled to assist for future hires

Summary of Results

The position was filled prior to the deadline.

Action Taken

The vacancy was appropriately advertised and the candidates were appropriately screened, interviewed, hired, on boarded, and trained.

Goal 4

Operational Goal

Achieve and maintain an average percentage of 90% on FY13 secret shopper results by June 2014.

Outcome

Despite only two shops conducted in FY14, Aquatics received an average score of 95%.

Evaluation Strategy

During each month of the program, Aquatics was evaluated on pre-selected scenarios/criteria. At the start of the program, the Aquatics Section received scores in the 70% range and then as

months progressed, Aquatics consistently received higher scores ending FY2013 with an average score of 77.5%. During the two shops in FY2014 Aquatics received scores of 90% and 100% respectively. The scoring criteria was based on quantitative and qualitative questions.

Method of disseminating and using information for improvement

Secret Shopper data was recorded by the employed shopper in the survey program, Survey Monkey. Each month of the program, the Assistant Director of Member Services pulled the data and provided it to the Associate Director of Aquatics/Member Services for review. The collected information was shared with each department and action items were discussed and implemented with the intent to improve performance/scores.

Summary of Results

The collected data shows a marked improvement towards the realization of stated goals.

Goal 5

Operational Goal

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

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

Outcome

The goal was met with 100% compliance. However additional challenges were identified regarding employees who were terminated by their primary department but retained employment or were rehired elsewhere on campus. The system apparently aligned many of these terminated employees with the original hiring department for purposes of the ethics requirement. This was noted to OHR in hopes that a remedy would be forthcoming. Additionally, the BOR training requirement did not provide a certificate of completion following employee compliance. This created an oversight issue not previously anticipated. As a result employees were required to print a screen capture of the notification of completion and provide a copy to their supervisor.

Evaluation Strategy

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

- 1) Upon receiving the spring 2014 deadline, the Aquatics Coordinator contacted all student employees to notify them of the requirement and deadline.
- 2) The Aquatics Coordinator collaborated with the Senior Administrative Assistance of Payroll to ensure that inactive employees were purged from the employee system.

Method of disseminating and using information for improvement

N/A

Summary of Results

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

Actions Taken

The same procedure will be in place to ensure that the same goal is met in spring 2015.

Goal 6

Intercultural Understanding

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

1. Include intercultural topics during in-service meetings with emphasis on activities that focus on customer interaction.
2. Assess student employee's end of FY14 to measure the effectiveness of training.
3. Engage in dialogue with the non-profit group Diversity in Aquatics to elicit ideas for implementation.
4. Continue to Bid on events that support diversity and inclusion among aquatic areas of interests.

Outcome

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

Evaluation Strategy

Student employees will be evaluated at the end of the 2013-2014 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

N/A

Summary of Results

Engaged in regular discussions with the various aquatic diversity groups and seek out opportunities for increased inclusion and utilization of aquatic programming and events for diverse and/or under-represented populations.

Actions Taken

N/A

Facilities and Operation's Assessment Data FY13 and 14 Goals and Objectives

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.

Facilities Retention Rates

Maintaining employment retention throughout the year so that we have better qualified employees services our customers.

Building Supervisors' Results

Total Experience

Fall 2103 = 1.95 years

Fall 2012 = 1.4 years

Difference = +.55 year

Promotion Granted

Fall 2103 = 0.7 years

Fall 2012 = 0.85 years

Difference = -.15 year

Facility Assistants' Results

Total Experience

Fall 2103 = 1.1 years

Fall 2012 = 1 year

Difference = +.1 year

Intercultural Understanding

Learning Goal

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

Outcome

Through participation in an in-service training with a multicultural topic, students gained 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

Amanda Burke, President of Re-Think Organization at Georgia Tech, spoke to our group (March 2014) to discuss for disability awareness and sensitive training. Amanda assisted with educating our staff to better 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.

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.

Operations and Assessment Data for FY13 and FY14

Goals and Objectives

Staff Training

Learning Goal

Develop/Implement monthly in-service training for staff in order to educate staff on policies and procedures, updated or revised information, and safety compliance.

Objectives/Opportunity

1. Utilize critical thinking skills to identify risks, evaluate procedures and make decisions that prevent or minimize potentially dangerous situations and/or incidents.

2. Perform 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.

Outcome

Through in-service training, students will be able to demonstrate and utilize skills and resources to properly mitigate any emergencies or incidents.

Through instructing, students will understand the communication, teamwork, and leadership involved in operational management.

Evaluation/Assessment

1. Staff will be evaluated regularly throughout the semester by professional staff to assess their knowledge of the EAP, Safety Protocols, etc.

2. Provide refresher training at the year's mid-point to ensure staff are retaining information.

Action Taken

1. Established a monthly training meeting for operations personnel.
2. Routinely addressed safety topics and issues related to the workplace.
3. Routinely addressed results and outcomes of completed tasks, with attention to actions and behaviors that needed to be altered or replicated.
4. Staff participation in risk management events and EAP training and drills.
5. Installed time clock and implemented its use by staff.

Summary of Results

Staff became capable of performing additional PM's on various items through training. This eliminated the need for outside contractors for certain task and reduced spending. EAP training increased awareness and allowed staff to refine and sharpen their skills, knowledge and assurance in accordance to various EAP situations. Staff became familiar with time management principles and their importance. No loss of time was seen for safety issues resulting from detailed safety meetings.

Transferable Skills

Learning Goal

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

Objectives/Opportunity

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

Outcome

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

Evaluation/Assessment

Student employee performance evaluation

Action Taken

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

Summary of Results

Operations students are evaluated annually 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 year and given recommendations on how to improve their ratings when necessary. These evaluations can be seen on the shared drive under Operations. Staff members have become more self-sufficient by utilizing the iPad to follow checklist and complete task.

Risk Management

Learning Goal

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

Objectives/Opportunities

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

Outcome

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

Evaluation/Assessment

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

Action Taken

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

Summary of Results

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

Intercultural Understanding

Learning Goal

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

Objectives/Opportunities

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

Outcome

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

Evaluation/Assessment

Discussion pre and post with the training session.

Op's Training Schedule 2014

- January: Driving Safety, Attitude, Code Adam
- February: **1st Multicultural Awareness** 15th First Aid, Emergency Action Plan and Drill
- March: Hand and Power Tools, Machine Guard, and Personal Protective Equipment
- April: Lock Out / Tag Out, Attendance
- May: Slips, Trips, and Falls, Appearance
- June: Electrical Safety, Acceptance
- July: Back Injury, Safe Lifting, Accountability
- August: Hearing Conservation, Ambition
- September: Ladder, Lift, Scaffold Safety, Appreciation
- October: Eye Protection and Treatment
- November: Fire Safety, Extinguishers, **Multicultural Awareness**
- December: Office Safety, Healthy Lifestyle Choices, **Multicultural Awareness**, First Aid, Emergency Action Plan and Drill

Actions Taken

Multi-cultural awareness is covered during February and November monthly Training meetings. Topics include open discussions on race and different cultural base and sensitivity. Students viewed and the Multicultural video released by the Division of Student Affairs to help instruct them on this topic.

Summary of Results

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

Campus Recreation Center (CRC)

Goal: Finance (Effective Business and Financial Management)

Learning Goal

1. Up-to-date sales deposit to Bursars; 2. Monthly financial standing - actual and forecast reports; 3. Detailed monthly actuals for managers - monthly report; 4. Analysis - current year to prior year result; 5. Budget amendment; 6. Assist and coach managers on budget and fiscal responsibility; 7. Proper and effective tracking of financial management of the split between SGA and CRC budget – revenue, personnel, non-personnel services; 8. Utilize v-lookup formula to enhance the pivot table usage.

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. Established direction, techniques, and templates for all areas to utilize and everyone is informed of the two sets of project ID and fund numbers. The pivot table are enhanced and better for end users to navigate the two sets of project ID and fund numbers.

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

CRC Financial management have met and exceeded the GT standards

Actions Taken

Through various communications and best practices.

Goal: Finance (Finance for Non-Finance Managers)

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

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

Actions Taken

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

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

Goal: CRC Trend Analysis

Learning Goal

CRC Trend Analysis Last - Revenue and Expenditures

Establish a 10 year analysis of CRC revenue, State budget, SGA budget and program expenditures, gathering of information and analysis

Outcome

CRC will better understand its current and future direction from the trend analysis

Evaluation Strategy

CRC and program managers will understand the trend and impact it has on CRC and respective areas.

Method of disseminating and using information for improvement

Analysis of the 10-year trend, financial graphs and charts, communicate with managers on findings.

Summary of Results

Once complete in September, CRC and program managers will understand the trend and impact it has on CRC and respective areas.

Actions Taken

Complete the 5-year trend analysis and continue working on building the 10-year analysis. To be completed in September 2014.

Goal: Finance (Annual budget)

Learning Goal

Effective FY15 budgeting process.

1. FY15 budget process - July/August FY15 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.

Counseling Center

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

Goal #1

Operational Goal

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

Outcome

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

Evaluation Strategy

The Counseling Center plans to shift counseling outcomes assessment from using the CCAPS-62 to CCAPS-34, a revised short form of the CCAPS-62.

Method of disseminating and using information for improvement

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

Summary of Results

CCAPS was administered prior to each individual session. CCAPS pre-post data indicate that clients experienced a significant alleviation of major presenting concerns.

Subscales	<u>Baseline Avg. Standard Score</u>	<u>Latest Average Standard Score</u>	<u>Standard Score Change</u>	<u>Significance level</u>
Depression	.94	-.05	-.99	p<0.05
Gen. Anxiety	1.0	-.03	-1.03	p<0.05
Social Anxiety	1.36	.75	-.61	p<0.05
Academic Distress	1.23	.46	-.77	p<0.05
Eating Concerns	1.25	.79	-.46	p<0.05
Family Distress	1.21	.40	-.81	p<0.05
Hostility	1.16	.24	-.92	p<0.05
Substance Use	1.45	.51	-.94	p<0.05
Distress Index	1.10	.23	-.84	p<0.05

Actions taken

On-going data collection using the CCAPS will continue through FY15.

Goal #2

Operational Goal

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

Outcome

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

Evaluation Strategy

The Counseling Center will continue to engage in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied).

Method of disseminating and using information for improvement

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

Summary of Results

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.28
How satisfied were you with you initial screening appointment?	4.15
How satisfied are you on your progress with the concerns that brought you to counseling?	4.10
How satisfied have you been with your counselor?	4.53
How satisfied are you that your counselor understands the nature of your concerns?	4.47
How satisfied are you with the assistance of the Front Desk staff?	4.70
How likely would you be to recommend our services to a friend?	4.30

Actions taken

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

Goal #3

Operational Goal

To contribute to the academic progress/process of students.

Outcome

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

Evaluation Strategy

The Counseling Center will continue to engage in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied).

Method of disseminating and using information for improvement:

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

Summary of Results

	Avg. Rating
How helpful has counseling been to you in supporting your academic progress?	4.38
How Helpful has counseling been to you in remaining at Tech?	4.00

Actions taken

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

Goal #4

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

	Avg. Rating (1-5 scale)
Workshop Evaluation	
• Breadth of Coverage	4.34
• Personal/Practical Relevance	4.45
• Effectiveness of Presentation	4.23
Presenter	
• Knowledge	4.65
• Preparation	4.64
• Engagement of Audience	4.24
Goal Accomplishment	4.26
Arrangements	
• Convenience	4.30
• Notification of Event	4.24
• Location/Room Environment	4.34
• Format/Multimedia Use	4.13

Actions taken

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

Goal #5

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

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 '14.

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.

Summary of Results

Staff indicated increased levels of awareness and knowledge, re: disability issues during the Center's winter retreat.

Method of disseminating and using information for improvement

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

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.

Note: The main Dean of Students Office did not have goals requiring an assessment component for the 2013-2014 assessment cycle.

Disability Services

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

Goal 1

Learning Goal

Disability Services Staff will become proficient in understanding how current programs and services of the Office of Disability Services meet the CAS standards as a result of the program review process.

Outcome

As a result of the program review process, Staff members will gain knowledge of the CAS Standards and be able to describe how the Office adheres to the standards.

Evaluation Strategy

Disability Services Staff will be able to articulate 3-5 specific areas for further development in the provision of services after participating in the self-study and reviewing the final program review report.

Method of disseminating and using information for improvement

Results will be used to develop a 3 to 5 year action plan for the department. Information will also be shared with key individuals in the administration at Georgia Tech.

Summary of Results

Upon review of the CAS standards, the Staff identified three areas that would make a marked difference in the program's ability to meet the demands of the current population of students. The areas identified were financial resources, human resources, and space allocation.

With a financial structure that allowed for more programming and professional development, the Disability Services Staff noted they could ensure a higher level of service to the campus community.

Additional staffing would increase productivity and efficiency, enabling Staff members to be dedicated to the intake and note taker processes. Also, a review of current job functions would be appropriate to adjust to the current volume of student traffic.

Physical space is needed for test proctoring, meetings, and having a confidential waiting area for students rather than a shared space.

What did you learn?

Staff members were able to identify these three priorities for the focus of the plan of action for the department and felt that the three areas identified were critical to the future success of the Office.

Actions Taken

Disability Services was unable to fully fulfill this outcome because the site visit portion of the program review process had not been completed at the time of this report. A complete plan of action will be determined when the program review process is complete.

Goal 2

Learning Goal

As a result of working with the Office of Disability Services, Faculty members will gain knowledge about Institute policies and practices.

Outcome

Faculty members will report knowledge gained regarding Institute policies and practices as a result of working with the Office of Disability Services.

Evaluation Strategy

During spring, 2014, focus group sessions will be conducted with Faculty members that utilize the services of the Office.

Method of disseminating and using information for improvement

Results will be used to develop a strategic plan geared toward Faculty outreach and education. Information will also be shared with key individuals in the administration at Georgia Tech.

Summary of Results

Due to scheduling conflicts, individual interviews with professors from Math, Physics, Computer Science, and Earth and Atmospheric Sciences were conducted rather than a focus group.

In order to gauge the level of understanding of program policies and procedures, professors were asked questions regarding accommodations, their role in the accommodation process, and their willingness to gain further knowledge.

The majority of the respondents noted interest in attending a workshop on how to accommodate students with disabilities. When asked if the workshop should be conducted in person or as an online resource, the majority preferred in person. The same professors were not aware that the Office had a Faculty and Administrative Guide to services and information dedicated to Faculty on the Office website.

When asked about specific issues or concerns about accommodations, the majority of professors had no concerns that they could recall. Those who responded yes to this question mentioned note taker services and some testing issues.

What did you learn?

The Staff learned where the gaps were for Faculty members' learning and how to better promote Office based resources.

Actions Taken

A workshop on how to accommodate students with disabilities will be adapted for Faculty using the same format currently used for the "Disability 101" workshop. This workshop will also be created as an online resource to accommodate those who may be unable to attend in person.

A Faculty Advisory Committee will be created for ongoing dialogue to assist in the continuing education of the Faculty.

Goal 3

Learning Goal

Students will report that as a result of using the Testing Center they are better skilled to negotiate Testing Center protocol and practices.

Outcome

Students will report that as a result of using the Testing Center they are better skilled to negotiate Testing Center protocol and practices.

Evaluation Strategy

During fall, 2013 an electronic survey will be sent via email to students utilizing the Testing Center.

Method of disseminating and using information for improvement

Results will be used to develop list of recommended changes in the area. Information will also be shared with key individuals in the administration at Georgia Tech.

Summary of Results

A survey to students that utilize the Testing Center was sent in fall, 2013. Of the students sent the survey, 14 responded. The majority of the respondents were satisfied with the Testing Center experience. Of the skills gained, the majority of students noted not gaining any new skills. Of the skills that students did note gains were Time Management and Patience.

Respondents were able to note their concerns using the Testing Center. Student concerns included: having to reschedule exams due to the exam not arriving on time and the sign up process, increased communication during the process, and the facilities of the Testing Center not being conducive to focused testing.

What did you learn?

The Staff gained valuable information regarding the Testing Center and how students describe their testing experience.

Actions Taken

Staff members of the Office of Disability Services have requested additional funding to purchase a new software package that includes a testing sign up system that could be customized to provide confirmation to students.

During fall, 2014 the Office will offer a separate Testing Center orientation where strategies for avoiding common sign up errors will be discussed.

Greek Affairs

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

Goal 1

Learning Goal

By utilizing the AFA/EBI Fraternity/Sorority Assessment data collected in spring, 2014, the Office of Greek Affairs and governing councils will gain knowledge regarding students' perceived access to alumni networks, resources related to career development, the development of interpersonal relationships, and practical competence.

Outcome

The Office of Greek Affairs and governing councils will gain knowledge regarding students' perceived access to alumni networks, resources related to career development, the development of interpersonal relationships, and practical competence.

Evaluation Strategy

The Office of Greek Affairs will utilize data collected in the 2012 Assessment and compare it to data collected in 2014 to analyze the experiences of students in their third year of coursework (and above). Factors of focus in this analysis will be access to alumni networks, career development, interpersonal relationships, and practical competence.

Method of disseminating and using information for improvement

A report will be published and disseminated to the Division of Student Affairs and fraternity/sorority community leaders. Chapter Presidents and advisors will receive an organization-specific report providing a description of the data collected from their members who responded to the survey.

The findings of the report will be utilized by the Office of Greek Affairs Staff and governing council leaders to determine programs and services that may be created, improved, or implemented to target the needs of this population of students.

Summary of Results

Using the data collected through the administration of the AFA/EBI Fraternity/Sorority Assessment in 2014, responses of the junior, senior, and fifth year respondents were reviewed. These responses were compared to those collected in 2012.

A total of 385 upper class students responded to the survey spring, 2014. Of those respondents, 200 were classified as juniors, 155 as seniors, and 30 as fifth year students. Of the respondents in 2012, 272 were classified as juniors, 247 as seniors, and 53 as fifth year students.

Reports were run to include the responses of only these upper class fraternity/sorority members. The factors means for each of the 18 factors in the assessment instrument were examined. Means were calculated from a Likert scale measuring from 1 to 7, with 7 representing the highest rating. A summary of the data is as follows:

Factor Means	Junior		Senior		5th Year		Upper class Average		Impact/ Performance	
	2012	2014	2012	2014	2012	2014	2012	2014	2012	2014
Housing Satisfaction	5.02	5.26	5.20	4.95	5.05	5.03	5.09	5.11		
Safety & Security	5.56	5.76	5.59	5.71	5.84	5.47	5.66	5.72		
Fraternity/Sorority Programming	5.35	5.19	5.35	5.09	5.34	5.02	5.35	5.14	H/L	H/L
Sense of Belonging	6.15	6.05	6.26	5.98	6.14	5.97	6.18	6.02	H/H	H/H
Diverse Interactions	5.69	5.74	5.71	5.44	5.69	5.62	5.70	5.61		
Interpersonal Relationship Skills	6.23	6.13	6.22	6.20	6.27	6.13	6.24	6.16	H/H	H/H
Interpersonal Competence	5.69	5.51	5.69	5.56	5.65	5.67	5.68	5.55		
Leadership Skills	5.78	5.62	5.81	5.66	5.83	5.86	5.81	5.66		
Personal Development Skills	5.58	5.34	5.53	5.41	5.45	5.65	5.52	5.39	H/L	H/L
Healthy Behaviors	5.45	5.33	5.34	5.29	5.01	5.23	5.27	5.31		
Self-Worth	6.03	5.81	6.04	5.84	5.91	5.81	5.99	5.82	H/H	H/H

Intrapersonal Competence	5.90	5.64	5.88	5.76	5.89	5.93	5.89	5.71	H/H	H/H
Principled Dissent	5.38	5.25	5.39	5.12	5.32	4.96	5.36	5.17		
Collaboration	5.65	5.43	5.50	5.30	5.42	5.29	5.52	5.36		H/H
Effective Chapter Leadership	5.74	5.52	5.56	5.42	5.71	5.26	5.67	5.46		H/H
Overall Learning Evaluation	5.73	5.49	5.66	5.54	5.62	5.53	5.67	5.52		
Overall Satisfaction with Experience	6.17	6.11	6.34	6.06	6.36	5.78	6.29	6.06		
Overall Program Evaluation	5.92	5.77	5.98	5.78	5.97	5.65	5.96	5.76		

From the original report, the EBI instrument placed high priority on the factors that had high impact and low performance. According to EBI increasing the performance of these factors yields the greatest effect on the dependent variable, Overall Program Evaluation. From this analysis, an emphasis should be placed on the programs and activities that correspond to the factors of “Fraternity/Sorority Programming” and “Personal Development Skills” from both 2012 and 2014 iterations. Such programs and activities may address topics of communication, decision making, time management, alumni engagement, community service opportunities, and a greater variety of activities offered through the Greek experience.

In addition to addressing the lower performance (yet high impact) factors, it was important to maintain and monitor performance in the categories that achieved high performance and had a high impact on Overall Program Evaluation from 2012 and 2014: “Sense of Belonging,” “Interpersonal Relationship Skills,” “Self-Worth,” and “Intrapersonal Competence.” In 2014, two additional factors of note emerged, “Collaboration” and “Effective Chapter Leadership.” Both factors fall into the high performance and high impact categories.

What did you learn?

With two years of data, Greek Affairs Staff learned that upper class students involved in fraternity/sorority life can benefit from programming geared toward their personal development. Therefore Staff will develop a new programming model, which may differ greatly from the current emphasis placed on newer members of the community. This programming may include alumni networking, cultural and educational activities, and other skill building workshops to enhance the Greek Life experience.

Actions Taken

With two years of data showing similar trends, the Office of Greek Affairs will be placing even more of an emphasis working with the four governing Councils and the Order of Omega to develop meaningful programs and services for upper class students. A new program or development track will be established, and will be assessed in the 2014-2015 Assessment Goals. This new programming will address chapter leadership trainings and workshops for personal skill development.

Goal 2

Learning Goal

As a result of serving as a council leader, students will be better able to illustrate learning along Office of the Dean of Students student leader competencies.

Outcome

As a result of collecting this information, the Office of Greek Affairs will be able to implement programs and services to better support council officers and better articulate learning for students who might be interested in obtaining a position in the future.

Evaluation Strategy

This data will be collected through a student leader competency survey taken by current council officers at the end of their term in 2013. In addition, 2014 council officers will complete a similar survey at the start of their term for benchmarking purposes.

Method of disseminating and using information for improvement

The findings of this information gathering will be utilized by the Office of Greek Affairs Staff to improve the experiences of governing council officers in order to enhance their learning and further support this specific population of students.

This information may also be used in the future to improve the recruitment of potential student leaders in the community in order to vet the best possible student leaders for these coveted positions.

Summary of Results

The Office of Greek Affairs administered the outgoing council officer assessment survey to council executive board members at the conclusion of their term in December, 2013. A mirrored survey, the incoming council officer assessment, was given to council executive board members at the beginning of their term in January, 2014. The purpose of this survey was to measure learning outcomes and to better understand the experiences of the four Greek governing council executive boards.

Respondent Information

Council	# of COs Responding (Outgoing)	# of COs Responding (Incoming)
Collegiate Panhellenic Council	4	6
Interfraternity Council	6	6
Multicultural Greek Council	5	6
National PanHellenic Council	0	2

Outgoing Council Officers

Respondents rated the extent to which they agreed with various statements based on their experience on their council’s executive board on a Likert scale of 1-4 (4 representing the highest rating), as well as open-ended questions. These statements were based on the Office of the Dean of Students Student Leader Competencies.

Of the collective group of statements, the following trends emerged from the Likert scale questions:

1. The highest overall rating (mean score of 3.87) was in response to the following statement: *Serving on my council’s executive board made me think about how my decisions impact the larger fraternity/sorority community.*
2. All council members, except those from CPC, rated the question regarding their increased understanding of diversity the lowest (mean score of 2.93). CPC council officers rated this question nearly one point higher than the other councils (mean score of 3.8).

Of the collective group of statements, the following trends emerged from the open-ended questions. The most frequent responses are listed below:

Question	Most Frequent Answers (Quantity)
What was the most important contribution of your council for its members?	Cooperation, Relationships (6); Accountability, Regulation (5)
What transferrable skills have you learned as a result of serving on your executive board that you can apply to a future professional career?	Communication skills (6), Managing a team of people (5), Setting and achieving goals (5)

Incoming Council Officers

Respondents rated the extent to which they agreed with various statements based on their experience before serving on their council’s executive board on a Likert scale of 1-4 (4 representing the highest rating), as well as open-ended questions. These statements were created based on the Office of the Dean of Students Student Leader Competencies.

Of the collective group of statements, the following trends emerged from the Likert scale questions:

3. The highest overall rating (mean score of 3.7) was in response to the following statement: *I understand the role and values of the officers serving on my council's executive board.*
4. Students responded to the question regarding their effective verbal communication skills the lowest (mean score of 3.25).

Of the collective group of statements, the following trends emerged from the open-ended questions. The most frequent responses are listed below:

Question	Most Frequent Answers (Quantity)
What is the most important contribution of your council for its members?	Uniting other organizations in council (9), Serving as a resource (7), Support system (5), Programming (4)
What transferrable skills do you think you will learn from serving on your executive board role that you can apply to a future professional career?	Communication skills (12), Networking and professionalism (8), Manage a team of diverse people (7)
Why did you run for an executive board position?	Leave a legacy (11), Increase my chapter's involvement (6)

What did you learn?

From the data, Greek Affairs Staff learned that students in council executive board leadership positions demonstrated learning that aligned with the Office of the Dean of Students Student Leader Competencies.

1. Students rated their effective verbal communication skills higher (as evidenced through mean scores, and an increase in the median and mode) showing significant learning in the Communication competency. Incoming council officers wanted to gain communication and networking skills, and outgoing council officers articulated that those leadership traits were skills that they learned while serving in a leadership capacity.
2. Students rated developing useful and effective working relationships with peers from other chapters higher as outgoing officers than as incoming officers.
3. When asked to what extent they agreed that their council executive board helped them gain skills in various areas, students responded with higher mean scores on the outgoing council assessments in the areas of taking initiative, networking, and building partnerships than on the incoming council assessments.
4. In the open-ended section, incoming officers focused on working more with other councils, building better relationships between chapters in the same council, as well as the larger Tech community. These answers vary quite a bit from the outgoing council

officers who cited that their council officer experience was about accountability, programming, and standardizing operations.

Actions Taken

The findings of these two surveys will be used in the development of council officers for the remainder of 2014, and into the 2015 terms. This information will be used to enhance the council officer experience and ensure that student leaders are meeting the necessary learning outcomes for their development as some of the top student leaders on campus.

1. **Communication:** A trend throughout the survey was that council officers wanted to develop communication skills. Although positive to see that outgoing council officers reported obtaining this skill (especially verbal communication skills), it is imperative that Staff focus on this outcome through the remainder of the council officer commitment.
2. **Specific Council Analysis:** To allow advisors to have intentional conversations and programs with students and to assist them in achieving along the Office of the Dean of Students Student Leader Competencies, a specific council analysis will assist to improve the council officer experience for their specific group.
3. **Council Collaborations:** Incoming council officers expressed high levels of interest in more fraternity/sorority unity and more involvement with other councils. This is not reflected in outgoing council executive board members' survey responses. Similarly, the Staff saw diversity as an Office of the Dean of Students Student Leader Competency that received a low rating. By working with the council officers to sponsor more collaboration, officers may have a more positive experience working with people from diverse backgrounds.

Goal 3

Learning Goal

As a result of attending the January, 2014 Officer Retreat (Greek Advance) students will be able to:

1. Understand the policies and procedures of their respective councils and the Office of Greek Affairs.
2. Build relationships within their respective council as well as build connections for cross-council collaboration.
3. Recognize their individual leadership style.
4. Be able to articulate their role in addressing Greek community issues.

Outcome

As a result of collecting this information, the Office of Greek Affairs will be able to work towards achieving the specific learning outcomes of the Greek Advance program as well as be able to improve programs in future.

Evaluation Strategy

A survey will be distributed to council officers and Presidents Spring, 2014.

Method of disseminating and using information for improvement

The findings of the information gathered will be utilized by the Office of Greek Affairs Staff to improve the officer Retreat in future years and to continue to educate incoming council and chapter officers on Office of the Dean of Students competencies throughout their terms. The feedback will be shared widely with the Dean of Students and Student Affairs.

Summary of Results

The Office of Greek Affairs administered a survey to chapter Presidents and council executive board officers in January, 2014 at the conclusion of Greek Advance.

Respondent Information

Council	Number of Presidents Responding	Number of Council Officers Responding
Collegiate Panhellenic Council	8	7
Interfraternity Council	20	9
Multicultural Greek Council	3	2
National PanHellenic Council	5	4

Learning Outcomes

Respondents rated the extent to which they agreed with the following statements as a result of attending Greek Advance on a Likert scale of 1-4 (4 representing the highest rating):

Question	Mean
I better understand the policies and procedures of my chapter's governing council.	3.12
I better understand the policies and procedures of the Office of Greek Affairs.	3.22
I built effective working relationships within my chapter's governing council	3.21
I built effective working relationships with officers and Presidents from council's other than my own.	3.24
I am able to better recognize my individual leadership style.	3.05
I understand my role in addressing issues in the Greek community.	3.33

Activities that were Effective

Respondents rated the extent to which they agreed that the following activities were effective in their education at Greek Advance on a Likert scale of 1-4 (4 representing the highest rating):

Question	Mean	Median	Mode
Community Building: Ice Breakers	2.17	3	2
Greek Affairs Procedures and Expectations	3.16	3	3
Interactions with the Dead of Student Office Staff	3.26	3	3
The Community Meeting	3.41	4	4
Solutions Based Discussion: Un-conference Section	3.49	4	4
Council Break Out Sessions	3.29	3	3
Q&A with Past Officers	2.93	3	3

Open Ended Questions

Respondents were asked to record their answers to the open-ended questions based on their experience at Greek Advance. The most frequent responses are listed below:

Question	Most Frequent Answers (Quantity)
What was the most helpful part of this training?	Un-conference Discussions (25), Getting to know each other (11)
What was the least helpful part of this training?	Ice Breakers (36), Un-conference Breakouts (7)
In the future, how can this program be improved?	Shorter time (21), No/Less ice breakers (11)

What did you learn?

From the data, Greek Affairs learned that students had an overall positive learning experience at Greek Advance. The Staff further learned that students thought activities that involved problem solving with a mix of students from various councils were most effective during Greek Advance. This included higher ratings for the Solutions Based Discussions activity and the Community Meeting. Students rated these higher than Council Breakout Sessions.

The data reflected lower rankings for activities such as Greek Affairs Procedures and Expectations, and interactions with Office of the Dean of Students Staff. Knowing that these were important outcomes of the Greek Advance Program, the Staff will consider a different delivery method for those pieces of the curriculum.

Actions Taken

The findings of the survey will be used in the planning and preparation for Greek Advance 2015, to be held in January, 2015 for the newly elected chapter Presidents and council officers.

Spend more time preparing students: In the future, the Greek Affairs Staff will spend more time preparing council officers for their roles in facilitating discussions and educating the chapter Presidents in their councils. For 2015, if the Q&A panel will be retained as a piece of the curriculum, students will be better prepared for the discussion.

Provide leadership training: A learning outcome of Greek Advance was to develop students' ability to recognize their individual leadership styles. No activities in the Greek Advance curriculum were designed directly to achieve this learning outcome, which was reflected in its low mean score.

Keep solutions based discussions: The new "un-conference" section of the curriculum was well received by students, and helped them better understand their role in addressing issues in the Greek community. This is an activity that should be continued in next year's Greek Advance program.

Examine purpose of icebreakers: Students had overwhelming negative remarks about the icebreaker activities. For 2015, the Greek Affairs Staff needs to be intentional about designing ice breakers that help students to achieve other learning outcomes so students do not see these activities in such a negative light.

**Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex,
And Asexual/Ally Resource Center**

Established in the spring of 2014, the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual/Ally Resource Center (LGBTQIARC) Provides programs and services to educate, support, and advocate for LGBTQIA students and allies. The Director of the LGBTQIARC serves as the primary liaison for internal and external stakeholders as it relates to LGBTQIA populations. Staff in the LGBTQIARC work to:

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

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual/Ally Resource Center (LGBTQIARC) opened in late spring of 2014. A Director was hired and began employment in May 2014. Assessment plans for the LGBTQIARC will be developed for the 2014-2015 assessment cycle.

Leadership and Civic Engagement

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

Goal 1

Learning Goal

Student assistants in the Office of Leadership & Civic Engagement will be able to articulate and demonstrate professional etiquette and exceptional customer service as a result of clear expectations, on-going supervision, trainings, and regular evaluations.

Outcome

With increased knowledge of professional etiquette and practices aligned with exceptional customer service, student assistants will be better prepared for jobs in a professional Office environment. Campus constituents interacting with the Office will a more positive customer service experience.

Evaluation Strategy

Pre, mid, and end-of-year evaluations will be conducted with each student assistant based on a Staff-developed rubric of professional etiquette and exceptional customer service. Evaluations will be guided by the Georgia Tech OHR Performance Appraisal process allowing written reflection on performance by the student assistant and the supervising Staff.

Method of disseminating and using information for improvement

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

Summary of Results

The pre-evaluation took place during the first training of nine student assistants, rather than during individual conversations. The Georgia Tech OHR Performance Appraisal form was reviewed in detail and, as a team Staff and students discussed each competency and how it manifested in the role of the Leadership & Civic Engagement student assistants. Mid-year evaluations took place in a 1:1 setting, five of the eight student assistants completed a mid-year evaluation. End-of-year evaluations also took place in a 1:1 setting with all eight completing the full end-of-year evaluation process. One student assistant was studying abroad during spring semester.

During the 1:1 performance evaluation review process, student assistants identified the following professional competencies or skills learned through their work as Leadership & Civic Engagement student assistants:

Professional communication

1. Email (i.e. how to convey specific details concisely and instructions that were easy to understand)
2. Phone etiquette (i.e. cold calls, transferring calls, placing callers on hold, responding to a frustrated caller)
3. How to communicate with peers and professionals, and how to make connections with different types of people

Front desk office management

1. Paying attention to what was happening in the full office suite even if it was not seen from the front desk
2. Taking initiative to introduce one self and begin to build relationships with students utilizing the space regularly
3. Following identified procedures and policies

Customer service

1. Working with different people and different temperaments
2. Assessing customers' moods
3. Importance of body language (i.e. to be aware of it and how to read body language and respond accordingly)
4. Responding in the moment to difficult, awkward, or uncomfortable situations (i.e. "how to 'recognize' a situation for what it is")

What did you learn?

Implementing the formal evaluation review process introduced a common language for the Staff (professional staff and student assistants) to reference and discuss throughout the year. This common language allowed for better communication among professional staff regarding

on-going feedback and helped the student assistants to hold each other accountable throughout the year.

All student assistants referenced the importance of the student assistant trainings that took place throughout the year and cited their usefulness to supporting their role, especially the updated training materials that explicitly outlined all procedures and policies. In addition to the continuation of trainings, more community building and team building activities were requested as well as mid- and year-end group meetings where the student assistants would be able to reflect on the year as a student team.

The process also garnered feedback about which aspects of the job generated anxiety for the student assistants and which procedures were less clearly understood.

Actions Taken

Professional staff members are committed to continuing the performance evaluation process moving forward. In order to foster more team building among professional and student staff and to alleviate the time commitment required to complete all evaluations, the professional staff will each hold 1:1 evaluations with students.

A student assistant training curriculum will be developed in the summer, 2014 and a semester training schedule will be identified and released to student assistants within the first two weeks of each semester.

Goal 2

Learning Goal

Student organization Presidents will understand the importance of leadership transition and be able to identify strategies and processes for officer transition as a result of officer orientation and consultations with Office of Leadership & Civic Engagement Staff.

Outcome

Student organization Presidents will have greater awareness of leadership transition strategies and the utilization of consistent transition processes for student organizations will increase.

Evaluation Strategy

Surveys will be conducted with student organization Presidents.

Method of disseminating and using information for improvement

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

Summary of Results

Information was collected via electronic surveys at the end of the spring, 2014 semester. Surveys were sent to 70 Presidents and 10 responded. Of those responding, three students were Presidents from pending student organizations and seven were Presidents from fully chartered groups. Highlighted results from the surveys were as follows:

1. 30% were able to recall the exact steps required (forms and JacketPages requirements).
2. 50% were able to recall required forms but not the JacketPages component.
3. 10% were able to recall the JacketPages requirement but not the forms required.
4. 60% of respondents did not identify the JacketPages component of organization registration.

When surveyed about past transition challenges all respondents from fully chartered organizations indicated that their organization experienced frequent challenges because of a lack of information sharing. In reflecting on what they planned to change to assist with future transitions, 40% of the respondents indicated they would implement transition meetings to share information and 40% indicated they would utilize “passdown/guide books” as resources for various officer positions. Additionally, when asked “*what information they found to be most helpful,*” 40% of the respondents indicated a transition worksheet shared by the Office was going to be very useful.

What did you learn?

Transition issues affected organizations in a multiple ways, and frustration regarding unsuccessful past transitions was exhibited in all trainings. As noted previous, the majority of issues stemmed from a lack of shared information during transition rather than a lack of organization registration requirements. One student noted, “*All the details of the job were not passed on so people had to start from scratch,*” and during a presentation, a student noted that rather than spend time implementing the goals of the organization, they spent most of their time trying to understand who to email for various issues.

The Staff also learned that the Presidents wanted multiple types of information during times of transition. In addition to information about how to reserve rooms, implement and plan for recurring events, and build a team, Presidents also wanted information about the thoughts and personal experiences of their predecessor(s). As an example, one student stated in the survey that while basic information was passed down, they wished they had received information about “*...how intense the leadership position was, advice, hopes and regrets, so that I [didn't] start from square one, or make the same mistakes, and so I [could] carry the previous leaders' legacy forward.*”

The Staff also learned that over half of the students surveyed did not identify the JacketPages component as a required step in the student organization registration process.

Actions Taken

The Student Organizations and Leadership Coordinator is partnering with the President's Council Governing Board to offer more trainings specifically focused on student organization transition at various points throughout the year including Presidents' Summit in the fall. Additionally, the Student Organizations and Leadership Coordinator will continue to include transition training in the mandatory officer Orientation for newly chartering student organizations, with the hope that new officers will proactively plan for transitions before issues arise within their organization.

Transition resources will also be included in the Student Organization Resource Guide which was distributed to all Presidents and made available to advisors and Presidents through the Office of Leadership and Civic Engagement website.

All trainings and resources will focus more explicitly on the JacketPages requirement of student organization registration process and will include information about ways to share personal reflections.

Goal 3

Learning Goal

As a result of critical reflection, members of service-based student organizations who volunteer on a weekly or monthly basis will be able to articulate knowledge gained about their personal values, the service site, and community needs.

Outcome

Student volunteers will have an increased understanding of the impact of their service based on the three perspectives of the Social Change Model: individual, group, and community/society. Staff will gain a heightened awareness of reflection activities being used by student organizations.

Method of disseminating and using information for improvement

Results will be used to inform the development of trainings to increase student awareness of the impact of their on-going volunteer service.

Evaluation Strategy

Focus groups will be conducted with student volunteers.

Summary of Results

A total of nine students participated across three focus groups. Students completed an information sheet prior to the focus group, the information sheet asked for students to identify three personal values, to list the community partners they worked with on a regular basis, and to define “community” and “reflection.”

Students identified the following personal values:

- Family & friends
- Faith
- Grace / forgiveness
- Love
- Humility
- Empathy
- Doing your best
- Respecting others / Respect
- Reverence
- Integrity
- Always search for knowledge
- Leaving things better than you found them
- Reach for the stars
- Impact
- Selfless servitude

The following highlights responses and themes from the focus group discussions:

When describing their motivations for doing service, one student explained that the motivation stemmed from family values that emphasized the importance of a community and connectedness:

I feel like growing up my parents [...] taught me that you don't live life by yourself and everything you do connects. It relates to other people... You are where you are today not just because of what you've done but what other people have done for you, [...] like a community. And so you always should invest in that.

As a follow up to the conversation about personal values and motivations to engage in on-going service, students were asked if their values had been tested or clarified during their service experiences. The students' answers to this question further illustrated the students' ability to articulate knowledge gained about their personal values. For example, one student described how the Alternative Spring Break (ASB) experience, and specifically the ASB group reflections, challenged the student to reflect on the reasons, purpose, and goals for the students' service and life experiences:

It [reflection] makes you think about why do I do the things I do. Why do I want to live my life. What does that look like? You're at Tech and pursuing this future, what are you doing it for? Who are you doing it for? ... and I especially think it's important because sometimes at school those aren't the conversations you're having.

A consistent theme across all focus groups was the role of the community partner or service site in the students' ability to articulate knowledge about the site, service issue, and project. Students consistently agreed that when the community partner was actively involved in the introduction and orientation to the project or when its Staff was engaging in the project itself, students were able to better connect, understand, and articulate knowledge about the service site and the community needs. However, several students referenced that their understanding of the site or need did not always feel intentional – by the community partner or the student organization – but rather it occurred “accidentally” or “fell into their lap.”

Other student comments highlighted the importance of “conversations with people” in reference to conversations with the agency Staff or clientele and the opportunity for learning that emerged from direct interactions. One student explained that the opportunity to work along the Staff or clientele as part of the project was most beneficial to the student's understanding of the issues and ability to describe the agency mission and focus area:

I think where I've learned the most is maybe is where I'm actually working on the project and having some of those project coordinators [the agency representatives] or having people involved with the projects like working with you and just talking and through the casual conversations I think you can get some insight.

Another key theme across the three focus groups was service impact. The student discussions described two parallel ideas within the overarching theme of service impact. Students noted that personal impact was valuable. Learning about their service impact through personal interactions and “measure impact in human experience.” Yet, the second idea presented was that students did not feel that understanding impact was necessarily important to the service experiences. While they valued personal impact, especially as it related to relationships developed through service, students in each of the three groups mentioned that they did not feel a strong need to know or truly understand the impact of their service project to the community. One student elaborated that the role that service impact played in one's service experience depended on the type of service project. Additionally, the student spoke to Tech's student culture and the idea that Tech students typically will not dedicate time to a project that they feel would not have an impact – even if they may not know what that impact may be.

The conversation about understanding service impact connected with the theme of understanding community need. While one student agreed that knowing one's service impact was not always necessary, the student stated that if you do not understand impact, than

understanding the community need becomes even more important, especially as it related to on-going service experiences.

Impact is more on a personal level...but sometimes I feel in order to continue volunteering, if you can't see the impact, then you have to have a good understanding of the need... If you can't see any fruit from your work but you know that you're filling a need I think that's enough to go back. But if you don't know what the need is and you're just mindlessly doing things, then something else comes along. I think that's when people switch because they think, 'I can have an impact here.'

What did you learn?

Student feedback indicated that critical reflection occurred more frequently and more formally during immersion trips such as Alternative Spring Break or semester-long service-learning courses. Students expressed that it was harder to facilitate formal reflection during short term projects, especially given a student culture that emphasizes efficiency, is task-oriented, and overly involved in campus activities. While reflection may not always emerge in a formal setting, students indicated that it occurred informally through conversations with friends, with project leaders during the car ride back to campus, or through individual reflection.

Students shared examples of reflections that they have found meaningful and beneficial in the past as well as preferred language around the topic of reflection (i.e. “debrief”). Additionally, students articulated that, while they valued critical reflection, they perceived student organizations or themselves as not having the knowledge, skills, or resources to facilitate meaningful reflections.

Actions Taken

Based on specific suggestions offered by the focus group participants, Staff will identify “Service Debrief Workshops,” which will then be facilitated with student leaders of service-based organizations. These workshops will vary based on the type of service activity. In addition to providing tangible resources, the workshops will foster community building among the student leaders with the goal of encouraging them to be resources to each other.

In addition to workshops, attention will be paid regarding how to incorporate critical reflection and meaning making into the organizations’ evaluation of their respective events.

New Student & Sophomore Programs

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

The members of the 2013-2014 FASET Cabinet will be able to articulate the concepts of the Social Change Model and effectively implement the concepts as leaders in NSSP.

Outcome

As a result of serving on FASET Cabinet, students will be able to:

1. Define personal core values and articulate how core values motivate decision making.
2. Understand values-based leadership and the importance of being a values-based leader while a member of Cabinet.
3. Illustrate the behavior of what it means to be an engaged and active citizen of the Georgia Tech community.

Evaluation Strategy

Cabinet members will be asked to complete a survey consisting of a competency rubric as well as open-ended questions.

Method of disseminating and using information for improvement

Results will be used for continued development of the Cabinet training curriculum and shared within New Student and Sophomore Programs.

Summary of Results

Pre-Assessment

Ten FASET Cabinet members completed the pre-assessment. Members indicated their understanding of the Social Change Model by identifying their awareness of different

statements that illustrated the Social Change Model. A Likert scale was used in this assessment (1 being a “lack of understanding” and 5 being “strong understanding”). The mean results of the assessment were as follows:

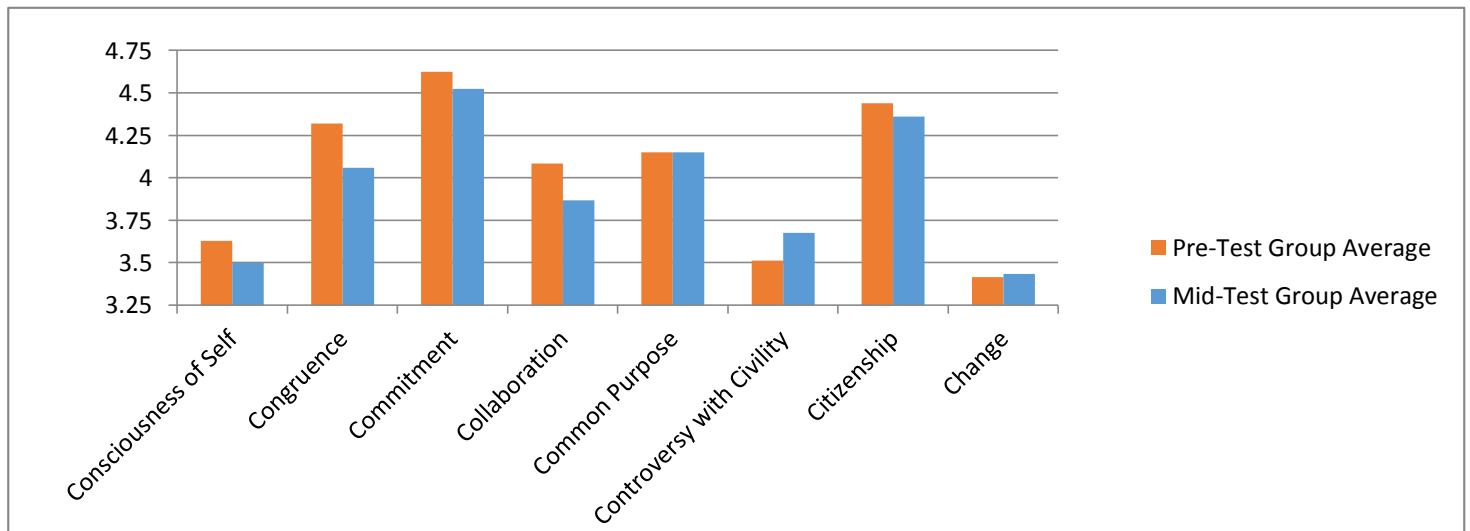
1. Consciousness of self: 3.67
2. Congruence: 4.32
3. Commitment: 4.63
4. Collaboration: 4.08
5. Common Purpose: 4.15
6. Controversy with Civility: 3.51
7. Citizenship: 4.44
8. Change: 3.42

From the pre-test, the members of Cabinet expressed a higher than average understanding of the concepts inherent to the Social Change Model.

Mid-Year Assessment

Ten FASET Cabinet members completed the mid-year assessment. The mean results of the assessment were as follows:

9. Consciousness of self: 3.5
10. Congruence: 4.06
11. Commitment: 4.53
12. Collaboration: 3.87
13. Common Purpose: 4.15
14. Controversy with Civility: 3.68
15. Citizenship: 4.36
16. Change: 3.43



The mid-year assessment illustrated a mix of results regarding the members' understanding of the Social Change Model. In members' responses to questions related to common purpose, controversy with civility, and change each revealed either increased, or no change in learning. The other components of the Social Change Model illustrated a decrease in understanding.

Cabinet members have a variety of campus involvement experiences, but for most, this was their first leadership role at Georgia Tech. One student had been a leader within Cabinet prior to this year. This one seasoned student leader experienced growth in all areas of the model. The remainder of Cabinet members either exhibited no change or a decrease in learning. This was not surprising as members gain a better understanding of who they are as a leader and may question what they knew about themselves in that process.

What did you learn?

Considering many of the members' responses to the pre-test were very high, the results of the mid-year assessment may be attributed to the members of Cabinet having a better understanding of the concepts, thus individual learning was more accurate and introspective. The decrease in consciousness of self, congruence, commitment, collaboration, and citizenship may also be attributed to the inability of members to complete the planned training model due to both outside factors and necessary adjustments to the training schedule due to programmatic needs.

Actions Taken

The FASET Cabinet training model will be completed by the end of August with a final post-test administered at that time. In the future, the model will adjust its schedule to better consider both the development of the members and programmatic needs.

Goal 2

Learning Goal

By participating in Wreck Camp, attendees will be able to articulate their personal definition of diversity, evaluate the influence of diverse groups in their experiences, and assess the value of diversity.

Outcome

By participating in Wreck Camp 2013, students will be able to:

1. Articulate their personal definition of diversity
2. Evaluate the influence diverse groups have on their experiences
3. Assess their personal value of diversity

Evaluation Strategy

Students will be given both a pre- and post-test during the Wreck Camp experience with specific questions focusing on diversity. Furthermore, conversations after the Wreck Camp experience will be conducted with participants regarding their views on diversity and lessons learned from Wreck Camp.

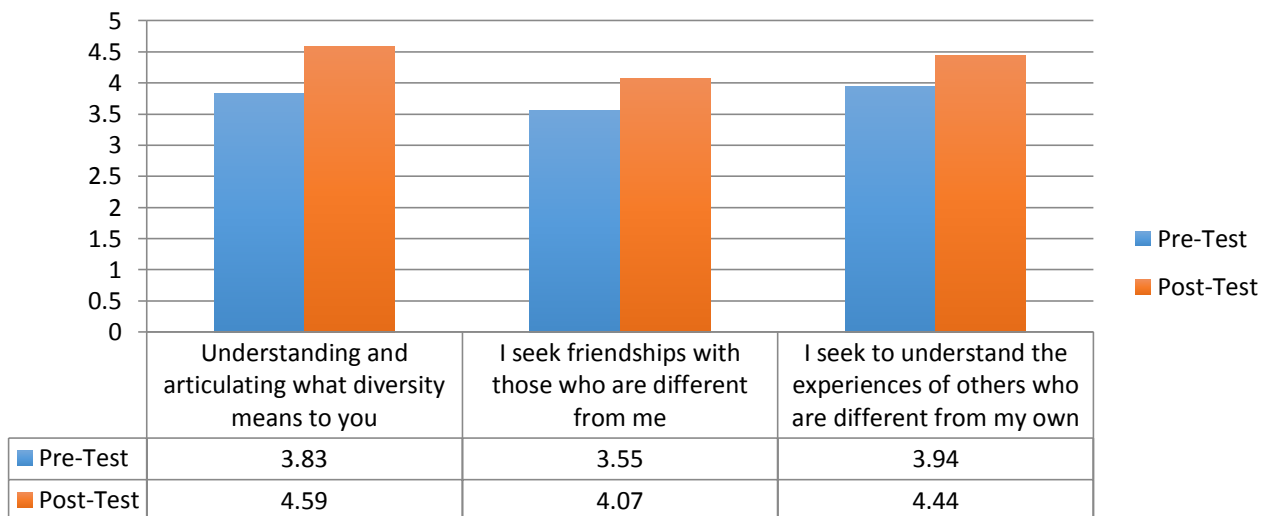
Method of disseminating and using information for improvement

Information will be used within the Office to evaluate the success of Wreck Camp, as well as inform needed changes for the 2014 program. Relevant information will be shared with campus partners participating in the program.

Summary of Results

Wreck Camp outcomes related to diversity were measured through two, open-ended, and three, Likert scaled questions. Responses for the three, Likert scaled questions demonstrated participant growth and learning.

Wreck Camp 2013 - Diversity Assessment



Students were asked to rate their comfort for a series of questions (1 being “uncomfortable” and 5 being “comfortable”). When rating the question “*Understanding and articulating what diversity means to you,*” students responded with an average of 3.83 on the pre-test. Following the program, students rated this same question with an average of 4.59. This showed a 19.74% growth in comfort for participants after the Wreck Camp experience.

For the other Likert scaled questions, students were asked to utilize a 1 - 5 scale (5 being the highest rating). The first statement related diversity outcomes, including “*I seek friendships with*

those who are different from me.” On the pre-test, students responded with an average of 3.55, with 55% of students rating themselves at a 4 or 5. Students demonstrated growth in responses to this question on the post-test, with an average of 4.07 and 78% responding with a 4 or 5.

The second question *“I seek to understand the experiences of others who are different from my own,”* garnered a pre-test average of 3.94, with 75% of students answering with a 4 or 5. Following Wreck Camp, the post-test produced an average of 4.44 and 91% of respondents answering with a 4 or 5. Between the two average scores, a 12.56% growth was evident.

Finally, students’ understanding of diversity was measured through two open-ended questions:

1. Pre-test: *“What does diversity mean to you? How do you expect to learn about diversity while at Wreck Camp?”*
2. Post-test: *“What did you learn about diversity? How will you bring what you learned back to Georgia Tech?”*

Students’ pre-test responses were more simplistic and focused on racial, ethnic, or cultural difference:

1. *“Diversity means the degree to which a community’s individuals differ in culture, experience, ethnicity, etc.”*
2. *“Meeting people of different beliefs, races, and demographics”*
3. *“Diversity-cultural, racial, sexual, etc. difference between people.”*

Following the program, many campers wrote on the post-test about a broadened definition of diversity. One student responded, *“When I first thought about diversity, I initially thought about race, but the experience taught me we all have a diversity of experiences, and it’s eye-opening to get to hear everyone’s.”*

Following Wreck Camp, a large percentage of students wrote about an increased open-mindedness to diversity, as well as the likelihood to seek it out:

1. *“That while everyone is different, we can all come together as one. I’ll be more excited to broaden my horizons.”*
2. *“Embracing diversity means becoming informed and experienced working with people both alike and different from oneself, especially in ways that add to a better global understanding.”*

What did you learn?

According to the survey results, the portions of Wreck Camp that focused on issues of diversity did achieve desired results. Students demonstrated growth in their understanding of diversity, as well as a greater appreciation for being part of a diverse community during their collegiate experience.

Actions Taken

Because of the demonstrated growth that students experienced as a result of the Wreck Camp programming, Wreck Camp 2014 plans to keep these elements the same, as well as encourage deeper conversations.

Goal 3

Learning Goal

Students attending Sophomore Leadership Forum will examine their leadership style, values, and perceived impact on campus and sophomore issues.

Outcome

Sophomore Leadership Forum participants will be able to:

1. Identify their personal leadership style
2. Evaluate their values and how it influences their leadership
3. Articulate issues within the sophomore class

Evaluation Strategy

Students attending Sophomore Leadership Forum will be administered a survey.

Method of disseminating and using information for improvement

Assessment results will be used to evaluate the effectiveness of this new initiative. Results will be shared with the Second-Year Experience Committee.

Summary of Results

Following the program, a survey was sent to those who were in attendance. Nine students responded to the survey. Students were asked to rate themselves for nine different statements where 1 was “strongly disagree” and 5 was “strongly agree.” The results drawn from the assessment were as follows:

1. I have positive connections with other members of my sophomore class: 4.78
2. I understand my style of leadership: 4.11
3. I understand how my personality and leadership interacts with others: 4.22
4. I know what I value and how it influences my leadership: 4.22

5. I am a leader: 4.56
6. I am making an impact on campus through my spheres of influence: 4.22
7. I understand the issues facing the sophomore class at Georgia Tech: 4.00
8. I am working to make the sophomore experience better for my class: 4.11

Overall, feedback was positive and demonstrated growth and learning for the student participants. When asked to rate the statement *“I am a leader,”* students responded with a high average score of 4.56. One student noted, *“The idea of gathering many passionate sophomores and discussing class issues was incredible.”* Another student responded, *“I met a lot of interesting people who were just as passionate as I am.”*

What did you learn?

NSSP learned that the changes to this sophomore initiative were positive. The change to Sophomore Leadership Forum was a positive step toward improving the program for future years. Based on the student responses, it appeared that the program was effective in reaching the intended goals of increasing understanding of leadership styles, values, and sophomore issues. However, these high averages could also be attributed to the high level of involvement and leadership of the participants. Overall, this new program proved to be successful in refocusing the event toward the needs of the sophomore population. Growth and greater campus integration however is needed for the event to fully reach its potential.

Actions Taken

The changes implemented for Sophomore Leadership Forum were positive. While all of the elements did not manifest for January, 2014, NSSP is hopeful to include additional new elements in the 2015 program. Examples of how to expand these changes for the 2015 program are listed below:

1. *Committee structure.* For 2015, NSSP will continue to utilize a committee of students, likely making the planning of the conference a responsibility of the Sophomore Programming and Resources Committee (SPARC)—a new student committee focused on assisting Sophomore Programs in carrying out successful initiatives for second-year students on GT’s campus.
2. *Date.* NSSP will host the event in January, 2015. By hosting the program during this time, NSSP will be able to help students make sense of their “slump” and reinvigorate them for success in the spring semester.
3. *Increased marketing and promotion.* Although the Office had a successful program with the students present, NSSP would like to see this number grow in 2015. This number will be increased through a greater distribution of information to campus through electronic (social media, plasmas, email), physical (posters, etc.), and personal means (visiting sophomore residence halls, sophomore organizations meetings). Also, with a greater

involvement by the SPARC, the Office expects that students will have a greater buy-in and participation in the conference.

4. *Greater campus involvement.* Based on student feedback and NSSP's experience with the event, there is a need for a greater integration of campus into the program for 2015. This will include speakers and presenters for the program, as well as potential small group facilitators. The 2015 plan includes the addition of facilitators for a smaller group of sophomores within the event.

Office of Student Integrity

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

Goal 1

Learning Goal

Students completing sanctions through the student integrity process will gain greater self-awareness.

Outcome

As a result of completing assigned sanctions through the student integrity process, students will report an increased self-awareness, for example: strengths, weaknesses, likes, dislikes, reputation, image, personal code values, and definition of success. In addition, students will be to identify personal changes or improvements might prove important in order to accomplish future goals.

Evaluation Strategy

Students who are assigned a reflective essay will discuss personal takeaways they may, or may not have gained from completing their assigned sanctions.

Method of disseminating and using information for improvement

Results will be shared with OSI Staff and the Dean of Students to evaluate current sanction models and practices. Projected results will allow the Office to determine modifications needed regarding current sanctioning practices and how to assist hearing officers assign meaningful sanctions as a part of the student integrity process.

Summary of Results

Of the 10 reflection or research papers assessed on a student learning rubric, four students demonstrated an increase in self-awareness of their behavior, five demonstrated limited self-awareness of their behavior, and one failed to demonstrate any self-awareness regarding the incident.

The papers evaluated as a part of this assessment were assigned as the result of a variety of violations: illegal downloading, trespassing, underage alcohol consumption, fake identification,

and harassment. All but one paper reflected on the impact of their behaviors on others through engaging in the conduct process. There seemed to be no indication that meeting with a specific Hearing officer or being found responsible for a specific violation resulted in an increase in self-awareness.

The other nine papers that were assessed indicated some level of regret for violating the Code and the possible impact violations could have on their future goals. The papers that demonstrated an increase in self-awareness discussed and reflected upon the impact the violation, process, and sanctions have had on their short and long term behavior.

The one reflection paper that failed to demonstrate any type of learning did not address the prompt, indicating that further analysis may be needed as to whether sanctions should be accepted as complete if no learning has been demonstrated.

What did you learn?

When looking at the prompts of the reflection or research papers, the prompts were often too focused on asking the student to demonstrate an increase in knowledge on the specific topic or social issue that resulted in the student conduct hearing.

Actions Taken

OSI will be reviewing and updating all requirements and language of written reflection or research paper sanctions so clearer direction and guidance can be provided. In addition, OSI will review procedures for sanctions being considered completed.

Goal 2

Learning Goal

As a result of serving on either the Honor Advisor Committee or Undergraduate Judiciary Cabinet, members will gain inter- and intrapersonal skills that can be used in their future careers and beyond.

Outcome

Students involved in either the Honor Advisory Committee (HAC) or the Undergraduate Judiciary Cabinet (UJC) will be able to:

1. Clearly and concisely ask relevant questions
2. Evaluate a variety of factors to make a consensus decision
3. Facilitate challenging conversations with peers
4. Manage personal values and biases
5. Articulate the importance of the student integrity process
6. Work in groups with diverse peers

7. Adapt and be flexible with changing situations and contexts

Evaluation Strategy

Student board members will be asked to keep a reflective journal chronicling their experiences. This reflective journal will be analyzed regarding learning. Student board members will also be surveyed to gain information on skills gained. Training session assessments will provide additional insight regarding board members' preparation and skills gained.

Method of disseminating and using information for improvement

Results will be shared with UJC justices, members of the HAC, OSI, and ODOS Staff to determine the effectiveness of current training practices. These results can also be used as a recruitment tool to sell potential members on the benefits of serving in this experience.

Summary of Results

UJC Responses

The quantitative survey results for the UJC indicated an overall positive experience. Justices unanimously either "agreed" or "strongly agreed" that trainings were relevant and useful to their roles. They also unanimously believed the experience met the following learning outcomes: improved their understanding of the importance of the student conduct process, improved their ability to work well in groups with different people, and improved their ability to clearly and effectively communicate. In regard to the other learning outcomes, 89% either "agreed" or "strongly agreed" that the UJC experience improved their ability in the other learning outcomes measured. The end of year interviews with the students provided qualitative support for these findings, as justices repeatedly discussed enjoying working with others who provided perspectives much different their own, increasing in their analytical skills, and becoming more effective communicators.

HAC Responses

The quantitative results for the HAC indicated an overall positive experience. Peer advisors unanimously either "agreed" or "strongly agreed" that trainings were relevant and useful to their roles. They unanimously believed the experience met the following learning outcomes: ability to clearly and concisely ask relevant questions, evaluating a variety of factors to make a consensus decision, improved their ability to manage personal values and bias, and improved their understanding of the importance of the student conduct process. A total of 80% either "agreed" or "strongly agreed" that the HAC experience improved their ability in the other learning outcomes measured. The end of year interviews with the students from this group revealed some different information, as some confusion arose as to how the learning outcomes fit their roles as advisors.

What did you learn?

In addition to affirming the importance and value placed on the UJC experience by its members, there were several other positive themes that emerged from these interviews. All justices had very high approval for the leadership and communication from the Chief Justice and UJC Advisor, justices appreciated that the group stayed engaged despite a limited case load, that they developed transferrable skills, and that they continued to feel true passion for the experience. Areas for improvement that were highlighted by most justices were trainings focused on understanding the finer details of the conduct process and more interaction and collaboration with Staff members.

The focus of HAC for the past year has been on rebuilding the organization, defining their purpose, and expanding programming. All members believed these priorities led to more organizational development over individual development. The group had been particularly pleased with the progress they had made on these fronts, but did believe more training was needed periodically to continue to refresh their skills and build upon their capabilities as peer advisors. The members believed continued guidance from OSI will be important in continuing their growth and development as individuals and as an important organization for the Georgia Tech community.

Actions Taken

Justices for the UJC have been very passionate about their involvement in the Student Integrity process. While most takeaways from the assessment were positive, there are still minor adjustments that can enhance the learning and skills of the justices. A clearer training schedule, highlighting specific skills or outcomes will be created during summer, 2014 and executed over the course of the fall, 2014 and spring, 2015 semesters. In addition, the board believed the historical gaps in perspective between Institute administration and student board members can be reduced with more interactions and stronger collaborations. One initiative for the 2014 – 2015 training will be intentional conversations between various Staff members involved in the Student Integrity process and the UJC.

As peer advisors and student ambassadors for academic integrity at Georgia Tech, the individual development of HAC members is critical. A multicultural competency training program is currently being developed and will be implemented. As OSI looks to improve outreach and awareness efforts, HAC can be in an integral piece to completing this goal.

Goal 3

Learning Goal

Intended audiences (Faculty, Staff, and students) will be able to articulate foundational elements of the student integrity process.

Outcome

As a result of presentations from OSI, intended audiences will have a greater understanding how the student integrity process is initiated, sanctioning models, and opportunities/resources/services offered by OSI.

Evaluation Strategy

Audiences will be asked to complete an electronic survey at the conclusion of the presentation.

Method of disseminating and using information for improvement

Results will be shared with OSI Staff and the Dean of Students to evaluate the following: what topics to include in outreach presentations, areas/populations/groups on campus less informed on the student integrity process, and other outreach methods might be developed.

Summary of Results

A total of 110 survey results were accumulated from Faculty, Staff, and students who attended informational sessions hosted by OSI. The electronic survey consisted of six statements where participants were asked to rate how much they agreed with each statement (strongly agree, agree, disagree, or strongly disagree).

The mean and median scores from this survey revealed most audience members generally agreeing with all six statements. The median response for each statement was “agree,” totaling 51.9 – 56.7% of responses for each respective statement. The statement that resulted in the highest mean was “*I understand the importance placed on student learning in the student integrity process*” (3.41) while the lowest mean resulted from the statement “*I know what sanctions are, and the different options that can be implemented during the process*” (2.91). All statements but the sanction statement noted previous resulted in less than a quarter of respondents disagreeing. For all statements, less than 1% of respondents strongly disagreed with any statement.

What did you learn?

The results from these surveys indicated that foundational information of the Student Integrity process was being divulged appropriately and effectively in these settings. Over 75% of audience members either “agreed” or “strongly agreed” with five out of the six statements, which indicated the learning outcome was being met for the most part. One of the most surprising, but affirming results was 97.2% of respondents either “agreed” or “strongly agreed” with understanding the importance placed on student learning in the student integrity process. This seemed to indicate the value and purpose of the process was well understood by the campus community.

Actions Taken

A vast majority of these responses came from presentations where OSI was invited to speak. While the response rates indicated a positive trend regarding the learning outcome being met, future actions will involve more outreach efforts on the part of OSI, specifically, increasing person to person interaction as the Staff seemed to excel in this capacity. This will include hosting more information sessions, reaching out to be a part of more presentations with even more Offices and/or programs, and taking into account the needs of specific populations.

Student Media and Publications

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

Goal 1

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

WREK Atlanta, the Office of Student Media, and the members of the Radio Communications Board (RCB) worked with the Office of Institute Communications (OIC) to coordinate a listenership survey that would gather data from the campus community as well as the metro-Atlanta area. OIC had handled such surveys in the past for the station, but upon meeting with the WREK Staff, OIC determined that the scope was too great and contacted a third party survey company which gave the station a multi-tiered quote for the work. Unfortunately neither the station, RCB, nor the Office of Student Media could afford the rates for any level of service.

What did you learn?

Needed survey data was not collected due to cost-related restrictions and therefore no assessment transpired.

Actions Taken

The Office of Institute Communications has agreed to work with WREK in early fall, 2014 to conduct an internal listenership survey at a much lower cost. As of April, 2014, the newly elected Program Director for the station has begun collecting information from current WREK Staff members' as to their opinions of the station's current programming format. Once collected, this data will to be used to determine possible internal programming style changes.

Goal 2

Learning Goal

Students enrolled in GT1000 courses will be able to name Institute student publications and opportunities for involvement within Student Media & Publications.

Outcome

Students will confirm knowledge of various publications, indicate readership, interest in becoming involved, and provide feedback for use by the student media organizations and the Office of Student Media.

Evaluation Strategy

Focus groups will be conducted to gather student knowledge and feedback.

Method of disseminating and using information for improvement

Results will be shared with respective publication Staff and used by the Office of Student Publications & Media for improving distribution, advertising, and integration into the campus community.

Summary of Results

One GT1000 class was surveyed and nine students were included in the focus group. The focus group netted clear results that this demographic of first year students had very little, if any, knowledge of student media organizations or services.

What did you learn?

The data generated made clear that a concentrated effort was needed to educate students on student media available at Tech. Students participating in the focus group raised concerns about distribution locations, signage, use of social media, and early orientation (FASET marketplace and Fall GT1000 classes). The group made clear that these strategies were needed to orient students to these organizations and their offerings.

Actions Taken

New initiatives were introduced to increase awareness of student media organizations through the creation of a Student Media Facebook page, digital announcements, and information being disseminated throughout the Student Center and on the Tech Trolley. An increased number of public service announcements for all student media organizations were placed in the *Technique* newspaper and information was updated on the Office of Student Media's web site.

Goal 3

Learning Goal

Multicultural student organizations will articulate their knowledge of student media protocol and policies related to advertising in the *Technique* student newspaper.

Outcome

As a result of gathering this information, students from multicultural student organizations will confirm their understanding of protocol and policies when considering advertising in the *Technique*. This will then assist student Staff to understand the use, or lack of use of the *Technique* for their programming and advertising needs.

Evaluation Strategy

Throughout the academic year the director, editor-in-chief of the newspaper, and sales and marketing coordinator, will collect data through a five question survey sent to the organization's President and/or public relations representative.

Method of disseminating and using information for improvement

Survey results will be shared with respective members of the Office of Student Media and the editor-in-chief of the *Technique* for improving advertising options for multicultural student organizations.

Summary of Results

To assess this outcome, “open” and “click” rates of MailChimp campaigns, as well as ads being placed in the *Technique* were utilized. From the six emails sent during the fall, 2013 semester, the “open” email rate was between 23% - 30%. During this semester, five multicultural student organizations placed a total of 10 advertisements in the *Technique*.

From the eight emails sent during the spring, 2014 semester, the “open” email rate was between 19% - 33%. During the spring, 2014 semester, five multicultural student organizations placed a total of seven advertisements in the *Technique*.

Specific feedback was not captured due to the lack of participation from student leaders of multicultural organizations. An email was sent with a survey link on April 21 with a follow up on April 24. A total of 19 out of 61 multicultural student organizations opened the email, but did not “click” on the link to take the survey.

What did you learn?

This data illustrated that while the student leaders of multicultural organizations were gaining better information regarding the student media protocol and policies related to advertizing in the *Technique*, as derived from the email “open” and “click” rates of the MailChimp campaigns, they still placed few advertisements during the fall and spring publication dates.

Actions Taken

The Office of Student Media will continue to advertise to multicultural student organizations and promote discounted rates for advertising in the newspaper.

Student Diversity Programs

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

Goal 1

Learning Goal

Students who complete the Diversity Ambassador Certificate Program will be able to identify programs, services, resources, and initiatives related to diversity efforts on-campus.

Outcome

Students who complete the Diversity Ambassador Certificate Program will be able to identify programs, services, resources, and initiatives related to diversity efforts on-campus.

Evaluation Strategy

Students who complete the Diversity Ambassadors Certificate Program will participate in a focus group to ascertain acquired knowledge.

Method of disseminating and using information for Improvement

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

Summary of Results

During spring, 2014 10 Diversity Ambassadors participated a two-hour training on diversity, campus diversity, and diversity-related resources on campus. All the students that responded noted that they “highly agreed” or “agreed” as a result of attending the training they were better able to identify diversity-related resources and initiatives on campus, they were more knowledgeable about campus demographics as related to representation on campus, they had an increased understanding of Georgia Tech’s position on diversity and the trajectory of

diversity efforts for the future, and they were better able to refer peers to appropriate offices and/or programs for services. Further, all students who responded could name three cultural celebrations observed on-campus and new insight into diversity initiatives on-campus.

What did you learn?

Student Diversity Programs was able to gain information on where the gaps in learning were evident with this group of students. The Diversity Ambassadors also required increased knowledge regarding campus related diversity resources, services, and initiatives.

Actions Taken

It was clear that Student Diversity Programs has to do a better job of making students aware of programs, services, and initiatives. The Office will participate in FASET Marketplace during 2014 to educate new students and families about student diversity initiatives. Additionally, Student Diversity Programs will host an event during RATS Week/Welcome Home Month and will be assigning Diversity Ambassadors to serve as diversity liaisons to key student organizations.

In addition, the Office is working on a new website and a marketing plan for the Diversity Ambassador Program.

Goal 2

Learning Goal

Georgia Tech employees who attend sponsored trainings will report an increase in their knowledge about social justice, and how issues of power, privilege, and oppression affect them personally and institutionally.

Outcome

Georgia Tech employees will report an increase in knowledge about social justice and how issues of power, privilege, and oppression affect them personally and institutionally.

Evaluation Strategy

The Office of Diversity Programs will create a survey to measure the acquisition of knowledge after the training.

Method of disseminating and using information for Improvement

The Office of Diversity Programs will create a survey to measure the acquisition of knowledge after the training.

Summary of Results

During spring, 2014 15 Faculty/Staff took part in a day-long social justice training. An online-survey yielded 12 responses for a return rate of 80%. Training was impacted by two major factors: (1) training had to be rescheduled due to an emergency and (2) the training was shortened by an hour due to a competing event. The following highlights findings from the surveys:

1. Participants noted increased confidence to articulate a definition of social justice and to define key concepts related to social justice.
2. Participants noted they felt “very confident” in their own self-awareness, ability to articulate dominant and subordinate personal identities, and how social justice can be part of their daily experiences.

What did you learn?

The training did not yield enough time for participants to work on action plans in small groups. Instead, a single action plan was addressed by the entire group. As a result, some participants left the training with a lack of confidence about creating an action plan for social justice. It was clear from the survey that participants wanted to spend more time understanding policies related to social justice and how they could implement social justice learning on campus and in their departments.

Actions Taken

In the future, when conducting social justice training with Faculty/Staff, time will be spent creating action plans and learning how to implement social justice on campus and in individual departments.

Goal 3

Learning Goal

Georgia Tech students who attend sponsored trainings will report an increase in their knowledge about social justice, and how issues of power, privilege, and oppression affect them personally and institutionally.

Outcome

Georgia Tech students will report an increase in knowledge about social justice and how issues of power, privilege, and oppression affect them personally and institutionally.

Evaluation Strategy

The Office of Diversity Programs will create a survey to measure the acquisition of knowledge after the training.

Method of disseminating and using information for Improvement

The data collected will be evaluated by Diversity Programs Staff to improve future trainings. In addition, data will be shared with OMED Educational Services and the Office of the Dean of Students Social Justice Committee to facilitate future trainings.

Summary of Results

During fall, 2013 22 students took part in a social justice training. An online-survey was administered to participants and yielded 13 responses for a return rate of 60%. During spring, 2014 10 students took advantage of the opportunity. Following the spring training, eight students provided feedback and learning gained for a return rate of 80%. The following highlights findings from the surveys:

Fall, 2013 Training

A majority of students who responded noted confidence in articulating a definition of social justice, defining key concepts related to social justice, an increased self-awareness, and awareness of their own dominant and subordinate identities. Further, respondents expressed confidence in how to work towards social justice competence and how what happened inside the training session mattered outside the training session.

Participants expressed being “very confident” in how thinking about social justice can be part of their daily experiences and the ability to describe/define microaggressions.

Spring, 2014 Training

Many of the same results were evident during the spring training as expressed during the fall training. The largest differential was found in how what was discussed inside the training

mattered outside the training. A total of 87.5% of students felt “very confident” in their agreement with that statement during the spring.

What did you learn?

Both trainings and subsequent surveys shed light that social justice is not part of the larger community discussion on-campus. Confidence in action planning was rated relatively high by both training groups, however this portion of the program needs to be further refined.

Actions Taken

The Staff trainers met with the fall student participants a month after the training to determine next steps. Six students attended the follow-up meeting. Students indicated that they were using social justice in their daily lives. After the follow-up meeting with students, the Committee decided they would like to open the training to additional students with modifications to the social justice action plan section.

Veterans Resource Center (VRC)

Established in the fall of 2013, the Veteran's Resource Center promotes student learning and development, and supports degree completion for students who are veterans, military, reservist, guard members, and dependents by providing comprehensive support services that enhance and compliment the academic experience.

A Director was hired and began employment in the fall of 2013. Assessment plans for the VRC will be developed for the 2014-2015 assessment cycle.

Women's Resource Center

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

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

Goal 1

Learning Goal

The Women's Resource Center will increase Faculty and Staff knowledge about sexual violence policies and procedures through distribution of the Gold Folder.

Outcome

After receiving the Goal Folder, Faculty and Staff will be exposed to information and resources related to campus based sexual violence policies and procedures, enabling them to be informed and take action as directed.

Evaluation Strategy

The Women's Resource Center Staff will send a survey at the end of the academic year to Faculty and Staff who received the Gold Folder.

Method of disseminating and using information for improvement

Highlights will be shared at Sexual Violence Task Force meetings and included in the WRC annual report.

Summary of Results

A survey was distributed to 5,000 Faculty and Staff members in April, 2014. The survey yielded a total of 823 responses. A total of 276 (33.5%) respondents noted receiving the Gold Folder. A total of 322 (39%) respondents noted not receiving the Gold Folder. A total of 227 (27.5%) respondents were unsure of receiving a Gold Folder.

Of the respondents who received the Gold Folder, 151 (56%) indicated it was a wealth of knowledge, 64 (22%) indicated they received some knowledge, 20 (<1%) indicated little or no information was gained by receiving the Gold Folder.

Of the respondents who received the Gold Folder, 217 (79%) gained a better understanding of what was expected of them when a student disclosed an instance of sexual violence, 22 (<1%) of respondents indicated they did not understand or were unsure of the expectations when a student disclosed an instance of sexual violence.

Of the respondents, 75% of respondents noted they would refer students to the Women's Resource Center. Other departments that were noted included the Stamps Health Services (53%), Office of the Dean of Students (56%), Georgia Tech Police Department (68%), Georgia Tech Counseling Center (57%), and the Women's Clinic (41%). The remaining respondents indicated an interest in referring to either Greek Affairs, an Academic Department, or Health Promotion.

The survey also included an option for respondents to add comments. Below is a summary of recommendations/comments:

1. The Gold Folder did not address resources for men or transgender victims, and should be more gender inclusive.
2. A number of people do not remember receiving a Gold Folder, but would like to have access to it online.
3. Provide a reference sheet that can be given to victims.
4. Have extra Gold Folders for Staff members.
5. Many comments noted the Gold Folder was appreciated and believed it was helpful and important tool.

What did you learn?

Most importantly, the WRC Staff learned that for the Faculty and Staff who did receive the Gold Folder, it was a good resource that provided useful knowledge and could be used in necessary situations. The WRC Staff learned there was a strong desire for the Gold Folder to be created as an online resource, but Faculty and Staff also appreciated having the physical folder in their Offices.

Actions Taken

Given the feedback provided, the WRC plans to implement the following:

1. Send the Gold Folder to each Office at the beginning of the fall, 2014 semester, as well as providing an online version of the folder. Place a link to the online version of the Gold Folder on the Women's Resource Center and VOICE websites.
2. Review the Gold Folder and find ways to make the information more inclusive for specific populations of students that are affected by sexual violence.
3. Create a reference sheet that Faculty and Staff can give to students if they disclose an instance of sexual violence.

Goal 2

Learning Goal

As a result of VOICE Peer Education Training participants will be able to demonstrate advocacy skills and articulate campus resources regarding the prevention of sexual violence.

Outcome

As a result of VOICE Peer Education Training participants will be able to demonstrate advocacy skills and articulate campus resources regarding the prevention of sexual violence.

Evaluation Strategy

1. Pre- and post- training self-assessments of VOICE peer educators.
2. End of service focus group with VOICE peer educators.

Method of disseminating and using information for improvement

Highlights will be shared at Sexual Violence Task Force meetings and included in the WRC annual report.

Summary of Results

WRC Staff received 10 out of 10 responses to the pre- and post-training self-assessments and additionally, the 10 peer educators participated in the end of service focus group. Respondents were asked open-ended questions as well as scaled questions regarding rape myths and comfort level with the topic of sexual violence.

Prior to training, one respondent reported having previous, formalized sexual violence prevention or response training, but all respondents accurately defined sexual violence. Also prior to the training, less than half (40%) of respondents were able to identify three or more resources for sexual violence prevention or response, while after the training all respondents were able to list and describe the services of five or more resources.

Following training, all respondents reported that they believed peer educators played a key role in sexual violence prevention on campus and that they had gained enough information about sexual violence to confidently engage in formal presentations and to facilitate conversations with their peers. There were several unplanned opportunities for the peer educators to formally engage with their peers related to issues of sexual violence on campus, the peer educators found these to be particularly beneficial. Some respondents identified in the focus group that they would have liked opportunities to formally practice presenting or facilitating.

What did you learn?

WRC Staff learned that the peer educators came with some knowledge of sexual violence prior to training, but that their knowledge about the causes of sexual violence (rape culture, power/control, etc.) were not fully developed. The Staff learned that after the training peer educators were able to talk extensively about rape culture and its relationship to sexual violence. Further, while prior to the training all of the peer educators stated that they would be willing to help a survivor of sexual violence, after the training they were able to identify more resources for survivor support and felt more confident in their advocacy skills. After training, peer educators could identify a wide range of bystander behaviors and felt confident utilizing those skills, and all of the peer educators felt they played a significant role in sexual violence prevention on campus.

Actions Taken

As a result of this assessment the WRC with the assistance of Health Promotion will:

1. Create more formal and informal opportunities for peer educators to present or facilitate conversations throughout training.
2. Place a stronger emphasis on developing the facilitation skills of peer educators.

Goal 3

Learning Goal

As a result of receiving services from the WRC, survivors of sexual violence will be able to demonstrate knowledge gained about campus processes and the support resources that assisted in their coping.

Outcome

Survivors of sexual violence who receive services from the WRC will indicate learning gained regarding campus processes and support resources.

Evaluation Strategy

Survivors will receive a survey from the Women's Resource Center to obtain feedback.

Method of disseminating and using information for improvement

WRC Staff will review the findings once a semester and will share results with the Sexual Violence Task Force, WRC Advisory Board, and in the WRC annual report.

Summary of Results

The WRC received two out of eight responses, a 25% response rate. All respondents indicated they received timely feedback from the Women's Resource Center Staff, and would recommend a friend, peer, or classmate to the Women's Resource Center. A respondent also suggested developing resources for parents/family/supporters.

What did you learn?

The WRC Staff learned that survivors were being provided timely and effective assistance.

Actions Taken

As a result of this assessment WRC Staff will:

1. Ensure that the Staff continue to engage with students about support groups.
2. Create a resource for students to give to parents/supporters about sexual violence issues.

Human Resources and Finance

The Director of Human Resources and Finance is the senior finance and human resources officer for the Division. Director reports to the Vice President of Student Affairs and provides executive reporting and oversight of the entire Division's resources. The Director further provides leadership to other Unit Directors/Dean with respect to budget preparation, budget amendments, and incidents/concerns associated with human resources.

Goal 1

Continuously improve the fiscal management of the Division of Student Affairs' 5 million+ budget.

Outcome

The Director of Human Resources and Finance will annually balance the Division's fiscal budget.

Evaluation Strategy

All fiscal transactions will be tracked and recorded.

Method of Disseminating and Using Information for Improvement

Information pertaining to the Division's budget will be documented and shared with the Vice President for Student Affairs (VPSA) and the VPSA's Cabinet.

Summary of Results

Out of \$5,359,402 allocated to Student Affairs, \$467,674 was transferred to another department leaving \$4,891,728, of which only \$1.89 was returned to the institute during closeout FY14. The \$467,674 was transferred out of the Division's budget due to the fact that Career Services, now Center for Career Development and Discovery, is no longer housed in the Division of Student Affairs.

Actions Taken

Continue sound fiscal management of resources in accordance with Georgia Tech policies and procedures.

Goal 2

Increase the likelihood that potential employees in the Division of Student Affairs have a working knowledge of budget-related process and procedures and will effectively manage respective budget(s).

Outcome

Candidates for potential employment in the Division of Student Affairs will articulate their prior budget experience and knowledge of sound fiscal practice.

Evaluation Strategy

During the interview process candidates will be interviewed by the Director of Finance who will observe and record candidate's budget-related experiences.

Method of Disseminating and Using Information for Improvement

Throughout the fiscal year, the Director of Human Resources and Finance will document all fiscal transactions and report budget updates on a regular basis to the Vice President for Student Affairs (VPSA) and the VPSA's Cabinet.

Summary of Results

During the 2013-2014 fiscal year, forty-two candidates were interviewed by the Director of Human Resources and Finance. Candidates articulated their budget-related experiences and were informed of budget-related process and procedures at Georgia Tech. Fiscal-related questions and candidate responses did not appear to have a positive or negative impact with respect to whether or not a candidate accepted a position.

Actions Taken

The Director of Human Resources and Finance will continue to interview potential employees in the Division of Student Affairs.

Leadership Education and Development (LEAD) Program

Helping students become leaders for today and tomorrow since 2005. Leadership takes place at all levels on the Georgia Tech campus — it's not just for those in formal leadership positions. The Student Affairs' Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills that can be applied to all areas of their personal and professional lives, now and in the future. The LEAD Office offers a thoughtful and intentional series of academic, experiential, and co-curricular activities to help students prepare for leadership in a rapidly evolving global society.

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

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

The Minor in Leadership Studies, offered in partnership with the School of Public Policy and the Scheller College of Business, gives undergraduate and graduate students an opportunity to deepen their focus on leadership through the Foundations of Leadership course, specific fields of interest, and a leadership internship. LEAD facilitates programs that focus on the relationship between technology, globalization, and leadership in the contemporary marketplace.

Leading Edge is a co-curricular leadership development experience for undergraduate students where participants work one-on-one with a trained leadership development coach (Georgia Tech PhD / Masters student) to intentionally explore and enhance their leadership skills. Over the course of a semester, students receive feedback from coaches, peers, staff and faculty, conduct experiments and engage in critical reflection in order to prepare them for real results now and in the future.

The Grand Challenges Program, a living-learning community for incoming freshman students, helps students develop leadership, teambuilding, and analytical skills not taught in traditional classes. In this program, students live together in a residence hall and engage with faculty from a variety of disciplines on a frequent and casual basis. The students also take one academic class per semester together and, in groups of eight to ten mentored by a faculty member, develop a proposal for a potential solution to a real-world problem. Students in the Grand Challenges living-learning community meet regularly with faculty mentors in both formal and informal settings.

Goal 1

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

Outcome

Increase student enrollment in the Minor of Leadership Studies by forty 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, Other programs

Summary of Results

Total enrollment in the minor increased from 75 to 101 enrolled students. 10 students graduated with a minor in leadership studies in spring 2014 for a total of 37 students in total who completed the minor.

Actions Taken

Current practices toward increasing student enrollment in the Minor of Leadership Studies will be continued. With the growth of LEAD programs, interested students will be identified to increase enrollment.

Goal 2

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

Outcome

Increase number of courses offered in the Minor of Leadership Studies by forty percent.

Evaluation Strategy

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

Method of Disseminating and Using Information for Improvement

Web, Daily Digest, Alumni Magazine

Summary of Results

LEAD and ILE successfully added 8 new courses to the minor of Leadership Studies.

Actions Taken

Course proposals, syllabi, and necessary documentation were created for submission to IUC and faculty senate. Respective schools and colleges also approved new courses.

Goal 3

LEAD will enhance retention rates and student persistence among Georgia Tech students.

Outcome

Students residing in the Grand Challenges Living Learning Community will be retained at higher rates compared to their peers not residing in the Grand Challenges Living Learning Community.

Evaluation Strategy

Data analysis. Second year retention rates will be studied between students residing in the Grand Challenges Living Learning Community and peers not residing in the Grand Challenges Living Learning Community.

Method of Disseminating and Using Information for Improvement

Retention rates will be disseminated among the Grand Challenges Living Learning faculty, staff, and other stakeholders.

Summary of Results

Grand Challenge students show an increased Georgia Tech retention rate, as demonstrated in Figure 81. The retention rate for GCLLC-1 was 100%, in comparison to a record high at Georgia Tech of 96% in fall 2013. The retention rate for GCLLC-2 will be available after the consensus date in fall 2014.

Actions Taken

Re-engineering of social and academic elements of the community should ensure an even stronger sense of community and commitment to persist at GT

Goal 4

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

Outcome

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

Evaluation Strategy

Number of participants will be tracked.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

With the launch of the Leading Edge Program and the Leadership Development Portal, more than 400 students have participated in 360 Assessments, One-on-One Leadership Coaching, and/or Team Assessments.

Actions Taken

Rolled out Leadership Portal (core application), launched Leading Edge one-on-one leadership coaching program, completed semester and year-long Team Assessments in seven academic classes and selected 17 graduates level Coaches for AY13-14.

Goal 5

LEAD will improve student collaboration capabilities.

Outcome

The Grand Challenges Living Learning Community will teach students to: 1) Identify global problems; and 2) Work collaboratively in a multidisciplinary, project-based environment.

Evaluation Strategy

Direct observation and survey

Method of Disseminating and Using Information for Improvement

Information regarding student perceptions as to how, if at all, the Grand Challenges Living Learning Community enhanced their collaborative capabilities will be disseminated among Grand Challenges Living Learning Community faculty and staff as appropriate.

Summary of Results

The overwhelming majority of the GCLLC students surveyed report that as a result of being in Grand Challenges, they had grown in their ability to analyze problems, work cooperatively in groups, lead groups, and in their inspiration to make positive differences to improve the world;

GCLLC students earn higher GPA's than their non-GC peers during both their freshman and sophomore years ($p < 0.05$); and

In describing the GCLLC program in Focus Groups, students commonly emphasize community, problem solving skills, student empowerment, leadership, and increased social and academic confidence.

Actions Taken

Second year program was established to mentor and assist students with project implementation.

Office of the Arts

The Office of the Arts programs an outstanding season of jazz and world music, contemporary dance and theatrical performances, many of which include residency activities that go beyond the performance to involve Georgia Tech students. The Office of the Arts also presents a variety of visual arts in the Richards and Westbrook Galleries, many of which supplement the performances on stage. As the arts center for the Georgia Tech campus, the Office of the Arts endeavors to offer opportunities for students to engage with world-renowned artists in the exploration of science and technology through academic collaboration.

Goal 1

Increase collaborative efforts with campus constituents.

Outcome

An increase in collaborations with academic units and various student organizations will broaden the campus experience for a greater number of students.

Evaluation Strategy

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

Dissemination Method

This information can be used by the Division of Student Affairs as an example of collaborative efforts made within the division.

Summary of Results

While collaborative efforts with some of our usual campus partners continued (College of Architecture, Music Technology, and LMC to name a few), the TechArts Festival was an effective way of increasing awareness of the Office of the Arts, its new mission, and its willingness to collaborate with other campus constituents. In its first year, the TechArts Festival was only one weekend of events. However, this past year it was expanded from its normal 3-day run to a 2-week event, full of various visual and performing arts activities. Collaborating with the Council of the Arts, and including existing arts-related events such as the Art Crawl and Guthman Musical Competition, resulted in an increased participation from the campus, and attendance at various events by faculty, staff and students reached over 6,600.

There is still a need for other departments on campus to recognize the value that the arts can bring to their respective disciplines. Our resident artist, Jonah Bokaer (choreographer) has

opened the door for more conversations of collaborative work with GT Marching Band as well as Athletics, which is significant since we've had no previous relationship with them.

Actions Taken

A new Director for the Office of the Arts was named and will start in the fall of 2014. The Director will lead the office in building relationships internal and external to the community and finding innovative new ways to further collaborate with GT faculty and staff in fusing arts and science/technology in a way that is uniquely Georgia Tech.

Goal 2

Increase the level of Multicultural competency of student employees working in the front of house and backstage production areas.

Outcome

Students will have a greater awareness and understanding of the importance of multicultural competency, and what that means in today's society.

Evaluation Strategy

Include Multicultural competency language in the training/application process, and require students to complete a pre and post-hire MCC survey.

Dissemination Method

Students will be required to complete a Multicultural competency survey upon hire and termination. Results will be shared with the Multicultural Competency Committee in Student Affairs to identify areas/opportunities for improvement.

Summary of Results

This goal was not met and needs to be further evaluated to decide the best method of dissemination. A survey of three questions were included in the application process, but students who work as ushers tend to quit without notice, therefore gauging whether the experience with the Office of the Arts heightened their multicultural competency cannot be

determined. Most, if not all, indicated in the initial survey that they typically socialize with people of the same ethnicity/background and had very little experience with other cultures prior to becoming a student at Georgia Tech.

MULTICULTURAL COMPETENCY
What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
Can you recall a time when a person's cultural background affected your approach to a situation?
How would you rate your current level of multicultural competency (on a scale of 1-5 with 5 being the highest level)?

Actions Taken

The attempt to gather such data from student employees in the theater led us to the discovery that many international students apply for the job in order to obtain a social security number and then work very little, if at all. Then this strategy is shared amongst their friends who perpetuate the cycle. This has prompted our office to review the amount of turnover, and slightly alter hiring practices and procedures in an effort to encourage those students seriously looking for work to apply. Student positions for the theater are now posted on the Federal Work Study board as well as the Student Center job board.

Goal 3

Increase the amount of grant funding secured to support educational programming of the Office of the Arts.

Outcome

The Office of the Arts will be able to support additional educational programming through the financial support that grant funding provides.

Evaluation Strategy

Grant awards are tracked through the Grants & Contracts office at Georgia Tech as well as the Office of Sponsored Programs. Georgia Tech Office of Development also tracks all foundation funding that has been applied for in the past. All grants that were successfully funded can be found in the WebGrants Management system in Techworks, along with an itemization of the expenses that were covered by the funding.

Dissemination Method

The Business Manager of the Office of the Arts will use past grant information to decide (along with the Director) which funding organizations are the most viable, and what resources and opportunities are available.

Summary of Results

Due to drastic funding cuts to the arts in the state of Georgia, funding for programs has become much more restrictive and challenging to secure. For example, Fulton County Arts Council has had their budget cut in half in the past few years, which in turn reduces the amount of funding they can provide to organizations like Office of the Arts. In the past five years, funding has decreased from \$20-\$30K to under \$5K or none at all. Granting organizations have changed their priorities as well with a very strong focus on community and economic development. As the Office the Arts has become more inward reaching in its new mission, the focus for funders is more outward reaching. The community aspect of the arts education program that we currently have in place doesn't have enough depth to be competitive against other organizations whose sole focus is the community.

Actions Taken

To ensure that our office is not missing out on or overlooking an opportunity for funding, we've enlisted the help of the GT Development Office to research relevant funding opportunities for Office of the Arts' existing educational programs and residencies, including grants that focus on higher education. The Development team will write letters of interest/intent to applicable foundations, and work with the Office of the Arts to submit various grant proposals.

Goal 4

Take on a more significant role in the Woodruff Arts Center pass program.

Outcome

The Office of the Arts and the Woodruff Arts Center will work together to create a more effective marketing campaign to highlight the benefits of the WAC pass, which will result in an increase in the number of WAC passes sold, giving more students various opportunities to be exposed to the arts.

Evaluation Strategy

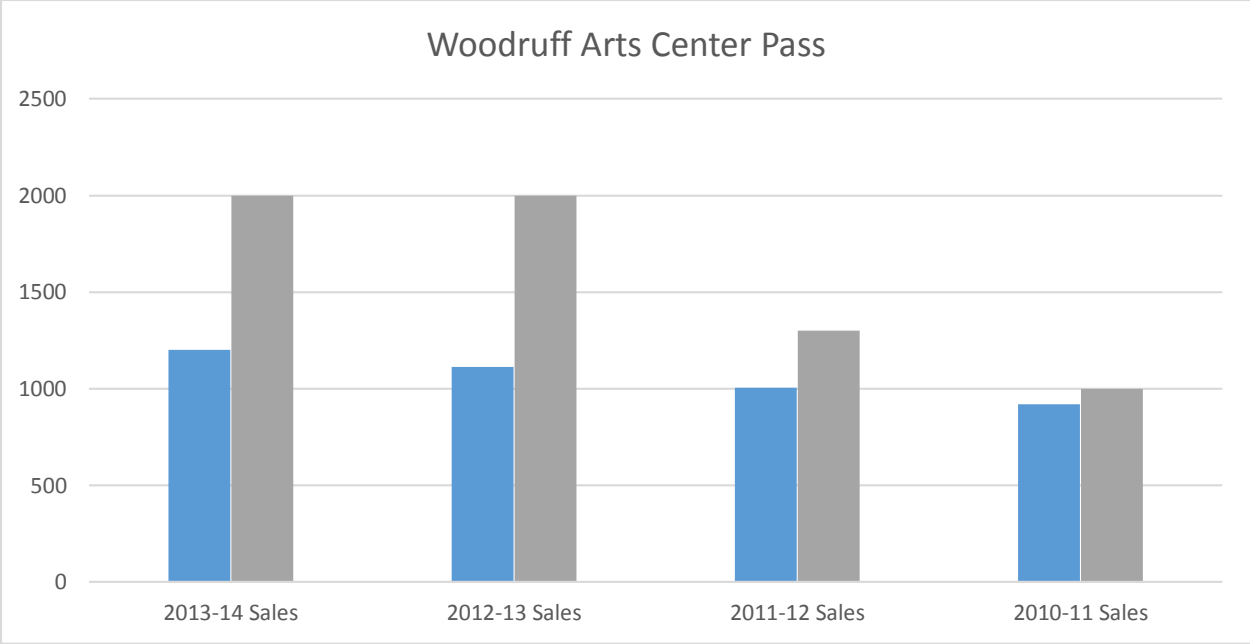
The Ferst Center Box Office is responsible for the WAC pass sales and tracks those sales via Patrons Edge, a ticketing software system.

Dissemination Method

Both the Office of the Arts and the Woodruff Arts Center can use the sales information to evaluate which students are buying the passes and if they actually attend the events. This will in turn drive future marketing plans and opportunities for improvement.

Summary of Results

As a result of the collaborative effort between the Office of the Arts and Woodruff, the number of pass holders increased by 7% from last year. Based on a survey of pass holders, over 80% of the students already had an appreciation for the arts when they came to GT and an equal amount regarded the season pass being a great value. Issues such as transportation and time constraints due to academic workload can make it challenging for students to attend some of the special events available for WAC pass holders.



Actions Taken

The Office of the Arts has stepped up to be the primary administrator of the Woodruff Arts Center program, in collaboration with Woodruff Arts Center. This has helped bring a sense of stability and accountability to the program, as student leadership changes annually. To address the transportation issue, the number of stinger shuttle buses available for VIP night and GT night at Woodruff were increased to ensure students didn't have a long wait and could easily get to the venue. Those involved in the program (Office of the Arts, Woodruff, SGA) will have an end-of-year meeting to discuss challenges and opportunities to improve the program and increase the number of pass holders for the 14-15 academic year.

Office of Information Technology (OIT)

The Office of Information Technology (OIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Affairs. OIT Staff works in partnership with units to meet the unique needs of a leading research institution. OIT in Student Affairs serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Affairs.

Goal 1

Operational Goal

Student Affairs IT will improve server and web site security.

Outcome

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

Evaluation Strategy

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

Method of Disseminating and Using Information for Improvement

Information will be disseminated to the technical staff during monthly meetings. When necessary, we will notify the OIT of potential risks.

Summary of Results

No unusual activity was noticed in the server log files.

Host based firewall on the Career Services server was too permissive.

Actions Taken

Reviewed network firewall rules with OIT to remove holes for computers that no longer exist. Modified network firewall rules to match the services currently being provided. Modified

network firewall rules to temporarily allow access to the CCDD (formerly Career Services and DoPP) network. Attempted to get Student Publications to migrate to a network with more student computers, but they did not have the time to get it done.

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

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 the anti-virus 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

July 2013	18
Trojan	18
August 2013	50
Trojan	50
September 2013	27
Trojan	27
October 2013	8

Trojan	8
November 2013	10
Trojan	10
December 2013	12
Trojan	12
January 2014	24
Trojan	24
February 2014	375
Trojan	375

Actions Taken

In February 2014, SAIT removed McAfee ePO from all computers and replaced it with Microsoft's management console (SCCM) and end point protection (SCEP). We also enabled Windows firewall on all computers. The firewall rules are based down to each machine using Active Directory group policy (GPO). We had been using McAfee HIPS for our host based firewall solution.

We have adjusted our rules in SCEP to mimic as best we could the rules we had created in ePO. We also added email notifications to SCEP so that the SAIT team will get an email when a virus is located on a machine.

Goal 3

Learning Goal

SAIT will educate users on topics of data security, including restricting access to sensitive student data, removal of sensitive data from general-use desktops, and the storage of this data on secured servers.

Outcome

The division of Student Affairs users will demonstrate knowledge of data security as evidenced by 80% or higher via a survey following a data security workshop.

Evaluation Strategy

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

Method of Disseminating and Using Information for Improvement

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

Summary of Results

No training has been scheduled for this evaluation period.

Actions Taken

We are working with OIT and the departments within Student Affairs to get training scheduled before Aug 15 2014.

Goal 4

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of Disseminating and Using Information for Improvement

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

Summary of Results

The system has 36 users in it. 31 different events were attended by 36 users. The system has given 79 awards.

Actions Taken

Adding more awards to reward users for using the system. Added more detail to the dashboard so that users can see their progress towards each level and the certificate. The dashboard also includes information about each department in an attempt to create some friendly competition between areas. Lastly, we are working on a reading library that contains internet articles relevant to the topic.

Parents Program

The Parents Program is designed to help inform parents of undergraduate Georgia students of helpful resources, involvement opportunities, and ways to stay connected throughout their student's career at Georgia Tech. While the department may work directly with parents and family members, it is a student-focused service. The ultimate goal of Parents Program is to partner with parents and family members to help their students succeed.

Goal 1

Operational Goal

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

Outcome

- A. The Parents Program will increase the number of volunteer opportunities, both on and off campus, by 10% in comparison to the previous year.
- B. The vast majority of survey respondents (75%) will report high levels of connectedness to Georgia Tech.
- C. The Parents Program will increase by 1 the number of opportunities for interaction between parents and Georgia Tech community members including faculty, staff, alumni, fellow parents, students, etc.
- D. The vast majority of respondents (75%) will report that Family Weekend met or exceeded their expectations.

Evaluation Strategy

Outcome A.1. The Parents Program will track and provide evidence of increase in the number of parents involved in volunteer opportunities when compared to the previous academic years.

Outcome B.1. The Parents Program will ask survey respondents in the following surveys about increased feelings of connectedness: Family Weekend 2013 Survey, Parents Advisory Board Fall & Spring Meetings Surveys.

Outcome C.1. The Parents Program will provide evidence of increase in the number of parents who attend regional events by comparing the appropriate statistics kept during previous academic years.

Outcome C.2. The Parents Program will assist in facilitating and monitor increased opportunities for interaction when Student Affairs staff members travel due to work duties.

Outcome C.3. The Parents Program will assist in facilitating and monitor increased opportunities for interaction when alumni networks host Georgia Tech events open to parents.

Outcome C.4. The Parents Program will assist in facilitating and monitor increased opportunities for interaction amongst Georgia Tech parents regionally by way of lunch meetings, game viewing gatherings, Accepted Student Meet & Greets, etc.

Outcome C.5. Monitor the effectiveness of electronic methods of parent to parent communication, such as the Parents Program and Family Weekend Facebook pages, etc.

Outcome D.1. The Parents Program will conduct a short electronic survey by e-mail, distributed amongst attendees of Family Weekend, to determine quality and satisfaction with their Family Weekend experience.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

- Of the 218 respondents to the 2013 Family Weekend Survey, 93.1% reported that Family Weekend 2013 "Exceeded or Met" their expectations.
- On a 1-4 scale (4=Excellent, 1=Poor) 213 respondents (89%) rated Family Weekend "Excellent" or "Good"; "On-site Check-in" received the highest mean rating of 3.71; and "Event Price" received the lowest mean rating of 3.36.

Actions Taken

Based on assessment results, Parents Program will continue to provide programs and services that allow them to feel connected to Georgia Tech and support the academic and personal development of their student(s).

Goal 2

Operational Goal

Parents Program will be the primary source of reliable, timely, and accessible information regarding Georgia Tech and the Georgia Tech student experience to help Georgia Tech parents better support their students.

Outcome

- A. The vast majority of Parents Program webinar participants (75%) will report a high level of satisfaction with the content provided.
- B. The vast majority of respondents (75%) will report that *ParentNews* meets all or exceeds expectations.

Evaluation Strategy

Outcome A. The Parents Program will conduct follow-up surveys with webinar participants.

Outcome B. The Parents Program will administer a spring 2014 *ParentNews* Readership survey to determine satisfaction levels with *ParentNews*.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

1,261 GT parents responded to the spring 2013 Parent Survey. Over one-third (38.5%) of respondents reported that *ParentNews* “Exceeds/Meets All Expectations”. Over half (50%) of the respondents reported that *ParentNews* “Meets Most/Some Expectations”.

Actions Taken

Parents Program will continue to improve the extent to which *ParentNews* “Exceeds/Meets All Expectations” by reviewing survey results with stakeholders and incorporating suggested changes from open ended survey question responses. Over half (53%) of parent respondents, for example, wanted more information about Career Planning in *ParentNews* and 41.1% expressed interest in receiving more information regarding student safety.

Goal 3

Operational Goal

Parents Program will increase the frequency and engagement rates of articles in *ParentNews* which promote multicultural awareness among the Georgia Tech community members.

Outcome

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

Evaluation Strategy

The Communications Officer will seek additional multiculturally-related content for *ParentNews* information throughout the year and will track the increased readership (e.g. click through rates) of these articles in comparison to non-multicultural content within *ParentNews*.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

The Communications Officer increased multiculturally content in *ParentNews* to monthly articles compared to quarterly articles in previous years. An employment transition occurred in the spring of 2014 and at the time of this report (July, 2014) readership tracking data was not available.

Actions Taken

N/A

Goal 4

Operational Goal

Parents Program initiatives will positively impact the retention of undergraduate Georgia Tech students toward graduation.

Outcome

The majority of Family Weekend 2013 Survey respondents (50%) will report that their participation in Family Weekend will help them better support their Georgia Tech student toward earning their degree.

Evaluation Strategy

The Parents Program will ask survey respondents in the Family Weekend 2013 Survey if their participation in Family Weekend will help them better support their Georgia Tech student toward earning their degree.

Method of Disseminating and Using Information for Improvement

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

Summary of Results

Of the 1,372 parent respondents to the survey question which asked, "As the parent of a Georgia Tech student, to what extent do you feel like a part of the Georgia Tech community?" Over one-fourth (28.1%) reported, "To A Very Large/Large Extent", 65.4% reported, "To a Medium/Small Extent", and 6.4% reported, "Not At All" when asked the same question.

Actions Taken

With some members of the Parents Program Advisory Board rotating off and on the board, Parents Program staff will collaborate with Advisory Board members, all of which are parents of current GT students, to identify further ways to engage parents and make them feel more connected.

Parents Program Addendum A

“Please identify seminar topics that might have interested you for Family Weekend 2013”?

Hypnotist or comedy show or gymnastics

10/3/2013 3:33 PM View respondent's answers

10/2/2013 3:31 PM View respondent's answers

We are from MD so we flew in and were unable to attend the seminars on Friday as we got in later than scheduled everything was well done

10/2/2013 2:32 PM View respondent's answers

Housing and meal plan options for upper class students to help them make choices in their sophomore year and beyond. Transportation options around campus and Atlanta so we can fend off queries about when we are going to buy them a car so they can get around.

10/2/2013 2:30 PM View respondent's answers

We actually skipped out on all the seminars, went to the football game and attended the Music Midtown Festival. It was more important for me to hang out with my son and do what he was interested in than attending a bunch of seminars. He's in classes every day. Maybe next year include attending Music Midtown on your schedule of events? Offer package tickets? It was a great music festival & really showed off how fun Atlanta & the midtown neighborhood can be for college students (and their parents!)

10/2/2013 2:18 PM View respondent's answers

Graduate school options for GT grads.

9/27/2013 11:49 AM View respondent's answers

We normally cannot attend seminars because we travel from out-of-state

9/25/2013 1:51 PM View respondent's answers

None or Industrial Engineering Career Opportunities General Session and Discussion.

9/24/2013 9:36 PM View respondent's answers

Summer reading - our plane was delayed

9/24/2013 6:59 PM View respondent's answers

We were interested in attending the Georgia Tech History, B'fast with Dean Stein, Choosing a Major vs. Choosing Career and a guided tour of GA Tech. Unfortunately, last minute work obligations prevented us from arriving on time Friday.

9/24/2013 6:36 PM View respondent's answers
More information about Greek Life

9/24/2013 4:35 PM View respondent's answers
Preparing for after college

9/24/2013 4:03 PM View respondent's answers
We did not attend the seminars because our flight was delayed and we were late but frankly, I just want to see my child-I wish you had cancelled classes or asked Profs. to time exams better. My daughter had her first calc II exam on Monday which put a damper on the weekend.

9/24/2013 3:15 PM View respondent's answers
We really just wanted to spend time with our son who is attending from out of state

9/24/2013 3:08 PM View respondent's answers
It is almost impossible to attend a seminar on Friday due to travel and work. We would have enjoyed the Breakfast with Dean Stein, but the early kickoff time limited Family Weekend tremendously. Would have enjoyed Saturday morning lectures.

9/24/2013 2:55 PM View respondent's answers
Now that my daughter is in a Sorority, what does it really mean?

9/24/2013 1:53 PM View respondent's answers
I much appreciated the reception at his major-specific school. The biomedical presentation was awesome. Unfortunately, we were unable to attend any earlier events because travelling on a Friday from Maryland is difficult. I think the topics you offered looked very interesting, though they seemed to be covered at FACET. If my son weren't thriving like he is, I would have been more interested in the "how to survive" presentations.

9/24/2013 1:46 PM View respondent's answers
Career opportunities for Ga Tech students ROTC seminars - career pathways

9/24/2013 1:46 PM View respondent's answers
Social without topics, opportunity to meet families

9/24/2013 1:44 PM View respondent's answers
The Breakfast with Dean Stein needs to have a larger venue. It is a marvelous way to start the weekend but it is too crowded.

9/24/2013 1:13 PM View respondent's answers
We attended "Choosing a Major vs. Choosing a Career", "Georgia Tech Co-op", and "Supporting Student Success". My husband and I enjoyed them all and found these seminars very informative. Therefore, at this point, I am unable to think of another topic that I would

recommend (just wish my son would have been able to attend the three we chose but he had 3 exams that day and was unable to join us).

9/24/2013 12:26 PM View respondent's answers
Co ops

9/24/2013 12:25 PM View respondent's answers
The Coop program and Career services

9/24/2013 10:52 AM View respondent's answers
Social culture at GT

9/24/2013 10:30 AM View respondent's answers
Co-op & externship info

“What additional seminar topics would you like to see offered during Family Weekend 2014?”

9/24/2013 10:27 AM View respondent's answers

More topics that highlight the wonderful work done at GT. MIT has a Nobel luncheon that is generally fascinating.

10/3/2013 4:34 PM View respondent's answers
Bring back the panel of companies that recruit from GT. Also, offer a tour of the CRC facilities.

10/3/2013 2:40 PM View respondent's answers
Not an additional topic but adding a student or two to the panel on enabling student success would add another perspective.

10/3/2013 7:44 AM View respondent's answers
We would like to see something tailored to the siblings. We brought our 6th grader, and took him to the lectures and, while he found them interesting, he would probably have enjoyed something more "hands-on" and/or robotics/STEM related.

10/3/2013 3:52 AM View respondent's answers
Resolving roommate conflicts

10/2/2013 10:13 PM View respondent's answers
How to get involved in campus activities.

10/2/2013 10:07 PM View respondent's answers
Will be out of US -- will probably not be able to attend

10/2/2013 4:25 PM View respondent's answers

None I can think of.

10/2/2013 4:17 PM View respondent's answers

I like the topics but there were several I was not able to attend since they were at competing times.

10/2/2013 3:30 PM View respondent's answers

- Study Abroad - Internships

10/2/2013 3:06 PM View respondent's answers

Would like to see all the majors represented. Maybe booths

10/2/2013 3:03 PM View respondent's answers

None

10/2/2013 2:52 PM View respondent's answers

Liked the history about the school but not enough time for it all! Need bigger room to hear the address from the President.

10/2/2013 2:13 PM View respondent's answers

Music opportunities on campus. I visited the piano practice rooms and I was highly disappointed. Three practice rooms only and not all had regular pianos, some electric. I expected better pianos at GA Tech.... Being the great university it is.

10/2/2013 11:08 AM View respondent's answers

You could have someone from the CRC come & talk about IM sports & also all the outside day trips they offer.

10/2/2013 9:54 AM View respondent's answers

Navigating first-year student life; financial aid for second-year students.

9/30/2013 6:41 AM View respondent's answers

More on Georgia Tech Research Institute More data on recent graduates: where employed, type of industries, average starting salary, % with job offers, etc. Kind of a "what to expect after graduation"

9/29/2013 6:14 PM View respondent's answers

Volunteer opportunities for parents, especially for those out of state what businesses are looking for in students with representatives from different companies Study abroad program - information on programs and why students should consider them

9/27/2013 9:56 PM View respondent's answers

Preparing for graduation and a job

9/26/2013 9:34 AM View respondent's answers
More on tutoring options and how to help our students from a distance

9/25/2013 8:37 PM View respondent's answers
Study and co-op abroad

9/25/2013 5:51 PM View respondent's answers
Great selection as is

9/25/2013 4:46 PM View respondent's answers
I thought the program selection was great-something for everyone! We couldn't attend the game because we also have a daughter at UGA (parents weekend was the same weekend).

9/25/2013 2:28 PM View respondent's answers
Enjoy hearing from alumni such as at the "Complexities" seminar.

9/25/2013 6:45 AM View respondent's answers
Can't think of any

9/24/2013 9:39 PM View respondent's answers
Sessions with various professors

9/24/2013 8:35 PM View respondent's answers
How to get in state tuition when you are out of state

9/24/2013 7:42 PM View respondent's answers
I loved hearing about some of the awesome things that are happening at Tech during the Living with Complexities seminar (i.e. the Invention Lab). I know there are many more that could be shared. As a parent of a freshman, I am also interested in how some of the details of classes work... grading, online assignment turn in, etc. (things we would know as parents of high schoolers, but are a bit of a mystery now that they are in college.

9/24/2013 6:36 PM View respondent's answers
How can students get involved on campus? My student has been extremely challenged with that. Everything she has tried to sign up for has been full and requires interviews for which 100+ students were also interviewing for. Are there not enough organizations for students to have opportunities?

9/24/2013 5:13 PM View respondent's answers
*Scholarships and Financial Aid *Important items a first year student should know and can't survive without

9/24/2013 5:00 PM View respondent's answers
Maybe something that talks about extracurricular options

9/24/2013 3:42 PM View respondent's answers
Love hearing about the faculty research and other initiatives on campus

9/24/2013 12:48 PM View respondent's answers
I liked the ones that we attended this year. I am confident that GA Tech will come up with good ones for next year.

9/24/2013 12:46 PM View respondent's answers
Research opportunities at tech - s panel of students talking about how they got started, obstacles and lessons learned

9/24/2013 12:42 PM View respondent's answers
Grad School Prep

9/24/2013 12:32 PM View respondent's answers
No additional, but I wish GA Tech history would be offered by itself. I chose another seminar, but wish I could have attended this one also.

9/24/2013 12:15 PM View respondent's answers
How to support without smothering

9/24/2013 11:35 AM View respondent's answers
More for parents with upper classmen

9/24/2013 11:01 AM View respondent's answers
More details of plans for building and course development, as well as athletic plans

9/24/2013 10:37 AM View respondent's answers
Understanding costs and fees in depth about study abroad. Not just the once over we get from the documents

9/24/2013 10:25 AM View respondent's answers
Presentation from academic support personnel and students who use the services; presentation on how ADAPTS helps students.

9/24/2013 10:24 AM View respondent's answers
The history presentation was excellent. I would also like info and explanation of traditions, fight song, etc.

9/24/2013 10:22 AM View respondent's answers
The session discussing the Co-op Program was very specific to engineering student experiences. The other majors need an opportunity to present experiences and information important to parents.

9/24/2013 10:18 AM View respondent's answers

Topics selected for this year were helpful and well-done. For out of state families, a seminar on seeking departmental scholarships or other financial aid would be helpful.

9/24/2013 10:17 AM View respondent's answers

I thought the seminars were very good though the venue ended up being too small as a lot of people were there.

9/24/2013 10:08 AM View respondent's answers

How parents can be involved at Tech beyond the freshman year? What are some of the ways parents can help at Tech on a more regular basis?

9/24/2013 10:06 AM View respondent's answers

More details on how the testing, grading works and what to expect -however the lectures offered were very good

9/24/2013 10:01 AM View respondent's answers

Last year's reception at the High Museum was great, bring it back, as well as the recruiters. Add a tour of the CRC facilities.

10/3/2013 2:42 PM View respondent's answers

See above. It would be nice to do something specifically for siblings.

10/3/2013 3:53 AM View respondent's answers

Tour through some newer buildings

10/2/2013 10:13 PM View respondent's answers

Some kind of post-game activity. It's like everything is done once the game finishes.

10/2/2013 10:09 PM View respondent's answers

Observations of labs, actually see some of the technology that is used and being developed at Georgia Tech

10/2/2013 7:20 PM View respondent's answers

Attend a class? Eat in cafeteria. Really was pleased did not have any idea what to expect. It would be nice to have kids not required to be with their fraternity for tailgating on parent's weekend. This way they could tailgate with family without any penalties.

10/2/2013 4:31 PM View respondent's answers

Family related activities on Saturday or Sunday, other than tailgate and football....campus tour, etc. My father, sister/brother-in-law, and sons all attended and did not have the Ga Tech experience that we got at orientation. Would have been nice feature

10/2/2013 3:31 PM View respondent's answers

It will be nice to have the game in the late afternoon, so we can better enjoy the tailgate activities.

10/2/2013 3:07 PM View respondent's answers

The Sorority houses had conflicting mandatory events during that weekend. They should be asked not to have these. The cocktail reception to meet other sorority members and students was good.

10/2/2013 3:04 PM View respondent's answers

A better program at the Ferst Center.

10/2/2013 2:53 PM View respondent's answers

For a game this early in the day, a post-game bonfire or concert in the park might have been fun (though of course that is dependent upon the weather also). A movie showing... perhaps in one of the classrooms that the kids go to. It also might have been nice to have an opportunity to have lunch or dinner at any of the on-campus cafeterias such as the kids have in their meal plan (I remember taking my parents to my own campus' cafeteria when they visited once upon a time... but the parents need to be given a list of locations and prices for getting in, and an understanding of how it works, in order to even think to do it.) Honestly, I just want to do more stuff that my daughter does, to experience things the way she experiences them. Going to a game is nice, but just hanging out in the study areas outside the Starbucks... to see how comfortable those lounge chairs and tables were, to watch other students whose parents weren't there for the weekend as they gathered in study groups, that was more fun than anything (and that is why we skipped the seminars)... Having more times when the students are together with the parents... inviting us to attend their classes with them on Friday would be VERY interesting... If we HAD the opportunity to meet with professors of her major, or attend some event with her department, it would have been VERY cool... We're sending her to tech for the academics more than the football, you know?

10/2/2013 2:38 PM View respondent's answers

Nothing

10/2/2013 2:33 PM View respondent's answers

Music Midtown Festival

10/2/2013 2:18 PM View respondent's answers

Perhaps other types of athletic events. Appreciate the coupon to use the CRC. Just turn off the rain!

10/2/2013 2:13 PM View respondent's answers
Football or soccer games among the parents

10/2/2013 11:08 AM View respondent's answers
On our own, on Friday evening we went to Tech Town in Atlantic Station. What a wonderful FREE experience. That should have been offered as an option to attend. You could have run the Stinger buses or the Trolley over there for people. Even if you didn't do that, you should have listed it in the programing as something you could do on your own. Also waaaaaay back in 2009, you had offered Family night at 6 Six Flags, with transportation. It was cancelled due to extremely rain & flooding the previous weeks. Was never offered again. That is also something that could be offered. But Tech Town ESPECIALLY - it was very good, & FREE!!!!

10/2/2013 9:59 AM View respondent's answers
n/a

9/30/2013 2:10 PM View respondent's answers
Would've enjoyed hearing from AD. More activities where parents of freshmen / sophomores etc. could gather and share info, best practices, advice, etc.

9/29/2013 6:15 PM View respondent's answers
Meet parents of students in the same degree program or additional opportunities for parents to meet/mingle

9/27/2013 9:58 PM View respondent's answers
Tour of the campus.

9/27/2013 11:49 AM View respondent's answers
Meet other families from our home state.

9/27/2013 8:52 AM View respondent's answers
I would like to attend a seminar but difficult to do on a Friday because of work. We live in the Atlanta area.

9/26/2013 2:30 PM View respondent's answers
More available time with my student. (This was not a function of family weekend planning as much as it was due to her schedule)

9/26/2013 10:17 AM View respondent's answers
Can't think of any...fun time! :-)

9/26/2013 9:07 AM View respondent's answers
Options for lunch and dinner instead of just 'on your own'

9/25/2013 8:37 PM View respondent's answers

The astronomy tour with telescopes one year was good, as was the smart house tour. Tours are good!

9/25/2013 8:14 PM View respondent's answers

Discount offers for local restaurants for Family Weekend.

9/25/2013 5:20 PM View respondent's answers

Meet freshman professors

9/25/2013 10:48 AM View respondent's answers

Tour of facilities

9/25/2013 10:21 AM View respondent's answers

Schedule on a Friday was difficult

9/25/2013 7:36 AM View respondent's answers

Can't think of any

9/24/2013 9:40 PM View respondent's answers

I liked attending a Women's Volleyball game in 2012. Should have some other sports events during the weekend. Not just football.

9/24/2013 9:37 PM View respondent's answers

A Sunday brunch would have been nice. I would rather have the weekend go from Fri evening through Sunday morning.

9/24/2013 8:53 PM View respondent's answers

Meet the football team and coaches

9/24/2013 7:43 PM View respondent's answers

Our daughter (a freshman) was already quite sick going into family weekend. Because of the rain, we elected not to attend the tailgate and the game (both of which we had purchased tickets for). We can't control the weather, so we made the best of it and watched a great victory nonetheless at a local restaurant indoors! Hoping for sunnier weather next year! :)

9/24/2013 6:37 PM View respondent's answers

Listening to band and a school tour...also would have liked to see the GT car.

9/24/2013 5:44 PM View respondent's answers

*Lunch included in place of breakfast *Representatives from various cultural organizations

9/24/2013 5:03 PM View respondent's answers

I think that the rainy weather dampened our experience with the trolley cars and buzz port bus were not available and was burdensome i just had knee surgery and found it inconvenient to get around

9/24/2013 4:58 PM View respondent's answers
A Sunday brunch would have been a nice send-off.

9/24/2013 4:35 PM View respondent's answers
Sibling games (challenges for siblings maybe scavenger hunts around campus)

9/24/2013 4:04 PM View respondent's answers
See previous post-more time with student!

9/24/2013 3:16 PM View respondent's answers
Greek life student and family gathering

9/24/2013 3:09 PM View respondent's answers
More games and activities before the game

9/24/2013 3:01 PM View respondent's answers
We would enjoy getting to know other GT parents.

9/24/2013 2:55 PM View respondent's answers
Coffee for sale at the activities, including at the football game would have been nice for those who traveled all night and day to be there. It was tough being exhausted and focused, then rained on at the game with no warm beverages.

9/24/2013 1:49 PM View respondent's answers
Coming from over 4 hrs. away made it hard to attend Friday events. Had already taken so much time off work for Facet and move in. Maybe something on Sunday?? Better parking options.

9/24/2013 1:24 PM View respondent's answers
Discount Tickets to area attractions would be nice. Examples: Coke Museum, Legoland Discovery Center, Georgia Aquarium. Information about area restaurants/dining establishments would be helpful.

9/24/2013 12:50 PM View respondent's answers
We had a really good time. We did tour the Invention Studio. The students there gave us a lot of info. This was really good for any ME family to see. Our son is an AE!

9/24/2013 12:49 PM View respondent's answers
The reason for the low score on the football was the seating was bad, I thought I picked better seats because last year we had bad seats also, but this year it was worse. You should have a way to get better seating to the families.

9/24/2013 12:47 PM View respondent's answers

Organized photo op venue(s). Pics with people, places and things that represent Georgia Tech, so when you post an Instagram your friends from Parent Weekend that it represents Georgia Tech.

9/24/2013 12:39 PM View respondent's answers

I think Family Weekend was a wonderful so I don't have any other events or activities to suggest.

9/24/2013 12:28 PM View respondent's answers

More mingling at the Tailgate

9/24/2013 12:26 PM View respondent's answers

Not sure. Sunday breakfast or brunch? Y'all may have tried this and found that participation was not great.

9/24/2013 12:16 PM View respondent's answers

Tours inside CRC going past the coffee shop

9/24/2013 11:37 AM View respondent's answers

Improve the lunch

9/24/2013 11:01 AM View respondent's answers

When I first booked our flights for the weekend I was unaware that there were so many events on Friday morning, so we missed almost everything.

9/24/2013 10:53 AM View respondent's answers

Meal in the dorm with my student.

9/24/2013 10:39 AM View respondent's answers

Would have liked a tour of the CS building rather than just a reception in the lobby.

9/24/2013 10:38 AM View respondent's answers

It is hard to include our students when it's both a school day, and then football day. I think an opportunity to see the classrooms with the student would be good. It was not easy to figure out what events included the students too

9/24/2013 10:36 AM View respondent's answers

Should have been able to go through buffet line more than once for the cost. There was an oversight on an item and we could not go back to get it.

9/24/2013 10:27 AM View respondent's answers

I would enjoy a Band program for families to attend.

9/24/2013 10:19 AM View respondent's answers
Walking tour Eat in dining hall

9/24/2013 10:15 AM View respondent's answers
We got into town a little late, had already purchased tickets as a family to Music Midtown. Would have loved the concert as Ferst, so any additional concerts, etc. would be very much appreciated.

9/24/2013 10:12 AM View respondent's answers
Tour of CRC, or open access to visit.

9/24/2013 10:10 AM View respondent's answers
The Georgia Tech History was great. Suggest it be expanded.

9/24/2013 10:09 AM View respondent's answers
Tour of Atlanta like the one given during Faset would be nice

9/24/2013 10:06 AM View respondent's answers
Performances by musical campus groups

9/24/2013 10:06 AM View respondent's answers
We were unable to make it in time to attend the seminars on Friday due to an unexpected item. It would have been nice to have some events on Saturday afternoon, evening or on Sunday.

9/24/2013 10:04 AM View respondent's answers
Anything my college kid would have wanted. He didn't have any interest in the seminars and there was only a football game and tailgate. Even my high school son wasn't excited to visit.

End of Report