Final Assessment Report
2015-2016

Compiled by the Office of Research and Assessment

October 2016

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**2015-2016
Final Assessment Report**

<div align="center">**Division of Student Life**</div>

Georgia Institute of Technology

I. Student Life

Administration

⟳ Goal 1: Staff Offices

Providing Department: Administration

1. **Operational/Learning Goal**
Increase the number of staff offices in the Smithgall Student Services building (or appropriate office building) to accommodate new division staff.

2. **Outcome (s)**
Enhance the Division work environment through professionally constructed/renovated space for staff to conduct business.

3. **Evaluation Strategy**
The data collection method is observation by collaborating with both Facilities Design and Construction (FDC) and Capital Planning and Space Management (CPSM) to design and build space solutions for the specified office need(s) as identified.

4. **Method for Disseminating and Using Information for Improvement**
Results will be shared with Division leadership and related staff, FDC/CPSM, and documented in End of the Year and Final Assessment reports.

5. **Summary of Results**
The renovation of suite 210 (formerly Dean of Students/Vice President for Student Life offices) allowed for:
- Two additional enclosed offices, the significant increase of student work space, added an extra storage room, and better utilization of existing square footage for programs and services
- Strategically clustering of departments for greater synergy
- Relocation of Disability Services and Veterans programs to the first floor, creating improved access to better meet the needs of the students and greater visibility of their services
- A greater professional image of the Division, an updated, more modern office suite to coincide with the renaming of the Division and the new organizational structure
- The main office suite to become one continuous space, designed to create an open flow of communication and enhance collaboration, bringing about a sense of unity – "One Georgia Tech", "One Student Life"
- The creation of efficiencies such as the elimination of a copier, shared professional and student work space, and shared storage for supplies and equipment

6. What did you learn?

- Growth for the Division is still a challenge within the confines of the Smithgall Student Services building
  - The existing "swing" space created to allowed for growth within suite 210 is currently being shared by two FT Arts employees due to the growth of the Arts office and their space and funding limitations

- There are additional Student Life work spaces/units within the building that are in need of attention to include the:
  - Office of the Arts
  - Disability Services Testing Center
  - LGBTQIA Resource Center
  - Veterans Resource Centers

7. Actions Taken

- Making the Division of Student Life leadership aware of the continued space constraints has taken place in meetings and conversations
- Efforts to improve the appearance and functionality of the Testing Center are under review to include new carpet, paint and window treatment of the testing cubicles
- Requesting for Division of Student Life Business Operations staff to serve on the new Student Center planning committee allowing for a Division-wide perspective of need and representation

⟳Goal 2: Division On-Boarding

Providing Department: Administration

1. **Operational/Learning Goal**

Improve the Division On-Boarding process through the provision of enhanced information and materials to ensure the success of new Division staff through continued collaboration with the HR Business Partner for Student Life.

2. Outcome (s)

New staff will be able to identify the units in the Division of Student Life with minimum of 85% accuracy.

3. Evaluation Strategy

A brief, electronic survey will be developed, with the assistance from the Director of Research and Assessment for Student Life to evaluate the On-Boarding process, the perceived acquisition of knowledge, and to solicit feedback from new staff as to how the Division On-Boarding process may be improved.

4. Method for Disseminating and Using Information for Improvement
Results will be reviewed to determine the extent to which staff agree the On-Boarding process adequately introduced them to the Division of Student Life. Results will be shared with the VPSA, appropriate staff, and the HR Business Partner for Student Life.

5. Summary of Results
Complete results may be found in Appendix A, a summary report of the On-Boarding Survey conducted.

Survey results indicate key areas for improvement of the New Staff On-Boarding Session include:
- Implementation of On-Boarding shortly after a person is hired rather than significantly later
- Make more handouts available for the participants on what each departments' goals and objectives are for the year
- Make sure each department is represented and prepared to discuss what they do
- Allow adequate time for Q&A
- Conduct the survey closer to the completion of the on-boarding

6. What did you learn?
The Division seems to be continually hiring throughout the year, the fall semester hires are a larger number and then one or two staff at a time throughout the academic year. This makes on-boarding for one or two less effective than with a group of new employees and less efficient with department representatives' time. We are a small division compared to others, but have many departments so it is a lengthy presentation to incorporate all departments and allow for discussion

7. Actions Taken
Working with HR Benefits partner to identify a schedule on a yearly basis to include one in August for the larger number, and then on a "quarterly" basis throughout the year.

Investigating the use of a video in the absence of department staff being available to attend each time.

Incorporated the new department materials in the last on-boarding session. With the reorganization complete and the new clusters underway their new materials were available for distribution.

Working on uploading on-boarding materials to the internal Student Life web site.

⟳Goal 3: Student Life Essential Unit Functions

Providing Department: Administration
1. Operational/Learning Goal

Increase the working knowledge of new staff with respect to the programs and services in the Division of Student Life and the manner in which the Division supports the Institute's strategic plan.

2. Outcome (s)
As a result of the On-Boarding process new staff will be able to: 1) Describe the manner in which programs and services in the Division of Student Life support the Institute's strategic plan; and 2) Articulate the essential functions of each of the units in the Division of Student Life.

3. Evaluation Strategy
A survey developed by the Director of Administrative Services and OHR Business Partner in collaboration with the Director of Research and Assessment for Student Life will be administered to new staff after the On-Boarding process.

4. Method for Disseminating and Using Information for Improvement
Survey results will be shared the Vice President for Student Life/Dean of Students, the Staff Development Committee and other Student Life stakeholders.

5. Summary of Results A survey has not been conducted yet, however during the on-boarding session the presentation does address ways the Division supports the Institute's strategic plan:

Institute's Goals and Initiatives

The Division of Student Life works toward achieving the following goals:

- Enrich the student experience by creating a collaborative community that foster's a balanced and purposeful life
- Prepare and engage students and staff to lead, learn, and live in a global society
- Champion diversity, community and the celebration of tradition that promotes an inclusive environment
- Challenge and empower students and staff to be responsible citizens who contribute to their communities and profession through leadership and service
- Lead the profession of Student Life by advancing innovative programs, services and staff development in pursuit of institutional effectiveness

6. What did you learn?
Incomplete results at this time. Will update once survey has been implemented.

7. Actions Taken
Meeting scheduled with the Director of Research and Assessment to develop and administer survey**.**

Counseling Center

⟳Goal 1: Effective Counseling Services

1. What did you learn?
Overall results of client satisfaction surveys indicate that clients experience an overall positive level of satisfaction with services at the Counseling Center.

2. Actions taken
Client Satisfaction Surveys will continue to be regularly administered twice each year (fall and spring semesters). Continue evaluation and assessment of individual counseling, groups, and life skills workshops. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

⟳ Goal 3: Student Academic Progress/Process

Providing Department: Counseling Center

1. Operational/Learning Goal
To contribute to the academic progress/process of students.

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

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

4. Method for Disseminating and Using Information for Improvement
 Overall results will be reported to staff. Each staff will also be given a summary of their own individual ratings by June 30th.

5. Summary of Results

[Counseling Center Assessment goals report 2015-2016-Goal 3](#)

6. What did you learn?
Overall results suggest that students' experience with counseling provides a positive level of satisfaction in providing support for their academic progress.

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

⟳Goal 4: Diverse and Effective Outreach

Providing Department: Counseling Center

1. Operational/Learning Goal
To enhance and continue to provide diverse and effective outreach programming to students and the campus community.

2. Outcome (s)
Participants who attend outreach programs will report that the goals of the workshop were met satisfactorily.

3. Evaluation Strategy
During the course of the year, outreach evaluation forms will be distributed by staff after each outreach program. The evaluation is based on a 5-point Likert scale (1=Poor, 5=Excellent).
4. Method for Disseminating and Using Information for Improvement
Overall results will be reported to staff by June 30th.
5. Summary of Results

- Counseling Center Assessment goals report 2015-2016-Goal 4

6. What did you learn?
Overall results suggest that efforts at providing outreach educational programming to students is an effective means of addressing areas of stress management and wellness.

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

⟳Goal 5: Quality and Effective Training
Providing Department: Counseling Center

1. Operational/Learning Goal
To provide effective counseling services to students that successfully addresses alleviation of clients' presenting concerns.

2. Outcome (s)
Practicum students and predoctoral interns will report an overall successful training experience at the Counseling Center.

3. Evaluation Strategy

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

4. Method for Disseminating and Using Information for Improvement
 Data will be reviewed by the Training Committee to outline continued efforts and improvements where necessary.

5. Summary of Results

- Counseling Center Assessment goals report 2015-2016-Goal 5

6. What did you learn?
In sum, results from both proximal and distal assessment data indicate that the training program is effective in providing skills and competencies in the area of collegiate mental health.

7. Actions Taken
Training committee will continue to assess the information collected on the evaluation forms and work to improve the effectiveness of the training program. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Goal 6: Multicultural Competency

Providing Department: Counseling Center

1. Operational/Learning Goal
To obtain multicultural competencies in providing service to students.

2. Outcome (s)
Staff will demonstrate satisfactory awareness, knowledge, and skills regarding issues of multiculturalism.

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

4. Method for Disseminating and Using Information for Improvement
 Data will be reviewed by the Director to outline continued efforts and improvements where necessary.

5. Summary of Results

- Counseling Center Assessment goals report 2015-2016-Goal 6

6. What did you learn?

Annual results in this area indicate continued additional professional development accomplishments by staff to gain additional competencies in diversity and inclusion.

7. Actions Taken
The Counseling Center will continue to engage in a retreat each year to focus on multicultural competence. Overall results will be reported to staff by June 30th via annual report and reviewed during Senior Staff planning meetings in July.

Development, Parent Giving & Student Life

⟳N/A: N/A

Providing Department: Development, Parent Giving & Student Life

Assessment is conducted and documented in the Institute's Office of Development.

1. Operational/Learning Goal

2. Outcome (s)

3. Evaluation Strategy

4. Method for Disseminating and Using Information for Improvement

5. Summary of Results

6. What did you learn?

7. Actions Taken

Division of Student Life - Main Office

⟳Goal 1: Second Year Parent & Family Contact

Providing Department: Dean of Students Main Office

1. Operational/Learning Goal
Parents and family members who complete a survey will describe their ability to contact the Office of the Dean of Students for appropriate needs.

2. Outcome (s)
Parents and family members who complete a survey will describe their ability to contact the Office of the Dean of Students for appropriate needs.

3. Evaluation Strategy
A survey was sent to parents and family members of students who enrolled at the Institute May, 2014 and Fall, 2014. The survey was intended to gather knowledge regarding the goals and services of the Office of the Dean of Students.

4. Method for Disseminating and Using Information for Improvement
Results of the survey were shared between Parents Program and Office of the Dean of Students staff for use in designing programs and presentations.

5. Summary of Results
A short, electronic survey was sent to the parents and family members of current students who enrolled May, 2014 and Fall, 2014. A total of 3866 email messages were sent and 449 responses were received.
Of the responses only 31 respondents contacted the Office of the Dean of Students for assistance. The majority responded that they contacted the office out of concern for their student, the student was sick and would not be attending class, and the student had academic issues and the family/student was in need of advisement. For the 394 respondents that did not contact the office, the majority said they would contact the office out of concern for their student, if the student had academic issues and they needed advisement, and if they had a family emergency. Of the 31 respondents who contacted the office 29 had noted attending FASET.

6. What did you learn?
The results of this survey illustrated that parents and family members are contacting the office for appropriate questions and needs. Even though it is a small number of respondents that contacted the office, there is a clear understanding of why to contact the office.

7. Actions Taken
This information will be shared with the staff for education and advisement.

⟳Goal 2: Petition Process Education

Providing Department: Division of Student Life - Main Office

1. Operational/Learning Goal
Students who meet with an Office of the Dean of Students staff member regarding the petitioning process will be able to utilize the knowledge gained about the process to construct and organize a petition for submission.

2. Outcome (s)
After meeting with a staff member, students will utilize knowledge gained about the petitioning process to construct and organize a petition for submission.

3. Evaluation Strategy
On a monthly basis starting in August, 2015 throughout the academic year, students who meet with staff about the petitioning process will be sent an email requesting information about their knowledge gained and abilities after the meeting.

4. Method for Disseminating and Using Information for Improvement
Information gained from the surveys will be shared with staff who meet with students regarding the petitioning process. The data will inform staff regarding what information is helpful and effective in the process.

5. Summary of Results
The survey was sent to a total of 63 students who met with a staff member regarding the late/retroactive withdrawal process during the academic year. The survey was sent to students who met with staff September, 2015 to May, 2016. Of the 63 students who received the email only 5 students responded.

While the response rate was low all students responded "Strongly Agree" or "Agree" with all the prompts. The prompts asked in the survey were as follows:

- As a result of the meeting, I gained knowledge about the documentation required to submit a petition.
- As a result of the meeting, I was (or am) able to construct a statement for the petition process, or review.
- As a result of the meeting, I had a clear understanding of the submission process and the committee's decision making process.
- As a result of the meeting, I was (or am) able to submit a complete petition (signed cover sheet, statement, documentation) for review.

The comments also reflected students being supported during the process and understanding they could reconnect with staff for any questions.

6. What did you learn?
Given the petitioning process can be very stressful for students it was helpful to understand that the meetings with students about the process are effective.

7. Actions Taken
Staff will be informed of the data for education and advisement. Given the low response rate, this goal may be repeated to gather more data.

⟳Goal 3: Second Year Parent & Family Knowledge

Providing Department: Dean of Students Main Office

1. Operational/Learning Goal
Parents and family members who complete a survey will illustrate an understanding of the goals and services of the Office of the Dean of Students.

2. Outcome (s)
Parents and family members who complete a survey will illustrate an understanding of the goals and services of the Office of the Dean of Students.

3. Evaluation Strategy
A survey was sent to parents and family members of students who enrolled at the Institute May, 2014 and Fall, 2014. The survey was intended to gather knowledge regarding the goals and services of the Office of the Dean of Students.

4. Method for Disseminating and Using Information for Improvement
Results of the survey were shared between Parents Program and Office of the Dean of Students staff for use in designing programs and presentations.

5. Summary of Results
A short, electronic survey was sent to the parents and family members of current students who enrolled May, 2014 and Fall, 2014. A total of 3866 email messages were sent and 449 responses were received.

Of the 385 respondents that attended FASET orientation, only 73 respondents either did not remember or did not know the goals and services of the Office of the Dean of Students. The two most highly rated services were to advocate for students and somewhere to call in case of an emergency with my student. Of the 64 respondents who either did not attend FASET or do not remember if they attended FASET, only 20 respondents did not know the services of the Office of the Dean of Students. Those who did not attend FASET also rated being an advocate for students and somewhere to call in case of an emergency highly in the survey.

6. What did you learn?
From this information the office has gained knowledge regarding the importance of FASET orientation for parent and family learning. From this information the staff also is assured parents and families largely know and understand the purpose and goals of the office.

7. Actions Taken
These results will be shared with office staff in preparation for FASET orientation.

Disability Services

⟳Goal 1: Transitions to the Post-Secondary Environment

Providing Department: Disability Services

1. Operational/Learning Goal
Incoming students who take part in transition workshops and one on one meetings with Disability Services and register with the office will increase their knowledge and understanding of components for a transition to the post-secondary environment at Georgia Tech.

2. Outcome (s)
Incoming students who take part in transition workshops and one on one meetings with Disability Services and register with the office will increase their knowledge and understanding of components for a transition to the post-secondary environment at Georgia Tech.

3. Evaluation Strategy
Web-based surveys will be distributed incoming students who register with the office to identify needs that were, and were not met in transitioning to Georgia Tech.

Web-based survey will be sent to second-year registered students to compare their transition without specialized support services.

4. Method for Disseminating and Using Information for Improvement
Results will be used to decrease fragmentation and increase consistent delivery of transition support services and to determine the level of interest in additional programming.

5. Summary of Results
Due to the loss of two staff members, including the leadership of the office, and a significant increase in workload, this goal was not achieved.

6. What did you learn?
Due to the loss of two staff members, including the leadership of the office, and a significant increase in workload, this goal was not achieved.

7. Actions Taken
Understanding the transition of students is of significant interest to the staff in the Office of Disability Services. Therefore, this goal will be proposed for the next academic year.

⟳Goal 2: Course Selection Advising

Providing Department: Disability Services

1. Operational/Learning Goal

Georgia Tech Academic Advisors (GTAAN) will become proficient in advising students with disabilities with course selections.

2. Outcome (s)
As a result of a seminar on how to advise students with disabilities, academic advisors will gain critical skills on developing individualized programs of study and completion plans.

3. Evaluation Strategy
GTAAN members who participate in a seminar will be given a pre- and post-survey to gauge level of understanding of advising students with disabilities.

4. Method for Disseminating and Using Information for Improvement
Results will be used to develop further workshops and an online educational tool that can be used with the entire campus community. Information will also be shared with key individuals in the administration at Georgia Tech.

5. Summary of Results
Due to scheduling conflicts with GTAAN and the loss of two staff members, the presentation to GTAAN was not conducted.

6. What did you learn?
Due to scheduling conflicts with GTAAN and the loss of two staff members, the presentation to GTAAN was not conducted.

7. Actions Taken
Academic advisors are an important partner for supporting students with disabilities. Therefore, with new staff and a vision for outreach there will be a connection made with GTAAN and a survey distributed to understanding learning

⟳Goal 3: Academic Trends

Providing Department: Disability Services

1. Operational/Learning Goal
The Office of Disability Services staff members will gain knowledge of graduation and retention rates, and relevant academic trends for students registered with Disability Services.

2. Outcome (s)
As a result of collecting and analyzing academic and retention data, the Office of Disability Services staff members will gain knowledge of important patterns and trends associated with the academic success of students with disabilities.

3. Evaluation Strategy
The data will be collected through information recorded in Banner. Factors of focus in this analysis will be graduation rates, retention rates, grade point averages, majors, and the rates at which students with disabilities enroll in co-ops, internships, and study abroad programs.

4. Method for Disseminating and Using Information for Improvement
A report will be published and disseminated to the Office of the Dean of Students, academic units, and other key individuals in the administration at Georgia Tech. These findings of this information may also be used in the future by the Office of Disability Services to develop specific trainings and outreach to support specific populations of students and Georgia Tech faculty and staff.

5. Summary of Results
Due to the loss of two staff members, including the leadership of the office, and a significant increase in workload, this goal was not achieved.

6. What did you learn?
Due to the loss of two staff members, including the leadership of the office, and a significant increase in workload, this goal was not achieved.

7. Actions Taken
Understanding the retention and graduation rates of students with disabilities is of interest to the Division of Student Life and the information will be gathered in the coming academic year.

Finance and Operations

↻ Goal 1: Improve the Quality of Customer Service

Providing Department: Finance and Operations

1. Operational/Learning Goal
The Student Organization Finance Office (SOFO) will improve the quality of customer service provided to students.

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

3. Evaluation Strategy
Results will be shared with the Vice President for Student Life, SOFO staff, Presidents and Treasurers of student organizations and other SOFO stakeholders. Results will be included in the Director of Finance and Operations' End of Year Report.

4. Method for Disseminating and Using Information for Improvement
A survey developed during the 2015-2016 assessment cycle will be re-administered via hard copy in the SOFO office and electronically sent via email to students who have had contact with the SOFO office.

5. Summary of Results
96.15% were satisfied with SOFO staff's Knowledge; 100% were satisfied with SOFO staff's Actively listening; 100% were satisfied with SOFO's responsiveness; and 92% were satisfied with SOFO's staff's problem solving skills.

6. What did you learn?
SOFO interacts with students on a daily basis and the overall majority of students are satisfied with the results.

7. Actions Taken
None. SOFO will continue to work to improve their ratings with students.

↻ Goal 2: Reduce the Time it Takes to Assist a Student
Providing Department: Finance and Operations

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

2. **Outcome (s)**

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

3. **Evaluation Strategy**
   A survey developed during the 2015-2016 assessment cycle will be re-administered via hard copy in the SOFO office and electronically sent via email to students who have had contact with the SOFO office.

4. **Method for Disseminating and Using Information for Improvement**
   Results will be shared with the Vice President for Student Life, SOFO staff, Presidents and Treasurers of student organizations and other SOFO stakeholders. Results will be included in the Director of HR and Finance's End of Year Report.

5. **Summary of Results**
   81% reported that it took less than 24 hours to assist them with their inquiry and/or request.

6. **What did you learn?**
   96% of inquiries or requests are handled within 48 hours of being contacted.

7. **Actions Taken**
   None. SOFO will continue to work on assisting students within 24 hours of being contacted.

⟳Goal 3: Increase Financial Knowledge among Student Organizations

Providing Department: Finance and Operations

1. Operational/Learning Goal
SOFO staff will increase the financial related knowledge among student organization Presidents and Treasurers that will allow them to accurately and effectively perform their respective position responsibilities.

2. Outcome (s)
a) The vast majority (75%)of student organization Presidents and Treasurers who attend SOFO Financial Training will report having increased their financial related knowledge; and
b) The vast majority (75%) of student organization Presidents and Treasurers who attend SOFO Financial Training will report having confidence in their ability to accurately and effectively handle their respective position responsibilities as a result of the SOFO Financial Training.

3. Evaluation Strategy
In collaboration with the Director of Research and Assessment for Student Life, the Director of Finance and Operations and students, a Pre and Post Test will be developed based on the SOFO Financial Training and will be administered at the beginning and near the end of training.

4. Method for Disseminating and Using Information for Improvement

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

5. Summary of Results
The results were not conclusive.

6. What did you learn?
Because the results were not conclusive, SOFO will work with the Director of Research and Assessment on redesigning the survey.

7. Actions Taken
In the fall of FY16, SOFO changed from group training to individual training. All student organizations receiving SGA funding training in FY17. SOFO will continue one on one financial training with all student organizations in the fall or as needed during the year. SOFO will work on a survey that better shows results.

Greek Affairs

Goal 1: Greek Peer Education Program

Providing Department: Greek Affairs

1. Operational/Learning Goal
By participating in the Greek Peer Education program, fraternity and sorority new members will gain awareness of issues related to, and intervention skills to address alcohol use, drug use, sexual assault, and hazing.

2. Outcome (s)
By participating in the Greek Peer Education program, fraternity and sorority new members will gain awareness of issues related to, and intervention skills to address alcohol use, drug use, sexual assault, and hazing.

3. Evaluation Strategy
A pre-test and post-test will be designed to measure learning and skills to address alcohol use, drug use, sexual assault, and hazing.

4. Method for Disseminating and Using Information for Improvement
A report will be published and disseminated to Office of Greek Affairs staff and student leaders and will assist in demonstrating learning and future opportunities.

5. Summary of Results
The following trends emerged from open-ended questions on the four topic areas:

Questions	Most Frequent Answers (Quantity of Responses)
What is one thing you can do to personally reduce risky behavior involving *alcohol and other drugs*?	Know Limit, count drinks (100); Abstain from drinking or using drugs (55); Use a buddy system/look out for friends (47).
What is the definition of *consent*?	Mutual agreement (79); A clear sober yes (75); Clear verbal communication (56)
What is the definition of *hazing*?	A harmful activity towards new members (84); Mental and physical abuse of members (77)
What is one takeaway from Greek Peer Education?	Be careful while drinking (95); Be aware of environment (53)

	Pre-test Statement:	Post-test Statement:
Alcohol and Drug Use	I can identify high risk behaviors involving alcohol and other drugs.	I can identify high risk behaviors involving alcohol and other drugs.

	8. 67% strongly agree; 31% agree	• 78% strongly agree; 21% agree
Sexual Assault	I understand the definition of consent when engaging in sexual activity. • 89% strongly agree; 11% agree	I understand the responsibility to obtain consent when engaging in sexual activity. • 91% strongly agree; 8% agree
Hazing	I understand the definition of hazing. • 60% strongly agree; 37% agree	I understand my role in the prevention of hazing. • 76% strongly agree; 22% agree
Community Expectations	I believe the expectations of a Fraternity and/or Sorority student are higher than the expectations of a non-Greek Georgia Tech student. • 48% strongly agree; 38% agree	I believe the expectations of a Fraternity and/or Sorority student are higher than the expectations of a non-Greek Georgia Tech student. • 60% strongly agree; 28% agree

6. What did you learn?

Through the data collected, the Office of Greek Life learned the GPE program had a positive impact on the new members of the Greek community.

- Although the total percent of students who strongly agreed or agreed that they could identify high risk behaviors involving alcohol and other drugs did not increase significantly, the percentage of respondents who changed their response from agree on the pre-test to strongly agree on the post-test increased by 10 percentage points.

- The total percentage of students who believed the expectations of fraternity and/or sorority students were higher than the expectations of a non-Greek Georgia Tech students increased by at least 10 percentage points from the pre-test to the post-test.

- As a result of GPE, new members of the Greek community had a clear sense of what consent meant and how to obtain consent. This result was evident by the high percentage of students who strongly agreed with the statements about consent and who answered the open-ended question with the correct definition of consent.

- Only a few of the answers to any of the open-ended topics involved on-campus resources. In the future, students need to be informed of on-campus resources that can help with the prevention of unhealthy alcohol and drug use, sexual assault, and hazing.

7. Actions Taken
The findings of the survey were shared with the Georgia Tech Police Department, Health Promotions, and the Counseling Center to shape their presentation for GPE Part II, a follow-up program held four weeks after GPE. The plan was that any educational gaps noted in this survey were covered by Georgia Tech staff in GPE Part II.

Additional and more pointed training will be provided for students who will serve as mentors during GPE in 2016. The Office of Greek Life will include a section in the training packet provided on resources offered on campus surrounding these topics. In addition, the students serving as peer facilitators will need to discuss expectations of a student's Greek experience to help achieve the community's goals for involvement at Georgia Tech.

For GPE Fall, 2016, Office staff should inform the speaker, Dr. Lori Hart, about on-campus resources around hazing and encourage more of the presentation to be focused on the topic of hazing due to the high number of disagree or strongly disagree responses from students and the lack of understanding from the open-ended questions.

Goal 2: Rationale for Joining

Providing Department: Greek Affairs

1. Operational/Learning Goal
The Office of Greek Affairs will gain knowledge regarding the factors a man identifies as his rationale for joining, or not joining an Interfraternity Council member fraternity.

2. Outcome (s)
The Office of Greek Affairs will gain knowledge regarding the factors a man identifies as his rationale for joining, or not joining an Interfraternity Council member fraternity.

3. Evaluation Strategy
A survey will be sent to students who registered for Interfraternity Council rush requesting information on the factors that contributed to their joining a fraternity. A mirrored survey will be sent to students who registered for Interfraternity Council rush requesting information on the factors that contributed to them not choosing to join a fraternity.

4. Method for Disseminating and Using Information for Improvement
A report will be shared with Interfraternity Council student leaders to improve the experience of male students participating in Interfraternity Council rush.

5. Summary of Results
The Office of Greek Affairs administered this survey in September, 2015 to individuals who registered for fraternity recruitment. The survey received 165 responses.

Question	Answer: Yes	Answer: No
Did you join a fraternity in August?	122 respondents (74%)	43 respondents (26%)
Of those who did not join, did you receive a bid (offer) to join a fraternity?	16 respondents (41%)	23 respondents (59%)

Question	Answer	
What is your overall opinion of Fraternities at Tech?	*Before Rush:* 19%: Very Positive; 69%: Positive; 12%: Negative or Very Negative	*After Rush:* 50%: Very Positive; 43%: Positive; 7%: Negative or Very Negative
How did you hear about Fraternity Rush at Tech?	*Top 3 Responses*: 51%: At FASET; 50%: Friends who are current students at Tech; 47%: Guide to Greek Life	
What played a role in your decision to join a fraternity?	*Top 3 Responses*: 91%: Networking opportunities; 90% Social aspects; 90%: Wanted to meet people	
What played a role in your decision not to join a fraternity?	*Top 3 Responses*: 58%: Time Commitment; 45%: Did not see myself fitting in; 30%: Afraid it would hurt grades	
What Rush activities did you enjoy participating in?	*Top 4 Responses:* Events at the chapter house; Food served during rush; Tours of the chapter house; Talking to brothers	
What Rush activities did you not enjoy participating in?	*Top 2 Responses:* Scholarship interviews; Hearing a chapter's accomplishments	

In response to the statement, "I enjoyed my rush experience," 92% of respondents agreed or strongly agreed with statement. A total of 77.5% of respondents that did not join a fraternity enjoyed their rush experience and a total of 70% of respondents who did not receive an offer to join a fraternity enjoyed their rush experience.

6. What did you learn?
From the data, Greek Affairs learned that students had an overall positive experience participating in IFC rush, despite joining a fraternity or not. Staff further learned that students are hearing about fraternities and joining fraternities based on their interactions with other people (i.e. engaging with students at FASET, hearing from friends that it is a good idea to join, expressing wanting to join to meet people or to network). This is an insightful realization so staff can continue to train students how to sell their Greek experience while building strong communication skills.

The data regarding specific activities that survey respondents liked and disliked reflected the same trend of using interpersonal connections and interactions with other people. Those participating in rush largely

enjoyed conversations and interactive experiences over one-sided interviews and only hearing an organizations history and accomplishments.

7. Actions Taken
The findings of the survey will be used in the planning and preparation for IFC rush in Fall, 2016.

- **IFC is recommended to structure rush with potential new members in mind:** IFC sets the schedule for Rush each semester. These results were shared with the IFC so they can incorporate the feedback into plans for future rush weeks. Logistics have already been changed to extend tabling and involve parents in the rush process in an effort to allow potential new members meet people from every fraternity.

- **Educate chapters on survey results:** In Fall, 2015, the results of the survey were shared with the 32 IFC chapters. Hopefully, this encouraged chapters to increase the number of personal interactions and events potential new members liked, and stop doing the types of activities survey respondents did not like.

- **Communicate clearly with potential new members:** With such a large number of potential new members hearing about IFC Rush at FASET and the Guide to Greek Life, verbal and written communication should be updated based on the survey results so that potential new members are more prepared for the Rush process. This may include dispelling some of the factors that played a role in their decision not to join a fraternity.

⟳Goal 3: Advisor Workshop

Providing Department: Greek Life

1. Operational/Learning Goal
As a result of attending the Advisor Workshop, chapter advisors will illustrate enhanced knowledge of campus based resources and advising skills.

2. Outcome (s)
As a result of attending the Advisor Workshop, chapter advisors will illustrate enhanced knowledge of campus based resources and advising skills.

3. Evaluation Strategy
A pre-test and post-test will be designed to measure baseline knowledge before the program, and then assess the change in learning after attending the workshop,

4. Method for Disseminating and Using Information for Improvement
A report will be published and disseminated to the Office of Greek Life staff to demonstrate learning and to inform curriculum for future programs. This information will also be shared with the Alumni Association and Greek Alumni Council to inform the efforts of those groups to support, and work with chapter advisors.

5. Summary of Results

The Office partnered with key leaders of the Greek Alumni Council to develop a list of topics that advisors may be interested in learning about at Greek Advance. The list of topics below was sent to advisors before Greek Advance to gauge current knowledge and interest:

Category/Topic	Specific Interest Area (Number of Responses)
Housing Related	Master Plan (18); Security and Safety (14); Sharing of Vendor Services (13); Space for unhoused chapters (8); Inspections (7)
Risk Management	Mental Health (19); Sexual Misconduct (15); Hazing (14); Alcohol Use (13)
General Topics	Parking (16); Expanding Alumni Support (13); Greek Life as a brand (12); Recruitment/Growth (8)

Advisors rated the extent to which they agreed with the following statements before Greek Advance, and then as a result of attending Greek Advance:

Statement (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)	Before Greek Advance (Mean)	After Greek Advance (Mean)
I am aware of the services that campus offices (LGBTQIA Resource Center, Counseling Center, Dean's Office. etc.) provide for students.	2.83	3.10
I am aware of the Office of Student Integrity procedures.	2.46	3.70
I understand my role as an advisor/volunteer and feel that I have been trained on the necessary skills to fulfill my role.	3.17	3.10
I feel connected with others in similar volunteer roles as myself.	3.08	3.60

Advisors also rated the extent to which they agreed with the following statements as a result of attending Greek Advance on a Likert scale:

I found it helpful to my role as alumni/volunteer for the Georgia Tech community the sessions offered on the following topics: (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)	Post Greek Advance (Mean)
Georgia Tech's Master Plan	3.80
General advising information surrounding common incidents	3.35
Presidents Peterson's opening address	3.40

In response to the question, "What was your overall impression of Greek Advance 2016?" The Post Greek Advance Mean was 3.38.

6. What did you learn?

The survey sent before Greek Advance led the staff to plan sessions and discussions targeted at skills alumni were hoping to gain. Staff learned Alumni were interested in information that was relevant to them, and less in what effected the students. Based on this information the program was adjusted to focus on their strong preferences towards the Georgia Tech Master Plan, information on parking for

alumni, and their ability to connect with one another.

The Office of Greek Affairs staff also learned that it is important to be transparent when working with alumni. The number of alumni who increased their awareness of the Office of Student Integrity procedures as a result of Greek Advance was significant, as well as the number of alumni who became more aware of services provided on campus for students. Often times, it is easy to assume alumni do not care to know about other offices on campus, but it was evident that they appreciated that transparency and accessibility to other campus departments.

7. Actions Taken
The findings of the survey will be used in the planning and preparation for Greek Advance, 2017, as well as interactions with alumni throughout the year.

- **Continue Program:** From the data, Greek Affairs learned that alumni had an overall positive learning experience at Greek Advance, and continuing to offer trainings for alumni is helpful for their experience. Asking what they wanted to learn before Greek Advance was a great way to advertise the program, boost attendance, and ultimately give alumni information they wanted.

- **Give More Information**: On the topics of risk management, alumni identified that they needed information on many topics that could have filled curriculum for an all day workshop. In the future, it may be helpful to focus on the topic of mental health, sexual misconduct, and hazing as a three-part series. Because alumni had a positive overall impression of Greek Advance, this curriculum would likely be well received.

- **Build Relationships:** Based on the feedback from the survey before Greek Advance, staff were able to allow for time in the agenda to have alumni network with one another in an unstructured environment. Throughout the year, the Office of Greek Affairs should plan opportunities for alumni to connect with one another outside of a structured training environment.

Leadership, Education and Development

⟳Goal 1: Leadership Education and Development (LEAD) Programs

Providing Department: Leadership, Education and Development

1. Operational/Learning Goal
Leadership takes place at all levels on the Georgia Tech campus — it's not just for those in formal leadership positions. The Student Life' 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

2. Outcome (s)
3. Evaluation Strategy

- 2015-2016 Assessment Plan
  - 2015-2015 LEAD Assessment Plan
  - 2015-2016 LEAD Assessment Plan

4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

Grand Challenges

⟳ GCLLC Assessment Evaluation Overview: Grand Challenges Living Learning Community (GCLLC) - Research Question / Goals / Data Sources

Providing Department: Grand Challenges

1. Operational/Learning Goal

Research Question

The overarching research question guiding the assessment and evaluation for GT Grand Challenges Living Learning Community is: "What is the program impact on GT students in the Grand Challenges Living Learning Community"?

Goals

1. Identify what differences, if any, exist among GCLLC students relative to their expectations for participating in educationally purposeful activities during their freshman year;
2. Measure change, if any, among students prior to and after the first semester of the GCLLC program with respect to: a) Student-Student Collaboration, b) Faculty-Student Collaboration, c) Academic Involvement, d) Perspectivism, e) Cooperative Learning, f) Linking Academic and Life Experiences, g) Interdisciplinary Learning, and h) Knowledge Constructivism;
3. Learn if GCLLC students achieve better academic and social integration into GT when compared to their non-GCLLC peers;
4. Determine the rate at which GCLLC students have persisted and re-enrolled the following year in relation to other students;
5. Learn of any differences among GCLLC GPA's compared to their non-GCLLC peers and the 2013 GCLLC cohort;
6. Compare graduation rates among the 2015 CGLLC cohort in relation to other students;
7. Compare 2015 and 2016 GCLLC admission procedures;
8. Report assessment results to GCLLC stakeholders; and
9. Summarize findings for the replication and/or improvement of future Living Learning Communities (e.g. what do students need?) at the Georgia Institute of Technology.

Data Sources

1. Student responses to the Learning Communities Experiences Questionnaire (LCEQ) Pre-Survey administered at the beginning of the Fall 2015 semester;
2. Student responses to the Learning Communities Experiences Questionnaire (LCEQ) Post-Survey administered at the end of the Fall 2015 semester;
3. Student responses to the Beginning College Survey of Student Engagement administered at FASET (New Student Orientation) Summer 2015;
4. Results from four Focus Groups: 2 conducted in October 2015, and two groups of GCLLC

   students and two groups of comparable peer groups in February 2016; and

5. GPA data collected at the end of Spring 2016.
6. Retention rate data collected at the beginning of Fall 2016.

2.Outcome (s)

3. Evaluation Strategy
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

⟳Goal 1: Differences Among GCLLC Students of Non-GCLLC Peers Relative to Their First Year Expectations

Providing Department: Grand Challenges

1. Operational/Learning Goal
Identify what differences, if any, exist among GCLLC students relative to their expectations for participating in educationally purposeful activities during their freshman year.
2. Outcome (s)
GCLLC students will report an average of 10 percentage points higher on questions corresponding to college expectations when compared to their non-GCLLC peers.
3. Evaluation Strategy
Beginning College Survey of Student Engagement instrument administered to all in-coming freshmen at Summer FASET (New Student Orientation) 2015.
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

⟳Goal 2: Change Among GCLLC Students Prior to and After First Semester of the GCLLC Program

Providing Department: Grand Challenges

1. Operational/Learning Goal
Measure change, if any, among students prior to and after the first semester of the GCLLC program with respect to: a) Student-Student Collaboration, b) Faculty-Student Collaboration, c) Academic Involvement, d) Perspectivism, e) Cooperative Learning, f) Linking Academic and Life Experiences, g) Interdisciplinary Learning, and h) Knowledge Constructivism.
2. Outcome (s)
GCLLC student responses to the Learning Community Experiences Questionnaire (LCEQ) Pre and Post Survey data of GC LLC will reveal an enhanced perception of the value of their education, an increased knowledge of the various skills needed to achieve college success, and a positive shift in their feelings about the college experience in general. Additionally, measures pertaining to behavioral, cognitive and motivational will reflect advancement when compared to their non-GCLLC peers.
3. Evaluation Strategy

1. Learning Communities Experiences Questionnaire (LCEQ) Pre-Survey administered to GCLLC students early fall 2015.

1. Learning Communities Experiences Questionnaire (LCEQ) Post-Survey administered to GC LLC students toward end of Spring 2013 semester.
2. Focus Groups will be conducted the week of February 18 for both the GCLLC and comparable peer group.

4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

Goal 3: At the beginning of Fall 2016, the retention rate of GCLLC students will be compared to the retention rate of their non-GCLLC peers.

Providing Department: Grand Challenges

1. Operational/Learning Goal
Learn if GCLLC students achieve better academic and social integration into GT when compared to their non-GCLLC peers.
2. Outcome (s)
GCLLC will report higher levels of ease and satisfaction with respect to academic and social integration when compared to their non-GCLLC peers.
3. Evaluation Strategy
Focus Groups will be conducted the week of February 18 for both the GCLLC and comparable peer groups.
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

Goal 4: Re-enrollment of GCLLC Students of Non-GCLLC Peers

Providing Department: Grand Challenges

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

2. Outcome (s)
GCLLC students will have a higher retention rate when compared to the non-GCLLC peers.
3. Evaluation Strategy
At the beginning of Fall 2016, the retention rate of GCLLC students will be compared to the retention rate of their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

⟳Goal 5: GPA of GCLLC Students of Non-GCLLC Peers

Providing Department: Grand Challenges

1. Operational/Learning Goal
Learn of any differences among GCLLC GPA's compared to their non-GCLLC peers.
2. Outcome (s)
GCLLC students will have a higher GPA when compared to their non-GCLLC peers.
3. Evaluation Strategy
At the end of Spring 2016, the average GPA of the GCLLC students will be calculated and compared to the average GPA of their non-GCLLC peers.
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

⟳Goal 6: Graduation rates of GCLLC Students of Non-GCLLC Peers

Providing Department: Grand Challenges

1. Operational/Learning Goal
Compare graduation rates among the 2015 GCLLC cohort in relation to other students.
2. Outcome (s)
GCLLC students (Cohort 2012) will have a higher graduation rate when compared to their non- GCLLC peers
3. Evaluation Strategy
At the end of the academic year 2018-2019, the graduation rate of GCLLC students (Cohort

2015) will be analyzed and compared to their non-GCLLC peers.
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

Goal 7: 2015 cf. 2016 GCLLC Recruiting and Admission Procedures

Providing Department: Grand Challenges

1. Operational/Learning Goal
Compare 2015 and 2016 GCLLC recruiting and admission procedures.
2. Outcome (s)
Applications to Grand Challenges Living Learning Community will increase in quantity and quality.
3. Evaluation Strategy
Application process will be recorded and student applicants will be tracked for quantity and quality.
4. Method for Disseminating and Using Information for Improvement
5. Summary of Results
6. What did you learn?
7. Actions Taken

Goal 8: Report Assessment Results to GCLLC Stakeholders

Providing Department: Grand Challenges

1. Operational/Learning Goal
Report assessment results to GCLLC stakeholders.
2. Outcome (s)
At the end of Spring 2016, the results of Data Sources 1-6 (see above) will be analyzed and formatted into an annual assessment report. Recommendations for future programming and initiatives, based on the assessment results, will be included in the report.
3. Evaluation Strategy
Assessment data will be tracked and recorded.
4. Method for Disseminating and Using Information for Improvement
The GCLLC annual assessment report will be provided to identified stakeholders including, but not limited to: GCLLC Faculty and Staff, Vice President of Student Life, Provost, Department of Housing, and other entities, as determined throughout the academic year. The assessment results will be presented to stakeholders/associated groups, as requested and/or determined by the GCLLC staff and the Vice President of Student Life.
5. Summary of Results
6. What did you learn?
7. Actions Taken

⟳ Goal 9: Summarize Findings for Program Improvements

Providing Department: Grand Challenges

1. Operational/Learning Goal
Summarize findings for the replication and/or improvement of future Living Learning Communities (e.g. what do students need?) at the Georgia Institute of Technology.
2. Outcome (s)
The GCLLC Faculty and Staff will be able to use the annual assessment report for the purpose of program improvement. In addition, the report may be used to investigate further collaborations or support necessary for the sustainability and/or enhancement of the GCLLC. The report may also be used as a guide for initiating additional Living Learning Communities at the Georgia Institute of Technology.
3. Evaluation Strategy
A final assessment report of the 2015-2016 inaugural Grand Challenges Living Learning Community will be written and findings will be presented to stakeholders.
4. Method for Disseminating and Using Information for Improvement
Report will be disseminated at the discretion and direction of GT administrative leadership.
5. Summary of Results
6. What did you learn?
7. Actions Taken

LEAD 1000

⟳ Goal 1: Insertion of Leadership Development Series into AY15-16 1st Year Seminar Program

Providing Department: LEAD 1000

1. Operational/Learning Goal
LEAD will pilot a leadership development series within six GT1000 1ˢᵗ year seminar courses and conduct an evaluation at the end of the 2015 Semester to determine what will be needed to scale to all GT1000 courses as well as identify content and/or delivery improvements.
2. Outcome (s)
LEAD will pilot a leadership development series within a minimum of five 2015 Fall Semester GT1000 classes and perform an evaluation at the end of the semester to inform a scaling plan to all GT1000 classes.
3. Evaluation Strategy
Focus Groups will be conducted at the end of the 2015 Fall Semester.
4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD faculty, staff, and other university stakeholders

5. Summary of Results
6. What did you learn?
7. Actions Taken

Leading Edge

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

Providing Department: Leading Edge
1. Operational/Learning Goal
LEAD will increase the number of students participating in online, in-class, and other individual and team leadership development opportunities.
2. Outcome (s)
A minimum of one thousand Georgia Tech students will participate in a leadership development opportunity.
3. Evaluation Strategy
Number of participants will be tracked.
4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD faculty, staff, and other LEAD stakeholders
5. Summary of Results
6. What did you learn?
7. Actions Taken

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

Providing Department: Leading Edge

1. Operational/Learning Goal
LEAD will measure student's leadership development across self-identified leadership competencies and improvement in their ability for self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study.
2. Outcome (s)
Identify individual leadership strengths and weaknesses across a common set of leadership competencies. Self and other-reported data of leadership development outcomes including ability for: self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study.

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

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

4. Method for Disseminating and Using Information for Improvement

360-degree behavioral feedback will be analyzed and a report will be disseminated among LEAD faculty, staff, other LEAD stakeholders program improvements at the end of AY15-16. Student's leadership capacity will be analyzed at the end of AY16-17 (Year 3).

5. Summary of Results

6. What did you learn?

7. Actions Taken

Minor in Leadership Studies

⟳Goal 1: Increase Total Student Enrollment in the Minor

Providing Department: Minor in Leadership Studies

1. Operational/Learning Goal

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

2. Outcome (s)

Increase student enrollment in the Minor of Leadership Studies by a minimum of thirty percent.

3. Evaluation Strategy

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

4. Method for Disseminating and Using Information for Improvement

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

    2. Summary of Results

    3. What did you learn?

7. Actions Taken

⟳Goal 2: Degree to Which Participants in the Minor Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills

Providing Department: Minor in Leadership Studies

1. Operational/Learning Goal

LEAD will measure student's leadership development in the Foundations of Leadership class across self-identified leadership competencies and improvement in their ability for self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study.

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

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

3. Evaluation Strategy
In-class coaching and leadership development will be evaluated using 360-degree behavioral feedback, and pre-and-post-leadership efficacy survey.

4. Method for Disseminating and Using Information for Improvement
360-degree behavioral feedback will be analyzed and a report will be disseminated among LEAD faculty, staff, other LEAD stakeholders program improvements at the end of AY15-16. Student's leadership capacity will be analyzed at the end of AY16-17 (Year 3).

5. Summary of Results
6. What did you learn?
7. Actions Taken

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

⟳Goal 1: Queer Women's Sex in the Dark

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

1. Operational/Learning Goal
Students who identify as queer women will engage in healthy sexual decision making that will assist them in maintaining optimal sexual health.

2. Outcome (s)
As a result of attending Queer Women's Sex in the Dark, participants will be able to identify one new resource or strategy for practicing safer sex.

3. Evaluation Strategy
Participants will be given an evaluation at the end of the program that asks them to list one new resource or strategy that they learned about in the program.

4. Method for Disseminating and Using Information for Improvement
We will use this information to inform the content we cover in future sexual health workshops and possibly to determine the availability and promotion of safer sex supplies and instructional materials at the Center.

5. Summary of Results
Fifteen participants completed the evaluation. Thirteen (86.6%) of those participants were able to list one new resource or strategy that they had not known prior to attending the program. Their responses were:

How to use a dental dam = 6 (40%)
How to ask for/obtain consent = 3 (20%)
How to use a vaginal condom = 2 (13%)
Safe use of sex toys = 1 (6%)
Books that discuss queer sexual health = 1 (6%)

6. What did you learn?
While the participants were familiar with penile condoms, they were less familiar with safer sex supplies used or worn by people assigned female at birth such as vaginal condoms and dental dams. During the program, participants stated that they had either never heard of dental dams or had heard of them but did not know how to use them. Participants indicated that it is difficult to locate and identify information and resources aimed at women who have sex with women, so there is a need for us to continue providing education on these topics.

7. Actions Taken
The program organizers from the LGBTQIA Resource Center, Women's Resource Center, and Health Promotion compiled a document with responses to the most frequently asked questions and distributed these to attendees after the event. The three offices will offer this program annually, expanding our discussion to include topics that attendees requested, including sexual practice, safe use of sex toys, navigating sex and mental health, and polyamory.

⟳Goal 2: Services and Resources

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

1. Operational/Learning Goal
The Center will enhance the provision of services and resources that address the needs and concerns of LGBTQIA staff so that they may experience an inclusive, equitable, and accessible work environment.

2. Outcome (s)
As a result of completing an open feedback session with LGBTQIA employees, Center staff will be able to identify at least two resources, programs, or initiatives that employees would like the Center to provide.

3. Evaluation Strategy
The Center will host two lunchtime open feedback sessions for LGBTQIA staff. The Center's Director will facilitate the session by asking open-ended discussion questions regarding employees' programmatic and resource needs.

4. Method for Disseminating and Using Information for Improvement
The findings will be shared with the Faculty/Staff Initiatives Subcommittee of the Center's Advisory Board to guide them in developing a 5-year strategic plan for the Center.

5. Summary of Results
The main needs identified in the feedback sessions were:

1. More opportunities for LGBTQIA employees to socialize and build community
2. Educational opportunities such as workshops and discussion covering LGBTQIA topics aimed at an LGBTQIA audience
3. Increased visible and vocal commitment to LGBTQIA inclusion from senior leadership of the Institute

6. What did you learn?
We learned that LGBTQIA employees feel that the Institute has made some encouraging strides towards inclusion of LGBTQIA communities in recent years, particularly with the President hosting the OUT Week reception, the opening of the Center, and a transgender education event as part of Diversity Week.

However, many expressed dissatisfactions with the Institute's failure to address the lack of domestic partner benefits with courage and transparency, the general lack of attention given to LGBTQIA issues by senior leadership in their work or in campus-wide discussions, and the suppressing of social opportunities by the Staff Diversity, Inclusion, and Engagement (SDIE) team via the Pride ERG.

7. Actions Taken
A number of concerns and solutions have been incorporated into the Center's strategic plan. The Director of the Center has been appointed Principal Empowerment Officer of the Pride Employee Resource Group and incorporated social/community building activities and educational events into the ERG's calendar of events. The Center will also invite the President's cabinet and other senior leaders to participate in specially scheduled Safe Space trainings within the next year.

Goal 3: LGBTQIA Students and Greek life

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

1. Operational/Learning Goal
The Center will enhance LGBTQIA students' experiences associated with Greek life. Students will join and participate in Greek life without experiencing barriers related to their sexual orientation, gender identity, and gender expression in their chapters.

2. Outcome (s)
As a result of completing a Greek Allies training, participants will be able to identify one barrier that LGBTQIA students face when joining or participating in fraternity or sorority life and one strategy for removing that barrier.

3. Evaluation Strategy
All Greek Allies participants will answer a question about barriers and strategies in the post-test following the training.

4. Method for Disseminating and Using Information for Improvement
The LGBTQIA Resource Center and the Office of Greek Life will use the data to determine whether participants' understanding of barriers to inclusion and strategies to remove barriers increases as a result of completing a training. If participants are not able to name a barrier and solution, staff will make changes to the curriculum.

5. Summary of Results
16 participants completed matched pre-tests and post-tests. 10 (62.5%) participants were able to list both a barrier and a solution to LGBTQIA inclusion in fraternities and sororities and 6 (37.5%) were not.

The most commonly identified barriers to inclusion were single-sex chapters not being clear on policies regarding transgender membership and chapters not allowing same-sex dates to events. The most commonly identified solutions centered around examining existing policies both at the chapter and national level to see if these could be amended. Specifically, participants suggested

making inclusion of transgender members allowable and explicit, and allowing members to bring same-sex dates to events.

6. What did you learn?
Some answers were very vague (e.g.: "ignorance," "education") which might indicate that facilitators did not spend much time going into enough detail. Also, the curriculum guide suggests that facilitators walk through a check-list of solutions but there is no suggested discussion, which could also lead to participants not fully understanding why each solution is important. Even correct answers were sometimes not as clear as they could have been, and the solutions often lacked specifics (e.g.: "amend by-laws," "work with chapter about policies").

Several participants were able to identify that being a single-sex organization presented barriers to inclusion for transgender and non-binary members or prospective members. They also were able to identify unclear or discriminatory policies and by-laws as a barrier to inclusion for members who are transgender or who are in same-sex relationships.

We learned that not all participants are able to translate knowledge that they have acquired into action steps, possibly because the training does not allow adequate opportunities to make those connections.

7. Actions Taken
The Greek Allies facilitator team and program manager will build in more time for discussion during the barriers/solutions segment of the training. The team will add 3-4 discussion questions for participants to answer as a group that address specific barriers and solutions within participants' chapters. This added focus and intentional discussion should increase participants' knowledge so that they are better equipped to answer the question in the post-test.

We will also amend the wording of the question in the post-test to make it clearer what an acceptable versus unacceptable answer is.

New Student and Sophomore Programs

⟳Goal 1: Healthy Relationships
Providing Department: New Student and Sophomore Programs

1. Operational/Learning Goal
The incoming first-year class will illustrate an increased knowledge of how to create and maintain healthy relationships, be able to define consent, detail bystander intervention strategies, and identify campus based resources related to sexual violence.

2. Outcome (s)
As a result of attending *Healthy Relationships*, students will have a better understanding of:
- Their role in creating a respectful and safe campus community
- The resources that exist at Georgia Tech through VOICE Sexual Violence Prevention and Advocacy Initiative
- The concept of consent and actions associated with bystander intervention.

3. Evaluation Strategy
Students will evaluate *Healthy Relationships* as part of the overall FASET assessment. There will also be two, first-year focus groups held to discuss the effectiveness of the *Healthy Relationships* program that will take place September, 2015.

4. Method for Disseminating and Using Information for Improvement
Results will be used for continued development of the *Healthy Relationships* program and shared with campus constituents who have a role in educating students about consent. Results will also be shared with key stakeholders on-campus to understand the educational efforts regarding these issues.

5. Summary of Results
During Summer, 2015, a total of 959 FASET attendees answered questions regarding the Healthy Relationships presentation that were included in the overall FASET program evaluation. The results are attached.

New Student and Sophomore Programs also held a focus group to discuss the presentation during Fall, 2016. The participants voiced that it was repetitious to have multiple presentations throughout FASET on sexual violence. Participants noted that hearing this message repeated was concerning for the larger culture of the Institute. Participants also felt the presentation style by Health Promotions was engaging and purposeful.

NSSP also spoke with past leaders about their experience leading a small group following the presentation and their comfort with the topic. More experienced student leaders were comfortable with the discussion, but both new and returning leaders expressed concern in how frequently the subject of sexual assault and violence prevention was a topic at FASET. This concern was in correlation to responding to new student comments and concerns about how frequently sexual assault happens at Georgia Tech.

6. What did you learn?
The Healthy Relationships presentation had the overall outcome NSSP desired. A total 97% of all students who completed the survey either strongly agreed or agreed that the program was meeting the desired learning objectives.

NSSP also learned that each discussion regarding sexual violence needed to be reviewed to ensure that the messaging and voice was not repetitious and consistent.

Lastly, more extensive training is needed for FASET Leaders regarding sexual assault prevention to better prepare the staff to address questions from the presentation. This training will be conducted in partnership with Health Promotions to ensure consistent messaging.

7. Actions Taken
The Healthy Relationships presentation will continue to exist within FASET and will be adapted to the needs of students. The presentation title will be changed to "Health, Respect, and Community Responsibilities" to better represent the presentation. The presentation will also better represent a holistic view of health in accordance to the creation of the Department of Community Health and Wellbeing.

Sexual assault will continually be addressed in multiple presentations during FASET, but NSSP will review the presentations to ensure that the messaging and voice was not repetitious and consistent.

Lastly, a training module for FASET Leader staff will be created in partnership with Health Promotions to ensure consistent messaging. This will include answers to common questions regarding the topics of health and wellbeing.

♻Goal 2: Transfer Orientation

Providing Department: New Student and Sophomore Programs

1. Operational/Learning Goal
NSSP staff will gain information to structure a two-day Transfer FASET orientation session.

2. Outcome (s)
As a result of surveying current transfer students, NSSP will:

- Identify programs that could be added to a pilot two- day orientation program.
- Understand what programs transfer students identify as most beneficial to their transition to Georgia Tech.

3. Evaluation Strategy
To gather information, roundtable discussions will be held and current transfer students will be sent an electronic survey.

4. Method for Disseminating and Using Information for Improvement
Results will be used to create the schedule for a two-day pilot transfer FASET orientation.

5. Summary of Results
Ten transfer students participated in a roundtable discussion to discuss the types of programs that would be most beneficial during a two-day FASET orientation session. During this roundtable, the current one day FASET schedule and two day schedules from other colleges was shared. After reviewing these schedules, the students were divided into groups to discuss what programs were of interest to them from the different schedules. This information was then compiled into a survey that listed the current programs offered at FASET, plus additional programming ideas that were identified by the roundtable participants.

Forty-two out of approximately 1,500 current students completed the full survey. Reminders were sent three times to complete survey. Despite lower numbers, overall themes from the survey were understanding Georgia Tech academics, integrating into campus life, and understanding and assessing campus services. Respondents indicated that meeting with their academic advisor and understanding the transfer credit process were the most important reasons why they attended orientation. Respondents also indicated that integrating with campus by offering campus tours, a student organization fair, and information on Georgia Tech traditions was important. Finally, the survey results illustrated an interest to understand how services like financial aid, co-ops and internships, and technology can be utilized by students.

6. What did you learn?
This survey confirmed that many transfer students have the same interest and desire to get involved in their new campus community, similar new first-year students. The session however needs to meet their needs, so time must be dedicated to assisting transfer students in understanding the academic program and getting a co-op or internship as quickly as possible.

7. Actions Taken
As part of the Summer, 2016 FASET orientation planning, a two-day schedule for transfer FASET orientation was created utilizing the data collected from the survey.

♺Goal 3: Social Media

Providing Department: New Student and Sophomore Programs

1. Operational/Learning Goal
As a result of utilizing social media, new students (first year, transfer, and exchange) and guests will gain knowledge of various programs and as a result, express being more engaged in the Georgia Tech community.

2. Outcome (s)
As a result of utilizing social media, new students (first year, transfer, and exchange) and guests will gain knowledge of various programs and as a result, express being more engaged in the Georgia Tech community.

3. Evaluation Strategy
The number of social media followers will be measured at the beginning of the first-year Summer FASET and every session thereafter. The number and types of questions and photos will be counted to assess how and where students and families engaged.

4. Method for Disseminating and Using Information for Improvement
Results will be used to see which methods worked and what areas should be further developed. In addition, this information will inform the NSSP social media plan for following academic year.

5. Summary of Results
NSSP social media followers grew over the course of January – June, 2016. See the attached document for more information (chart).

Results from Fall, 2015 semester were lost when it was realized that Facebook does not keep long term insights for page views.

The office began posting more often in February, but these were posts related to office programs and events. In March, posts were focused on attending a regional conference and welcoming new students to Tech. In mid-March, student leaders were highlighted who were on spring break. This allowed the orientation leaders to be identified by users and increase user interest in NSSP programs.

When Admission Decision letters were sent March 15, 2016 the hashtag #GT20 was utilized in hopes to get new students who were using the same hashtag for their social media post would view NSSP information.

Leading up to the month before FASET registration opened, the office posted different items related directly to FASET, Wreck Camp, Myths about Registration, Traditions, and other items important to incoming students. The increase in the numbers of followers continued.

- NSSP Assessment Charts

6. What did you learn?
From this analysis and planning of social media posts, the office has learned that well planned campaigns can garner interest, increase followers, and increase interaction with users. It also became clear that Instagram is the most popular of the three main social media platforms.

7. Actions Taken
NSSP will continue to be strategic about the posts that will help educate and inform new students and families/guests of all the things important to their transition at Tech.

Office of Student Integrity (OSI)

⟳ Goal 1: Title IX Training

Providing Department: Office of Student Integrity (OSI)

1. Operational/Learning Goal
Participants of Title IX training will understand their role in upholding and executing the Sexual Misconduct Policy.

2. Outcome (s)
As a result of two days of training, participants will understand legal requirements of Title IX, rape myths, utilize trauma informed approaches, and develop adjudication skills such as questioning, evaluating evidence, and weighing credibility.

3. Evaluation Strategy
Participants will be asked to take a pre-test and post-test to evaluate knowledge gained through the two days of training.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with campus leadership and relevant stakeholders such as the Director of Compliance, Legal Life, Georgia Tech Police Department, Human Resources, and the Victim Advocates to further enhance collaborative measures in response to sexual misconduct.

5. Summary of Results
The six individuals who were trained as part of the investigator track completed a pre-test that was administered prior to the start of the training. The pre-test consisted of seven questions related to the learning outcomes where individuals were asked to rate their understanding and comfort with one of four responses: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The questions were:

1. I understand the legal framework around issues of Title IX.
2. I understand how to execute the Georgia Tech Sexual Misconduct Policy.
3. I understand how rape myths can impact an investigation.
4. I understand how to conduct an investigation utilizing a trauma informed approach.
5. I understand how to ask effective questions in an effort to gather relevant information.
6. I understand how to effectively weigh evidence.
7. I understand how to effectively determine credibility of witnesses.

After two days of training, trainees were asked to complete a post-test with the same seven questions and provide responses regarding their understanding and comfort with the same rubric.

The pre-test scores for the investigators averaged to below the "Agree" rating (3) for six out of the seven questions. The one exception was the question related to rape myths: "I understand how rape myths can impact an investigation," as investigators averaged a score of 3.5 - firmly between agree and strongly agree.

The post-test scores indicated a successful training: the mean scores for all questions increased by at least 0.5, or 12.5% of the maximum score. Questions 1 and 2 saw the largest increases, from 2 to 3.3 and 1.83 to 3.5 respectively. Based on this alone, the training was largely successful as the primary objective was to ensure investigators understood the legal framework of Title IX requirements and how to execute Georgia Tech's Sexual Misconduct Policy in accordance and compliance with Title IX.

Learning outcomes related to investigator competencies also showed an increase, as investigators reported a greater agreement with conducting an investigation using a trauma informed approach (question 4), asking relevant questions (question 5), weighing evidence (question 6), and assessing credibility (question 7). All investigators reported an increase even on the question related to rape myths, as all "strongly agreed" to understanding how rape myths can impact an investigation, resulting in a max possible score of 4. The investigator skills (questions 4-7) did score in the average which indicates further training could be needed to sharpen these skills. Additionally, investigator skills can be sharpened with hands-on experience.

6. What did you learn?

The pre-test scores for the investigators averaged out to below the "Agree" rating (3) for six out of the seven questions. It is reasonable to conclude that most of the investigators did not have a comfortable grasp or understanding of important Title IX concepts or execution of the Georgia Tech Sexual Misconduct Policy. The one exception was the question related to rape myths: "I understand how rape myths can impact an investigation", as investigators averaged a score of 3.5 - firmly between agree and strongly agree. In analyzing these results, an understanding of rape myths and culture was the necessary baseline trait for the office to select these individuals to serve as investigators; the rest - legal framework, procedural execution of policy, and investigator competencies were knowledge and skills that could be taught through this training. In hoping to create a safe campus culture, having effective individuals uphold a delicate but intricate policy is essential. With the importance of understanding rape myths as an essential trait towards changing campus culture, these pre-test results affirm the right individuals were selected to serve as investigators to uphold the Institute's mission.

The post-test scores indicate a successful training: the mean scores for all questions increased by at least 0.5, or 12.5% of the maximum score. Questions 1 and 2 saw the largest increases, from 2 to 3.3 and 1.83 to 3.5 respectively. Based on this alone, the training was largely successful as the primary objective was to ensure investigators understood the legal framework of Title IX requirements and how to execute Georgia Tech's Sexual Misconduct Policy in accordance and compliance with Title IX. As an added bonus, learning outcomes related to investigator competencies also showed an increase, as investigators reported a greater agreement with conducting an investigation using a trauma informed approach (question 4), asking relevant questions (question 5), weighing evidence (question 6), and assessing credibility (question 7). All investigators reported an increase even on the question related to rape myths, as all "strongly agreed" to understanding how rape myths can impact an investigation, resulting in a max possible score of 4. The investigator skills (questions 4-7) did score in the 3s, which indicates further training could be needed to sharpen these skills. Additionally, investigator skills can be sharpened with hands-on experience.

7. Actions Taken

The Institute has moved to an investigation model and process where the current investigators are not utilized in student related Title IX concerns, so there are currently no actions or plans to train additional investigators. Due to the success of this training on a small sample size, the Office of

Student Integrity is working with the Sexual Violence Prevention Alliance to determine if this two-day training can be converted into more of an outreach and awareness presentation to assist the Institute's efforts in preventing sexual violence and maintaining compliance with Title IX. Finally, with new policies related to non-academic misconduct and sexual misconduct having been passed by the Institute's governing Board of Regents, this training will need to be revisited and improved to train individuals to execute these new policies effectively.

⟳Goal 3: HAC Ethics Seminar

Providing Department: Office of Student Integrity (OSI)

1. Operational/Learning Goal
As a result of attending the HAC Ethics seminar, students will improve time-management skills, develop a network of resources, and understand strategies for continued academic success.

2. Outcome (s)
As a result of attending the HAC Ethics seminar, students will improve time-management skills, develop a network of resources, and understand strategies for continued academic success.

3. Evaluation Strategy
HAC advisors will conduct a semi-structured interviews to assess the efficacy of the action plan and to determine what learning students have gained as a result of their participation in this process.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with OSI staff and the Dean of Students to determine how OSI is enhancing the academic learning experience.

5. Summary of Results
Of the 34 students who were sanctioned to the seminar and required to complete the Action Plan, 17 students participated in a structured 1:1 interview with a HAC member to discuss learning gained as a result of participating in the seminar. Five general questions related to the learning outcomes and reflections of completing experience were posed to the participants: 1. What was more helpful for you, the seminar or the action plan? 2. What did you learn specifically from competing the action plan? 3. What time-management skills did you gain from the seminar or from the action plan? 4. Have you been able to create a network of resources for yourself? 5. Do you believe you will be more academically successful as a result of the seminar and action plan? Regarding the first question, 8 students each stated the seminar or the action plan respectively were more helpful to them while the remaining one student stated both were equally helpful. For the remaining four questions, the responses were categorized into three categories: positive responses, negative responses, and neutral responses. Results are below: Q2 Q3 Q4 Q5 Positive Responses 14 12 12 13 Neutral Responses 2 4 2 2 Negative Responses 2 1 2 2 Most of the qualitative responses related to the varying assignments and requirements of the subjectively yielded positive themes. Examples of these positive themes are reflected in consistent responses like the following: "the personal essay helped me learn to match my actions and values" or seeing comments related to tangible skills being gained, such as the student who stated they are "keeping a reflection journal and daily calendar to manage time better" are exactly the type of learning that student conduct aims to accomplish. These were only 2 of the

responses, but most of the other responses categorized as positive included similar variations, with one student even describing how the action plan helped him switch into a major he is more passionate about and he has developed a plan to engage resources when needed.

6. What did you learn?
efficacy to provide new skills and resources for students in their GT careers. The qualitative responses yielded positive themes. Examples of these positive themes are reflected in consistent responses like the following: "the personal essay helped me learn to match my actions and values" or seeing comments related to tangible skills being gained, such as the student who stated they are "keeping a reflection journal and daily calendar to manage time better.". These were only 2 of the responses, but most of the other responses categorized as positive included similar variations, with one student even describing how the action plan helped him switch into a major he is more passionate about and he has developed a plan to engage resources when needed.

A definitive conclusion drawn from these results is the appeal of the action plan versus the seminar as there was almost a perfectly 50-50 split down the middle in regards to student's preferring the action plan or the seminar. Students who preferred the seminar pointed to several factors: the case studies, learning more about themselves, enjoying the interaction with other students who were in a similar situation, and learning different perspectives of student life by engaging with peers they would have otherwise not engaged with.

Students who preferred the action plan appreciated more of the individualized nature of the plan and the self-reflection opportunities created through many of the assignments. One student even went as far as to comment on their true understanding of the impact of their actions through an apology note they chose to write to their faculty member in whose class the misconduct had occurred.

7. Actions Taken
These results will be shared with the Honor Advisory Council - specifically with the executive board of the organization and the committee responsible for implementation of the Ethics Seminar, and therefore, the implementation of the Action Plan. One key action that will be taken is separating the seminar and action plan into two distinct sanctions. This decision is based on the responses garnered from question 1 of the interview. As only 1 out of 17 respondents stated that both were equally helpful, it appears that the sanctions may be more effective separately. As referred to earlier in the section above discussing what was learned, even some of the positive responses included feedback asking the sanction completion be shortened for efficacy; completing both the seminar and action plan was tedious.

Future actions include a potential longitudinal study of student's academic success a year after their action plan completion to determine what skills, competencies, and habits have retained as a result of the seminar.

Office of the Arts

⟳Goal 1: Develop Creative Competencies

Providing Department: Office of the Arts

1. Operational/Learning Goal
To provide every Georgia Tech student with opportunities to develop creative competencies.

2. Outcome (s)
Students who engage with programs supported by the Office of the Arts will be *exposed* to new concepts and modes of learning and be challenged to *experiment* in ways that stretch them intellectually and personally; and be encouraged to develop their own creative *expression*.

3. Evaluation Strategy
All program participants will be asked to complete a survey to collect both quantitative and qualitative data at the close of each program, activity and course. Results will be reviewed and data will be used to improve offerings.

4. Method for Disseminating and Using Information for Improvement
Results will be tracked in Baseline and reported out both quarterly and in the Year-end Annual report.

5. Summary of Results
The number of arts engagement opportunities for students coordinated by the Office of the Arts **increased** from 28 shows and engagement events in FY15 serving 1,120 students, to 85 shows and events serving 2,822 students. In addition, art exhibitions such as the Einstein Memorial and the Clough Art Crawl serve the campus community as a whole and are not included in that number.

Participation in the arts allows students to develop creative competencies through exposure, experimentation, and expression. Performances which challenged students' empathy, self-awareness, versatility, and collaborative skills included Sister Outsider, *Huang Yi & Kuka*, *PostSecret* and *Bronx Gothic*. Engagement opportunities which encouraged strengthening of these competencies included:

* Public art by Ruth Stanford displayed on campus (tiny lamp-post art at Tech Square and *Deliberation*, a police car etched with testimony from the Michael Brown/Ferguson case, originally commissioned by Dashboard for the exhibition, *dialogue: conflict/resolution*) challenged students' skills of observation and integrity simultaneously.

* Series artist Mark Gindick participated in a semester-long residency with LMC 2813 which challenged students to combine their technical and engineering expertise with developing creative competencies to tell the story of a clown looking for love in the 21st century.

* Visual Artist Mario Petrirena encouraged students to seek connection during his three-month residency, in which he conducted workshops with classes across campus as well as masterclasses at Clough Undergraduate Commons. Postcards were also handed out free for students to mail to friends and loved ones.

* Series artist Okwui Okpokwasili performed an intense and compelling show whose post-show discussion each night was as impactful as the performance itself. In partnership with T. Lang and Spelman College, the Office hosted a movement masterclass and an extended conversation about art as an agent for social justice and change.

This was a significant year for Georgia Tech students in terms of opportunities to develop creative competencies and use them to effect change in the Georgia Tech community. In addition to the specific programming referenced above, two student-initiated projects are expected to have a lasting impact on student engagement. In the fall of 2015, Georgia Tech undergraduate student Walter Ley approached the Office of the Arts for guidance in creating an **Arts Think Tank**, a group that met throughout the year to discuss the presence and role of the arts on campus. The group will present a white paper to SGA on their findings in the fall. One of the Think Tank participants also approached the office for support to start an **Arts@Tech Ambassadors** team. This group piloted during Spring Semester 2016 with 12 members and continued meeting throughout the summer. Plans for the group include becoming a chartered student organization, holding a leadership retreat, organizational growth, and overseeing a number of campus-wide arts-related initiatives.

6. What did you learn?

This was the first full year of programming under Director Madison Cario, with student engagement as a priority for the office, and with a full-time Student Engagement coordinator on staff. The interest and enthusiasm for the arts on campus is evident in the increased number of events and participants. Providing the space, opportunity, and guidance for the Arts Think Tank and the Arts@Tech Ambassadors will result in both deep and wide support for the arts in coming years. Steps will be taken next year to measure the impact of engagement events beyond attendance, using quantifiable survey tools. Formal assessment measures will be employed for engagement events for 2016-17.

7. Actions Taken

In addition to extensive student engagement events surrounding the Arts@Tech performance series, which will continue for 2016-17, programming partnerships with the new Center for Community Health and Wellbeing and with LEAD (Leadership Education and Development) Programs and Systems will extend the reach and deepen the impact of 2016-17 engagement programming campus-wide, and **academic partnerships** will be sought out and developed, including a co-taught arts focused GT 1000 course this fall and multiple embedded artists made possible through a GT Fire grant.

⟳Goal 2: Creative Collaboration Opportunities

Providing Department: Office of the Arts

1. Operational/Learning Goal

The Office of the Arts will add value to research, teaching, and student learning through creative collaboration opportunities.

2. Outcome (s)
An increase in collaborations with academic units, student organizations and external entities will broaden the campus experience. The Office of the Arts will double the number of collaborative events/programs and partners as compared to FY2015.

3. Evaluation Strategy
Collaborations will be tracked in Baseline and reported in the Year-end Annual report.

4. Method for Disseminating and Using Information for Improvement
Results will be tracked and reported out in monthly newsletters and in the Year-end Annual report.

5. Summary of Results
Collaborations with Georgia Tech academic units became a primary focus in FY16, increasing over the previous year from 6 collaborative campus partnerships/events to 22 collaborative partnerships, an increase of 266%. In addition, collaborations with external partners offered Georgia Tech students additional arts opportunities.

Academic Partnerships included:

- **LMC 2813** working with artist Mark Gindick on a project that challenged students to combine their technical and engineering expertise with developing creative competencies;
- **COA 1012 First Year Industrial Design**, working on the Piano Reboot project;
- **Computational Media Capstone Project:** interactive Arts Map of GT campus;
- **ENGL 1101** (3 sections taught by Lauren Neefe) working with visual artist Mario Petrirena;
- **Sports, Society and Technology Program of the School of History and Sociology** co-presenting a year-long Sports Film Series;
- working with the **Ivan Allen College** on the collaborative presentation of the play, *Renaissance in the Belly of a Killer Whale*;
- working with the **School of Music** on the collaborative presentation of pianist Sandra Shen, who performed with the Georgia Tech Symphony Orchestra
- working with the School of Music to produce the **Margaret Guthman Musical Instrument Competition** in the Ferst Center for the first time through funding support and direct assistance
- working with the **College of Science** on programming for the Albert Einstein Memorial
- strengthening ongoing relationships with DramaTech, GVU Center, Poetry@Tech, LMC's Brittain Fellows, and the School of Industrial Design

New collaborative projects with Georgia Tech Administrative units were developed to reach students in new ways, including:

- **Counseling Center** - focusing on the performance of *PostSecret* as a springboard for discussion of difficult personal issues through a panel discussion, counselors on-site at performance, postcard distribution, and promotion
- **Institute Diversity -** programming and funding support
- **Women's Resource Center -** programming support
- **Parents Program -** programming and funding support
- **Student Diversity Programs -** programming and funding support
- **Campus Recreation Center -** funding support

- **GT Athletics -** a new relationship which led to co-promotion and collaboration on two programs.

The creation of external partnerships resulted in arts opportunities for students with the National Black Arts Festival, Cherrylion Art Studio, the Atlanta Symphony Orchestra, and several Atlanta arts organizations through the creation of the CityArts discounted admission program for students and faculty.

6. What did you learn?
The tremendous increase in collaborative work was necessary to begin making a strong impact and effect a "sea change" for the arts on campus. Working with academic and administrative partners across campus meant that students were able to take part in meaningful arts opportunities like never before (a handful in previous years compared to over 50 this year).

7. Actions Taken
Collaborative partnerships will continue to be developed and strengthened in the coming year.

♻Goal 3: Artistic Practice

Providing Department: Office of the Arts

1. Operational/Learning Goal
To employ creativity, artistic practice and art to improve multicultural competency for all participants.

2. Outcome (s)
The Office of the Arts will use the arts to help *engage critical thinking skills*, to *improve participant's ability to articulate complex concepts*, and *to foster a better understanding* of the importance of the diversity of cultures and ways of interacting.

3. Evaluation Strategy
Include and highlight multicultural competency language and metrics in the creative process and programs and require participants to demonstrate satisfactory awareness, knowledge, and skills regarding issues of multiculturalism. Engage in assessment to indicate an improvement in awareness, knowledge, and skill in issues of multiculturalism.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with the participants immediately following an event or activity and encourage qualitative feedback. Data will be reviewed by the Director to outline continued efforts and improvements where necessary. Findings will be applied to future projects, activities and events.
5. Summary of Results
Engagement opportunities for students this year allowed students to improve their multicultural competency by deepening their understanding of other cultures, diverse backgrounds, and diverse viewpoints. Specific language outlining the various multicultural aspects of the events was used in describing and promoting the events. In addition to performances with deep multicultural impact in their subject content such as *Rodney King*, *PostSecret*, and *Bronx Gothic,* engagement events with a diversity theme coordinated by the Office of the Arts included:

- **"On Being an Other" workshop**, inspired by *Sister Outsider,* held with the Women's Resource Center, Breast Cancer Awareness dinner and *Sister Outsider* performance hosted by Westside Atlanta community - 22 participants
- **Indian dance lecture/demonstration** held with local Indian-American artist Bhavini Subramani and internationally acclaimed Indian artist Leela Samson on the history and impact of dance in Indian culture - 7 students
- **Post-show discussions with actor Roger Guenveur Smith** on the historical event and the actor's personal discovery following performances of *Rodney King* - 30 students
- **"Embodied Movement" masterclass and conversation** with *Bronx Gothic* artist Okwui Okpokwasili and GT and Spelman College students - 60 students
- **"The Rest is Drag" workshop** understanding the history of drag and how to dress for success in your own life - 20 participants
- **"Building Connections and Breaking Boundaries through Dance"** discussion with student dance group TekStyles and Dorrance Dance Company - 12 students
- **Poetry@Tech event featuring resident artist Marc Bamuthi Joseph** whose poetry highlights the contemporary African American experience - 150 students
- **Latin dance lessons taught by the GT Salsa Clu**b prior to the Tito Puente concert - 12 student participants

Robotics seminar held with Chinese artist Huang Yi and music technology students - 30 students. The president of the GT Taiwanese American Student Association accompanied Huang Yi as translator throughout his visit and participated in post-show talkbacks both as translator and Taiwanese American student body representative.

A diverse group of Georgia Tech students excited about the changing arts environment on campus participated in a year-long Arts Think Tank and formed the Arts@Tech Ambassadors group in the spring, which will become a chartered student organization in Fall 2016.

The impact of the various performances and engagement events was palpable, with participants showing enthusiasm, making comments that showed greater understanding of new concepts, and asking questions when learning about new cultures/viewpoints/backgrounds, or even in tears following shows. Programming designed to increase multicultural competency through extensive student engagement events was successful in attendance for each event. Although direct observation of participants was most important in assessing the impact of the first year, more quantitative results need to be captured in the future.

6. What did you learn?
Although attendance and direct observation of participants was most important in assessing the impact of this first year of full engagement programming with a diversity focus, more quantitative results can be captured in the future. Surveys will be administered pre- and post-event to assess impact.

7. Actions Taken
Building on the strength of the engagement programs from the previous year, extensive student engagement events will continue for 2016-17, incorporating earlier planning and more advance communication efforts. Formal assessment measures to determine the impact of the events will be employed for engagement events for 2016-17.

⟳Goal 5: Switch Software Systems

Providing Department: Office of the Arts

1. Operational/Learning Goal
Switch software systems for both ticketing and event management to systems that are cloud-based and networked on campus.

2. Outcome (s)
Through cloud-based systems, the Office of the Arts will become mobile, better able to support events across campus and have real-time access to data for improved analysis and tracking.

3. Evaluation Strategy
The Assistant Director and the Marketing Director of the Office of the Arts will provide monthly reports (i.e., YTD ticket sales, participant engagement, space utilization and donor engagement) which will be used to review and adjust marketing strategies and programming initiatives.

4. Method for Disseminating and Using Information for Improvement
Results will be tracked monthly and reported out both quarterly and in the Year-end Annual report.

5. Summary of Results
The Office of the Arts conducted research on software packages and tried out the campus based system (EMS) but made the decision to remain with the current systems for three reasons; 1. Lack of resources to purchase the most robust and efficient systems and 2. Desire to wait for new cloud-based systems to go through beta testing and 3. EMS software package did not meet the needs of the Office. The goal is ultimately to adopt a ticketing system that is completely cloud based which will allow the Box Office staff to be mobile – saving cost and increasing flexibility and ideally the ticketing system will be one that connects to and communicates with the Event Management System. To date, there are no programs that do both well.

6. What did you learn?
While research was conducted on various new software systems, the Office decided to stay with its current ticketing and event management systems for the short-term.

7. Actions Taken
A review of several software systems was conducted and both ticketing and event management systems were reviewed. Efforts will continue in 16-17 to find suitable systems that are cloud-based and/or networked on campus.

OHR Business Partner

⟳Goal 1: Policies and Procedures

Providing Department: OHR Business Partner

1. Operational/Learning Goal
OHR Business Partner will increase knowledge among Student Life staff with respect to Human Resources-related policies and procedures.

2. Outcome (s)
Staff will report the HR Division Handbook as a helpful resource to readily access HR related policies and procedures.

3. Evaluation Strategy
Division staff will be sent a brief survey to measure the degree to which they perceived the Handbook as being helpful in readily accessing HR related policies and procedures.
Method of Disseminating Information for Improvement Purposes
Survey results will be shared with the VP for Student Life, HR, and other OHR Business Partner stakeholders.

4. Method for Disseminating and Using Information for Improvement
The Division of Student Life HR Handbook can be located on the Division intranet at studentlife.gatech.edu.   This information was announced at the Division meeting in August 2016 and also via email to the staff.

5. Summary of Results
A Division of Student Life HR Handbook was created and shared via the division intranet

6. What did you learn?
It is difficult for staff to find the resources, policies and tools needed on the OHR and GT website. They often need to go to different areas/websites to find what they need.

7. Actions Taken

Parents and Family Programs

⟳Goal 2: Informing Families/Communications

Providing Department: Parents and Family Programs

1. Operational/Learning Goal
Parent & Family Programs will serve as a resource for parents and families for reliable, timely, and accessible information regarding Georgia Tech and the Georgia Tech student experience.

2. Outcome (s)
The vast majority of respondents will report that communications received from Parent & Family Programs which includes informational emails (monthly electronic *ParentNews*), the Parent and Family Guide, Parent & Family Calendar, and Facebook updates allowed them to stay informed and share resources, dates, and deadlines with their students and helped them navigate the academic year.

3. Evaluation Strategy
Parent & Family Programs will ask survey respondents in the 2016 Parent & Family Programs Survey if their participation in local and regional events, as well as all the communications received by the office, helped them better support their Georgia Tech student to be successful academically, socially, and personally.

4. Method for Disseminating and Using Information for Improvement
Parent & Family Programs will utilize this data to improve quality of information and communications delivered by Parent & Family Programs and will disseminate this data to campus partners to allow for improvement as well.

5. Summary of Results
The 2016 Parent & Family Programs survey was not sent out as it was decided to do a bi-annual survey to allow for program growth and development between the distribution of the program survey. Instead, analytics from both MailChimp and Facebook were reviewed.

The current email database of parents and family members in MailChimp totals 30,500 email addresses. The open rate on average is 30.98% and industry open rate is 17.73%. The click rate varies however on average it is 4.6%. A total of 87.1% contacts are from the U.S. and 8.4% are from outside of the United States.

Parent & Family Programs currently has 2,770 Facebook followers which is up from 2,330 Facebook followers in 2015 and 1,849 in 2014. Over 2,571 are families are from the United States. The page also has families following from 44 countries around the world with the highest numbers from India, United Arab Emirates, Puerto Rico, Brazil, Mexico, Taiwan, Nigeria, Japan, Pakistan, South Korea, Singapore, Canada, and the United Kingdom. A total of 77% of followers are women and 22% are men. Over 48% are between the ages of 45-54, 15% are between the ages 55-64 and 8% are between the ages 35-44. Families noting liking news stories about Georgia Tech, events that they can share with their student, and helpful tips and resources on how to be a college parent.

6. What did you learn?

Families access and connect with Parent & Family Programs differently. It is important to continue to grow the presence of the office with families and also create new ways for them to engage with the office and Georgia Tech. A few offices have requested webinars be created for the families, so that could be the next channel of connection and education.

7. Actions Taken

ParentNews was enhanced with a new, fresh look starting in May to increase readership, open rates, and engage more parents and families.

With new postings, increased likes on Facebook by over 400. The office also engaged the Facebook community on a more consistent basis with more content from Georgia Tech, but also broad content about parents and families of college students.

⟳ Goal 3: Multicultural Competence/Awareness

Providing Department: Parents and Family Programs

1. Operational/Learning Goal

Parent & Family Programs will increase the engagement/click rates of articles in *ParentNews* and on the Parent & Family Programs Facebook page which promote multicultural awareness among the Georgia Tech community members.

2. Outcome (s)

Parent & Family Programs will increase readers' level of engagement (e.g. click through rates and likes*)* through *ParentNews* articles, as well as the Parent & Family Programs Facebook page, that contain information about multicultural education, programs, and events. Click rates and likes will be compared to articles that are not specific to multicultural awareness.

3. Evaluation Strategy

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

4. Method for Disseminating and Using Information for Improvement

The Parent & Family Programs will utilize this data to improve quality of information contained in *ParentNews* and Facebook.

5. Summary of Results

The following articles were posted to Facebook:
August 4, 2015 – Facebook post about Intel making a $5 Million contribution to Georgia Tech to help recruit and retain minority and female engineering and technology majors and prepare them for graduate school – 689 people reached, 119 post clicks, 19 likes, 0 shares
January 18, 2016 – Facebook post about celebrating Martin Luther King, Jr – 710 people reached, 13 post clicks, 13 likes, 0 shares

May 7, 2016 – Facebook post about Tiffany Davis earning her Aerospace Engineering degree and her efforts to bring President Obama to campus – 1,187 people reached, 650 video views, 280 post clicks, 33 likes, 0 shares

The following articles were included in a MailChimp mailing:

September 2015 edition - Rohr Chabad Grand Opening – 255 total clicks (3%) and 159 unique clicks (3%) Catholic Center Welcome – 270 total clicks (3%) and 175 unique clicks (3%)

November 2015 edition – International Education Week – 514 total clicks (3%) and 183 unique clicks (3%)

March 2016 edition – Women's Awareness Month – 133 total clicks (3%) and 92 unique clicks (3%)

6. What did you learn?

This goal was poorly constructed and it was very difficult to determine what was a "multicultural" post. It was also hard to determine how learning was gained by those who reviewed the article. The number of clicks does not indicate learning, or interest in the topic.

7. Actions Taken

In the future goals regarding the multicultural competence of families will be assessed differently.

Student Diversity Programs

⟳Goal 1: Social Justice Training

Providing Department: Student Diversity Programs

1. Operational/Learning Goal

Learning Goal

As a result of attending social justice training, faculty, staff, and students will increase their knowledge of social justice definitions, concepts, identities, and ways to implement social justice advocacy into their daily work.

2. Outcome (s)

As a result of attending social justice training, participants will increase their knowledge of social justice along the following components:

1. Articulating a definition for social justice
2. Defining key concepts
3. Demonstrating increased self-awareness of target identities
4. Articulating dominant identities
5. Identifying how social justice can be a part of their daily experience

3. Evaluation Strategy

A pre and post-test will be administered to participants prior to, and after the training to measure their acquisition of knowledge with respect to social justice.

4. Method for Disseminating and Using Information for Improvement

Results will be evaluated by the staff from the Office of Student Diversity Programs and the Office of Institute of Diversity. The results will be used to improve future training.

5. Summary of Results

Fifteen faculty and staff participants and twenty-two student participants matched pre and post-tests. Both groups increased their ability to articulate a definition for social justice with an average of a 20% increase. Students came to the training with more knowledge of key social justice concepts, and they increased their social justice knowledge after the training. In defining key concepts, faculty and staff increased their knowledge of race and targets (26%) the most. On the other hand, students increased their knowledge of collusion (26%) and social power (21%). In addition, both students and faculty and staff increased their self-awareness of target identities with an average of (45%) and (16%) respectively. In terms of increasing their knowledge of dominant identities, each group increased their knowledge: faculty and staff (31%) and students (21%). In addition, both groups were able to identify how social justice can be a part of their daily experience (100%).

Social Justice Training for Faculty and Staff

Articulating a Definition for Social Justice	Pre-Test 6 (43%)	Post-Test 9 (62%)	Increase 19%
Defining Key Concepts	Pre-Test	Post-Test	Increase
Collusion	0 (0%)	2 (15%)	15%
Social Power	2 (15%)	3 (23%)	8%
Race	6 (43%)	9 (69%)	26%
Targets	6 (43%)	8 (62%)	26%
Equality	8 (57%)	10 (77%)	20%

Increased Self-Awareness of Personal Identities	Female 11 (79%) Over 51 7 (50%)	Female 11 (79%) Over 51 11 (79%)	0% 29%
Articulating Dominant and Personal Identities	Able Bodied 5 (36%) Age 26 3 (21%)	Able Bodied 9 (64%) Age 26 7 (54%)	28% 33%

Identifying how Social Justice can be part of Daily Experience	14 (100%)	13 (100%)	0%

Social Justice Training for Students

Articulating a Definition for Social Justice	Pre-Test 9 (47%)	Post-Test 13 (68%)	Increase 21%

Defining Key Concepts	Pre-Test	Post-Test	Increase
Collusion	0 (0%)	5 (26%)	26%
Social Power	1 (5%)	5 (26%)	21%
Race	13 (68%)	16 (84%)	16%
Targets	12 (63%)	15 (79%)	16%
Equality	16 (84%)	16 (84%)	0%

Increased Self-Awareness of Personal Identities	Female 10 (53%) Over 51 5 (26%)	Female 16 (84%) Over 51 16 (84%)	31% 58%
Articulating Dominant and Personal Identities	Able Bodied 11 (58%) Age 26 7 (37%)	Able Bodied 13 (68%) Age 13 (68%)	10% 31%

Identifying how Social Justice can be part of Daily Experience	19 (100%)	19 (100%)	0%

6. What did you learn?

Student Diversity Programs learned that students entered the training with more knowledge about social justice and social justice concepts than their faculty and staff counterparts, and they left the training with additional knowledge. If the department wants to build a more inclusive campus based on social justice core values, faculty and staff must continue to be trained. In addition, faculty and staff must be made aware of social justice education to increase their participation. The department will continue to partner with the Office of Institute Diversity to reach faculty and staff. Since the Employee Resource Groups are operational again, more outreach is planned to communicate with the Principal Empowerment Officers. The department also learned many workshop participants arrived late or left early. This behavior led to mismatched pre and post-test that could not be utilized to measure learning. Workshop participants were likely to recommend the training to a colleague or friend. In addition, participants articulated the workshop was not offered enough.

7. Actions Taken

Student Diversity Programs notified workshop participants they needed to come thirty minutes before the workshop commenced to take the pre-test. This change netted more matched test, but too many unmatched test remained. As a result, an extra thirty minutes was built into the workshop to accommodate testing.

For FY17 a minimum of six social justice trainings will be offered. The Director will train Cheryl Cofield from Institute Diversity and Inclusion, Support, & Advocacy Collective Staff to assist in facilitating the trainings.

Goal 2: Diversity Ambassador Program
Providing Department: Student Diversity Programs

1. Operational/Learning Goal
Learning Goal
As a result of participating in the Diversity Ambassador Program, students will increase their knowledge of, and skills related to specific Division of Student Life Student Leader Competencies.

2. Outcome(s)
As a result of participating in the Diversity Ambassador Program, students will increase their knowledge of, and skills related to the following Division of Student Life Student Leader Competencies:
1.   Personal Development
2.   Intercultural Development
3.   Communication

3. Evaluation Strategy
A pre and post-test will be administered to participants in the 2015 Fall semester and 2016 Spring semester to measure growth in the competencies.

4. Method for Disseminating and Using Information for Improvement

Student Diversity Programs will use results to modify the curriculum for the next cohort of Diversity Ambassadors

5. Summary of Results
[Summary of Results 2015-16](#)

6. What did you learn?
A few of the Diversity Ambassadors did not participate for a full school year because of study abroad, internships, or co-op. Therefore, administering a pre-test and post-test to the Diversity Ambassadors may not be the most effective way to measure student learning due to the transitory nature of the students in the program.

7. Actions Taken
The leadership knowledge and skills gained regarding personal development, intercultural development, and communication will be a guiding foundation for improving and refining the program's curriculum. The program will continue to focus on intercultural interaction and dialogue to best focus on personal development, intercultural development, and communication.

Goal 3: Areas for Further Development

Providing Department: Student Diversity Programs

1. Operational/Learning Goal
Student Diversity Programs staff will be able to articulate 3-5 specific areas for further development in the provision of programs and services according to CAS standards.

2. Outcome (s)
Student Diversity Programs staff will be able to articulate 3-5 specific areas for further development in the provision of programs and services according to CAS standards.

3. Evaluation Strategy
Student Diversity Programs will conduct a benchmark study according to the CAS standards and potentially other best practices sources.

4. Method for Disseminating and Using Information for Improvement
Student Diversity Programs will use data gathered from the benchmark study to modify and/or create new programs and services.

5. Summary of Results
The Inclusion, Advocacy, & Support Collective conducted a self-study utilizing CAS Standards to identify strengths, weaknesses, and benchmarks for achievement. Student Diversity Programs would like to adopt the following practices:

1. CAS suggest departments collect and document evidence of program effectiveness. One way to document program effectiveness is through student recruitment and marketing materials to inform students about services and programs.

2. According to CAS, departments should report evidence of student contributions to the Institute. Collaboration with the entire campus community is highly encouraged to foster inclusion on campus.
3. Student Diversity Programs offers of plethora of educational programs. The Office has spent a great deal of time focusing on social justice and multicultural competence, but CAS also recommends promoting and enhancing identity development.
4. It has been some time since the Office of Student Diversity Programs created mission and vision statements. CAS recommends mission and vision statements be reviewed periodically.

6. What did you learn?
Staff representing the Inclusion, Advocacy, & Support Collective learned our departments have a similar mission and vision, and there is a great deal of opportunity for partnership. What is more, Collective staff was able to see the value in the Division of Student Life's attempt to cluster departments with similar strategies. As a result, stakeholders will see increased teamwork form the Collective to address intersectionality so students can understand the relationship between all their identities. In addition, colleges and universities were not built with students served by our departments in mind therefore we must to create opportunities for inclusion.

7. Actions Taken
1. The Office of Student Diversity Programs created a new mission and vision statement along with core values. In addition, the entire Collective reviewed and modified mission and vision statements.

2. In an attempt to clarify and market what we do, the Inclusion, Advocacy, & Support Collective created a 14-page magazine, and the magazine was distributed at orientation so that new students are clear about our programs and services.

3. Student Diversity Programs took an audit of programs and departments we typically collaborate with outside of the Division of Student Life. We would like to strengthen previous partnerships and create new ones. An example of a new partnership is our collaboration with Serve-Learn-Sustain. The Office of Student Diversity Programs will sponsor at least two programs that will be a part of their Structural Racism series, and we are excited about this collaboration.

Student Engagement

⟳ Goal 1: Into the Streets 2015

Providing Department: Student Engagement

1. Operational/Learning Goal
As a result of participation in Into the Streets, students will be able to articulate 1-3 action items for service involvement during the upcoming academic year and to articulate the names of 1-3 campus or community organizations that can support their service involvement.

2. Outcome (s)
Students will have an understanding of how to connect with service opportunities at Georgia Tech during their first year on campus. Staff will gain a heightened awareness of student learning as a result of their Into the Streets participation.

3. Evaluation Strategy
Paper and electronic surveys will be distributed to Into the Streets participants. The use of Baseline's Student Response System assessment may be used during the event and in a follow-up reunion occurring later in the academic year.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with the Office of Leadership & Civic Engagement in order to enhance Into the Streets programming. The information will also be used to inform the development of future Day of Service programs.

5. Summary of Results
Paper surveys were provided to students who participated in Into the Streets. A total of 123 students of the 127 that participated completed the survey, resulting in a 96% response rate. Listed below are the key findings.

Please list 1-3 action items you could take to get connected with service at GT:

Number of students that listed zero action items	2/123 respondents	1.6%
Number of students that listed one action items	14/123 respondents	11.38%
Number of students that listed two action items	35/123 respondents	28.45%
Number of students that listed three action items	72/123 respondents	58.53%

Please list 1-3 off-campus or on-campus organizations that would support those items to facilitate your service engagement at GT:

Students that listed zero campus or community organizations	9/123	7.32%
Students that listed one campus or community organizations	20/123	16.26%
Students that listed two campus or community organizations	42/123	34.15%
Students that listed three campus or community organizations	52/123	42.28%

6. What did you learn?

Students bring some knowledge of student organizations before attending Into the Streets. The most common organizations students' mentioned were MOVE, TEAM BUZZ, and Greek Life. Although students could name the specific organizations, they were often unsure of how to pursue participation in volunteer opportunities with those organizations. As a result, students tended to repeat similar answers for questions five and six.

7. Actions Taken

To better support new students' understanding of service at GT, more emphasis will be placed on Into the Streets as an entry point to service engagement. Examples of more intentional planning would include extensive training regarding the community partners' mission and opportunities as well as providing the project leaders with detailed information about additional service events hosted by the partners.

⟳Goal 2: Student Leader Retreat

Providing Department: Student Engagement

1. Operational/Learning Goal

As a result of participation in the 2016 Student Leader Retreat, students will be able to articulate 1-2 common challenges experienced by student organization leaders and to identify student leader action steps, current campus resources or ideas to better institutionalize support for student leader development.

2. Outcome (s)

Students will have a greater understanding of how individually and collectively as student organizations they can impact campus and be aware of current initiatives and services already available at the Institute.

3. Evaluation Strategy

Electronic surveys will be distributed to Student Leader Retreat participants.

4. Method for Disseminating and Using Information for Improvement

Results will be shared with the Office of Leadership & Civic Engagement in order to enhance future Student Leadership Retreats.

5. Summary of Results

In April electronic surveys were distributed to the 37 participants of the 2016 Student Leader Retreat. Thirteen students completed the survey.

Number of students that listed one common challenge experienced by student organization leaders	2/13 respondents	15.4%
Number of students that listed two or more common challenges experienced by student organization leaders	11/13 respondents	84.6%

Three major themes emerged as common challenges for student organizations: leadership transitions, effective member recruitment and retention, and diversity and inclusion.

Student respondents cited OrgSync as a potential campus resource that may support better transitions, stronger communication, and greater recruitment support for organizations. Students described the services and programs of the Counseling Center, Office of Leadership & Civic Engagement, and Diversity Programs as campus resources that are available for student organization leaders. Expanding the offerings for diversity and inclusion trainings to student leaders was described as a potential action step.

6. What did you learn?
Insight was gained into the types of training and support that may be offered to student organizations regardless of size and structure. Student leaders have similar needs for support in the annual transitioning process.

7. Actions Taken
The Office of Leadership & Civic Engagement will explore options to offer trainings for student organization transitioning and to leverage OrgSync as a tool for document storage and information sharing. The result of this survey will also be shared with Diversity Programs and the Diversity Ambassador program for the potential development of trainings focused toward student organizations.

⟳Goal 3: Student Organization Charter Trainings

Providing Department: Student Engagement

1. Operational/Learning Goal
As a result of student organization charter trainings, students will be able to articulate components of an effective student organization constitution.

2. Outcome (s)
As a result of student organization charter trainings, students will be able to articulate components of an effective student organization constitution.

3. Evaluation Strategy
The Office of Leadership & Civic Engagement will utilize the Baseline Student Response System to survey participants during, and immediately following the student organization charter training sessions.

4. Method for Disseminating and Using Information for Improvement
Results will be used to inform the development of student organization charter trainings and the Student Government Association's Joint Campus Organization Committee policies.

5. Summary of Results

The Office of Leadership & Civic Engagement hosted several mandatory student organization charter trainings to help students understand the chartering and constitution writing process in an informed manner. During these trainings, students learned the steps required to create a student organization, how to draft an effective constitution, and important Institute policies relevant to student organizations. The Office of Leadership & Civic Engagement utilized the Baseline Student Response System to allow the session facilitator to have an immediate understanding of which pieces of information were retained by attendees, and what areas needed further clarification during the training.

The attendees were asked to articulate three important components of a constitution in an open ended question. The three areas students reported most frequently included organization officers, organization purpose, and membership.

Question 1: What are three important sections of a constitution?

Number of students that articulated objectives related to officers	13/19 respondents	68.42%
Number of students that articulated objectives related to the purpose statement	9/19 respondents	47.37%
Number of students that articulated objectives related to membership	7/19 respondents	36.84%
Number of students that articulated objectives related to dues	2/19 respondents	10.57%
Number of students that articulated objectives related to constitutional amendments	2/19 respondents	10.57%

Students were also asked to share an open ended response to the question, "Why is a constitution important to an organization?" Examples of the responses include the following:
To maintain the longevity of the organization and set the structure and vision of it – Alex Poux
It provides a tool for organizations to establish their core principles and is a backbone document that can be used to reestablish order in. – Daniil Budanov
It gives the rules that the club must abide to and is vague enough to work even when the club changes with time. Basically protects club. – Yash Tulsiani
These responses affirm that at the conclusion of the training, students were able to articulate the value of an effective constitution for student organization development. Additionally, students recognized how constitutions can contribute to the longevity of the organization and core principles.

6. What did you learn?

As a result of chartering trainings, students were able to identify at least three important sections of a student organization constitution. The top three areas students found most important were sections related to officers, the organization's purpose, and membership. Over half of the attendees were able to articulate those three areas as important topics in a constitution. In addition to important constitution components, Leadership & Civic Engagement was also able to identify why students believe constitutions are important and what areas of knowledge were retained, and which areas need further clarification.

Leadership & Civic Engagement also gained knowledge in two unexpected areas. First, while participants retained the information regarding organization constitutions fairly easily, they were sometimes unsure of specific deadlines for submitting paperwork, which is a critical component of the chartering process and is reviewed in detail during the training. This was an unexpected lesson learned, but one that was incredibly valuable. Staff also learned that the Baseline Student Response System has significant limitations with regards to session facilitators.

7. Actions Taken
Moving forward, staff will continue to highlight components of an effective constitution in all charter trainings, and will increase the focus on the charter timeline, including important deadlines. The office will also pursue a survey method which will allow various session facilitators to gain an immediate understanding of participant knowledge retention.

Student Publications and Media

⟳ Goal 1: Identify Areas of Successful Distribution

Providing Department: Student Publications and Media

1. Operational/Learning Goal

As a result of demonstrated data (the weekly pick up rate) per distribution location, the Technique staff and the Board of Student Publications will be able to identify areas of successful distribution and where improvements might be required.

2. Outcome (s)

As a result of adding new distribution locations on campus, the Technique student newspaper will be able to clearly identify weekly pick up rates.

3. Evaluation Strategy

Throughout the 2015-2016 academic year, the Director, the student *Technique* staff and the marketing and sales coordinator will collect data regarding newspaper pick up rates at each distribution location to be used in future marketing and distribution strategies.

4. Method for Disseminating and Using Information for Improvement

Data will be shared with the Board of Student Publications and used by the executive Technique staff for future distribution strategies.

5. Summary of Results

The *Technique* student staff developed an instrument to gather distribution data (location, papers dropped each week, papers returned each week, and efficiency percentage) on what areas of campus have the greatest pick up rate and where adjustments need to made in the future to best distribute newspapers. The collection of data was managed by the distribution staff, the editor-in-chief, and the coordinator of sales and marketing. The sample reflects four months of distribution.

The data gathered revealed the following:

The average number of papers dropped per week was 4,000 at twenty campus locations. Of the 4,000 dropped, 61% were picked up in the Fall semester with only 30% picked up in Spring 2016.

Locations with the highest average pick up rate (50% or higher) included: Clough Undergraduate Learning Center (CULC), Campus Recreation Center (CRC) and the J. Erskine Love Manufacturing Building (MSE-Love). Locations with the lowest average pick up rate (35% or lower) included: Brittain dining hall (31.4%), North Avenue dining hall (20.5%) and the Woodruff dining hall (16%).

The fewest papers distributed of any one issue surveyed was Volume 101, Issue 23 (February 26, 2016) with a 22% campus-wide pick up rate. The single highest issue distributed of those surveyed was Volume 101, Issue 12 (October 23, 2015) with a 77% campus-wide pick up rate.

6. What did you learn?

The data showed that the pickup rate of papers primarily depended upon the distribution locations on campus. The data also provided insight into where the papers were picked up most often and which weeks/semesters had the highest pick up rate.

7. Actions Taken

The *Technique* will use the data collected to modify the drop rate, distribution locations, and number of issues printed per issue for the 2016-2017 academic year.

⟳Goal 2: Financial Analysis

Providing Department: Student Publications and Media

1. Operational/Learning Goal

As a result of a financial costs survey, the *Technique* staff and the Board of Student Publications will be able to confirm the newspaper's financial obligation as it relates to student activity fee funding and revenue dollars needed for printing operations.

2. Outcome (s)

As a result of this data, the student staff of the newspaper will confirm a better understanding of the Technique's annual operations supply and equipment (OS&E) spending.

3. Evaluation Strategy

During the Fall semester the student Editor-in-Chief, the newspaper's business manager, and the coordinator of sales and marketing will data gathered to show annual operating costs for the paper's operation on a weekly scale.

4. Method for Disseminating and Using Information for Improvement

Survey results will be shared with respective student staff, the Student Government Association (Undergraduate House of Representatives and the Graduate Student Senate) and used by the newspaper for possible improvements to the paper's OS&E operations in future years.

5. Summary of Results

After numerous discussions with the Student Government Association regarding student fee funding allocations, the newspaper realized they needed to gather specific financial data to confirm the need for greater financial support by the Student Government Association (SGA). The data was gathered in preparation for a presentation before the governing bodies for the annual student activity fee budget allocation process in the Spring semester.

The data gathered reflected the following:

The average printing cost per (7,000) copies per week increased by $133.74 from 2015 ($2,249.64) to 2016 ($2,383.38). Reducing the number of issues printed does not save the paper a significant amount of money. The difference in pricing of printing fewer copies (4,500) from our current (7,000) is approximately $250.00 for a 28page, 4 color issue.

Funding from student activity fee allocations for the paper's printing/operating supplies and equipment (OS&E) dropped by fifty percent from FY14 to FY16 ($40,000 to $20,000) causing a strain on advertising revenue needed for printing the standard 28-30 issues per year. Further, advertising dollars needed from revenue had been reduced by four percent. Advertising revenue had seen an increase of sixteen percent from FY15 to FY16 ($84,223 to $89,660).

6. What did you learn?
The information gathered confirmed that the reduction of student activity fee money caused the newspaper to draw more from advertising revenue for printing. It was also learned that the newspaper would not see any significant savings by reducing the number of newspapers printed each week.

7. Actions Taken
The *Technique* presented these findings to the undergraduate and graduate bodies of the Student Government Association (SGA) during the FY17 allocation discussions in an attempt to increase the amount of student activity fees allocated for printing. The SGA did not approve an increase based upon the slight rise in advertising revenue earned by the newspaper.

⟳Goal 3: Advertising Habits of Minority Owned Businesses

Providing Department: Student Publications and Media

1. Operational/Learning Goal
Student Media & Publications will gain knowledge regarding the advertising habits of minority owned businesses.

2. Outcome (s)
As a result of the data gathered, Student Media & Publications will gain knowledge regarding the advertising habits of minority owned businesses.

3. Evaluation Strategy
Throughout the 2015—2016 academic year, the Marketing and Sales Coordinator will collect data to be used in future media kits and advertising promotions to increase advertising submissions.

4. Method for Disseminating and Using Information for Improvement
Data will be shared with respective members of the Office of Student Media and the Editor-in-Chief of the *Technique* to improve advertising promotions and sales literature.

5. Summary of Results
Of the (45) minority-owned businesses surveyed 44% responded to the survey. Of the survey data received, minority-owned businesses indicated:

A total of 100% of respondents confirmed that they had not purchased advertising space in the *Technique* student newspaper however 10% of those who responded indicated that they had purchased advertising in some local student publication;

Of the business surveyed, a total of 25% of all businesses responding had customers who they could associate with Georgia Tech either as faculty, staff or students and 60% would be interested in receiving a media kit from the *Technique*. It was noted that 45% would consider advertising in the *Technique* should the paper offer a discounted rate to their business.

6. What did you learn?
It was learned that local minority-owned businesses were not advertising in the Technique student newspaper primarily due to a lack of information about the advertising opportunity it provided vendors. Once informed, a large majority of the businesses indicated that they would consider advertising in the future.

7. Actions Taken
The data gathered indicated that a high enough percentage of minority-owned businesses would be interested or would at least consider advertising in the *Technique* should they be presented with more information (media kit) and if given a discounted rate, they would be more likely to place an advertisement at some point in the 2016-2017 academic year. Due to this information, the Coordinator of Sales and Marketing and the Editor-in-Chief of the *Technique* are scheduled to tailor a media kit to meet the minority-owned business needs.

Veterans Resource Center

⟳ Goal 1: Student Veteran Needs Assessment

Providing Department: Veterans Resource Center

1. Operational/Learning Goal
The VRC will identify support services and resources utilized by student Veterans and areas for improvement.

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

3. Evaluation Strategy
An online survey will be administered to student Veterans during the Fall, 2015 semester. The survey will be repeated during the Spring, 2016 semester with new students.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with key stakeholders across campus who support student Veterans with direct services. Additionally, data will be shared with departments which have the potential to support student Veterans. Results will also be shared via the VRC web site.

5. Summary of Results
The needs assessment survey was administered during the fall 2015 semester. There were 118 respondents with 55 military/Veteran and 63 dependents. Some of the significant finding from the survey were that 85% of respondents felt like Tech was military friendly. Additionally, 80% indicated an easy transition into the Tech community and 74% felt a connection to Tech.
The respondents also indicated these top three areas for improvement: Admission and enrollment into Georgia Tech, knowledge of support and services available to student Veterans, and opportunities to meet and network with other student Veterans.

6. What did you learn?
The VRC staff learned that Student Veterans were not aware of all of the support and services available on campus, and that students were looking for opportunities to meet and network with employers and with other Student Veterans.

7. Actions Taken
To increase Student Veterans knowledge of support services, the VRC collaborated with the Office of Admission, Center for Academic Success, and the Communication Lab to coordinate awareness of services to student Veterans. In order to improve the opportunity for student Veterans to network and meet, the VRC increased the amount of student Veterans meetings and engagements, the VRC hosted five student Veteran meet and greet outings at a local restaurant on campus. Additionally, the VRC partnered with an external organization FourBlock a career service company that assisted Veterans with employment networking, resume, and interviewing skills.

⟳ Goal 2: Focus Group

Providing Department: Veterans Resource Center

1. Operational/Learning Goal
The needs of women student Veterans at Georgia Tech will be better addressed.

2. Outcome (s)
As a result of a focus group, women student Veterans will describe their experience at Georgia Tech and articulate their needs as a student Veteran on-campus.

3. Evaluation Strategy
A women student Veteran focus group will be conducted to gather feedback about the population's specific needs.

4. Method for Disseminating and Using Information for Improvement
Results from focus groups will be used to assess women student Veteran knowledge about campus services and to improve services specific to women student Veterans. Results will be shared with key stakeholders across campus who support student Veterans and women in particular.

5. Summary of Results
Due to the low enrollment of women Veterans and difficulty in assembling a focus group, the assessment evaluation strategy was modified to interviewing two women Veterans. The Veterans reported that they were unaware of all of the services and programs on campus. Additionally, they reported a desire to engage with other Student Veterans and student organizations. Some of the key statements from the interviews were that the typical image of a Veteran on campus is a male. Another Veteran made the following statement, "In the military I had to fit in and be one of the guys, however on campus it is different. "I feel as though I am supported here and that I matter here. I think that the service we have done is appreciated by the college."

6. What did you learn?
The VRC staff learned that women student Veterans were adjusting to college life however were still unaware of all campus services. Additionally, the VRC learned that students desire opportunities to engage with other student organizations on campus.

7. Actions Taken
The VRC will provide more information about campus services and will seek to create opportunities for involvement with other student organizations.

⟳Goal 3: Self-Assessment Guide

Providing Department: Veterans Resource Center

1. Operational/Learning Goal
By reviewing CAS standards and completing the "Self-Assessment Guide," the VRC staff will identify areas of compliance and areas for improvement.

2. Outcome (s)
The VRC staff will understand how the current functioning of the VRC aligns with the CAS standards.

3. Evaluation Strategy
The VRC staff will complete the Self-Assessment Guide as part of the CAS Standards in consultation with key partners on-campus.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with key stakeholders across campus who support student Veterans with direct services. The results of the self-assessment will be used to enhance the VRC services and programs.

5. Summary of Results
After reviewing the CAS standards, the VRC determined that it is operating in alignment with standards. However, the VRC also found there was a need for improvement in need to identify learning and development outcomes and align with CAS outcomes and the assessment and evidence of impact.

6. What did you learn?
The VRC staff learned that operating procedure, practice and policy were in alignment with CAS standards. Additionally, the VRC learned that there are areas in need of improvement with the need to identify learning and development outcomes and align with CAS outcome, and the assessment of outcomes and evidence of impact.

7. Actions Taken
The VRC staff will continue to improve operations to ensure practice, policy and service adhere to CAS standards. Additionally, the VRC staff will review standard to ensure learning outcomes and assessments are in alignment with CAS standards.

Women's Resource Center

⟳Goal 1: WRC Advisory Board

Providing Department: Women's Resource Center
1. Operational/Learning Goal
After identifying strategies and initiatives to engage the WRC Advisory Board committee members, and assess how Advisory Board members illustrate commitment and engagement with WRC programs, services, and initiatives.

2. Outcome (s)
Advisory Board members will illustrate a commitment to the WRC and engagement with WRC programs, services, and initiatives.

3. Evaluation Strategy
A brief electronic survey will be sent to the WRC Advisory Board to evaluate commitment and engagement of members.

4. Method for Disseminating and Using Information for Improvement
Results will be included in the WRC annual report and shared with the WRC Advisory Board, as well as additional campus stakeholders.

5. Summary of Results
As a member of the WRC Advisory Board, 93% of individuals were more committed to issues concerning women at Georgia Tech, and more engaged with issues facing women at Georgia Tech. Additionally, 87% of WRC Advisory Board members have an increased knowledge of WRC programs. The majority of WRC Advisory Board members have not attended a WRC program, but would like to attend programs, in addition to attending Advisory Board meetings.

6. What did you learn?
While most WRC Advisory Board members were hand selected, the commitment to issues pertaining to women at Georgia Tech has been gratifying. Overall, most members of the WRC Advisory Board were able to name at least one WRC program or event. All WRC Advisory Board members would like to engage with the WRC in addition to attending Advisory Board meetings.

7. Actions Taken
All WRC Advisory Board members were added to the WRC weekly newsletter. Results of the assessment will be shared at the next Advisory Board meeting and in the WRC annual report. Due to a specific comment on the assessment survey, the WRC will reach out directly to the Associate Chair for Student Learning and Experience in BME to see how we can collaborate, and also to Advisory Board members regarding volunteering for WRC programs.

⟳Goal 2: Women's Leadership Conference

Providing Department: Women's Resource Center

1. Operational/Learning Goal
Attendees of the Women's Leadership Conference will return with leadership skills along the social change model of leadership model.

2. Outcome (s)
After attending the Women's Leadership Conference, attendees will articulate how attending the Women's Leadership Conference improved their leadership skills along the social change model of leadership model

3. Evaluation Strategy
All attendees will be asked to complete a survey to evaluate the overall conference logistics, workshop topics, and keynote speakers. In addition, after the conference a small group of WLC attendees will be convened to solicit feedback on the format of the conference design for leadership skill development.

4. Method for Disseminating and Using Information for Improvement
This information will be considered by the WRC staff for future programming, and included in the WRC annual report.

5. Summary of Results
Due to lack of response to attend a small group post WLC, the feedback was based solely on the conference survey.

6. What did you learn?
Most Women's Leadership Conference attendees were first timers. Participants would like more workshops on the following: breaking through the glass ceiling, patriarchy, and gender bias in the workplace. Further, they would like more direct life application sessions, in addition to the academic knowledge gained through workshops. Participants rated information about the WLC through traditional marketing terms, such as flyers, word of mouth, and banners as low, therefore creating opportunities for increased marketing techniques. The majority of participants are White and Asian women, and there is a lack of Hispanic and Black women attending the WLC. As a result of attending WLC, attendees reported higher levels of self-awareness, confidence, and communication skills.

7. Actions Taken
As a result of the assessment data, the WLC committee will be more intentional in traditional marketing techniques, reaching out to specific populations such as Hispanic and Black women. The WLC committee will also plan for more specific life application workshops that relate to gender bias, patriarchy, and breaking through the glass ceiling. In addition, the Overall Chair for WLC this year is a black woman, who has invested several years to WLC. This is the first time in 18 years WLC has a black woman in the Overall Chair position.

⟳Goal 3: Yoga for Everybody

Providing Department: Women's Resource Center

1. Operational/Learning Goal
Attendees of Yoga for Everybody will return with a better understanding of the impact yoga has on body image.

2. Outcome (s)
After attending the Yoga for Everybody, participants will be able to articulate the impact yoga has on body image.

3. Evaluation Strategy
Participants will be given a survey at the end of each class throughout the Fall, 2015 semester.

4. Method for Disseminating and Using Information for Improvement
This information will be used to inform the Georgia Tech Body Image Committee and Women's Resource Center for future programming and body image related events.

5. Summary of Results
The Body Image Committee conducted two surveys over the course of 2015-2016. There were eight Yoga for EveryBody sessions offered with an average of ten participants at each sessions. Approximately 80 attendees participated in Yoga for EveryBody. The first survey was given after each Yoga for Everybody session, the second was an overall assessment of body (dis) satisfaction.
The individual Yoga for Everybody sessions articulated the following: 72% of participants participated once a month or less in yoga, 94% of participants felt the instructor clearly described the positions and modifications, and 100% of participants felt supported throughout the class. Most participants felt "energized" and "relaxed" after participating in Yoga for Everybody.
The Body Image Assessment survey articulated the following: 73% of participants felt mostly to moderately satisfied with their physical appearance, 45% felt mostly to moderately dissatisfied with their body size and shape; 55% felt mostly satisfied with their weight; 54% felt moderately to slightly physically attractive, and 82% felt they look somewhat to just slightly better than the average person.

6. What did you learn?
Overall, this is a great new initiative provided for students, faculty and staff in collaboration with the Body Image Committee (co-led by Health Promotion and the Women's Resource Center) and the Campus Recreation Center. This will be a program participants want to continue during 2016-2017. We learned through Body Image Assessment that there is a disparity between body shape and size, and physical appearance. However, most felt satisfied with their weight, physical attractiveness, and overwhelmingly most felt they looked better than the average person.

7. Actions Taken
Continuance of practice. The Body Image Committee will offer Yoga for Everybody in the Student Center during the 2016-2017 academic year.

Division of Student Life

New Staff On-Boarding Survey

Fall 2015

On-Boarding, August 28, 2015

15 Participants

5/15 completed On-Boarding Survey, created 9/10/15 launched 9/11/15

33% Response Rate

<u>Outcomes</u>

- Identify the departments within the Division of Student Life
- Match each Division department with its primary functions
- Articulate perception as to how the Division of Student Life aligns and supports the Institute and its mission
- Identify additional opportunities for staff engagement and professional development

	Division of Student Life Department	Accurate Match of Department with Essential Functions	Mismatched
1.	Administrative Services	60%	Dean of Students Main Office
2.	Counseling Center	100%	
3.	Dean of Students Main Office	60%	Development, Parent Giving & Student Life Leadership, Education and Development
4.	Development, Parent Giving & Student Life	40%	Finance and Operations

			Student Organization Finance Office
5.	Disability Services	100%	
6.	Finance and Operations	100%	
7.	Greek Life	100%	
8.	Information Technology	100%	
9.	Leadership and Civic Engagement	40%	Leadership, Education and Development
10.	Leadership, Education and Development	40%	Leadership and Civic Engagement
11.	Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LBGTQIA) Resource Center	100%	
12.	Marketing and Communications	100%	
13.	New Student and Sophomore Programs	100%	
14.	Office of the Arts	60%	Administrative Services
15.	OHR Business Partner	100%	
16.	Office of Student Integrity (OSI)	100%	
17.	Parents Program	100%	
18.	Research and Assessment for Student Life	100%	
19.	Student Organization Finance Office	100%	
20.	Student Diversity Programs	80%	Leadership, Education and Development
21.	Student Publications and Media	100%	
22.	Veterans Resource Center	100%	
23.	Women's Resource Center	80%	Student Diversity Programs

	Excellent	Good	Fair	Poor
Overall, how would you rate the New Staff On-Boarding experience?	20%	80%		
On a scale from (1=Poor; 4=Excellent) based on what you have learned to date, how effectively does the Division of Student Life work toward . . . **Preparing and engaging students and staff to lead, learn, and live in a global society.**	20%	80%		
On a scale from (1=Poor; 4=Excellent) based on what you have learned to date, how effectively does the Division of Student Life work toward . . . **Championing diversity, community and the celebration of tradition that promotes an inclusive environment.**	20%	60%	20%	
On a scale from (1=Poor; 4=Excellent) based on what you have learned to date, how effectively does the Division of Student Life work toward . . . **Challenging and empowering students and staff to be responsible citizens who contribute to their communities and profession through leadership and service.**	40%	40%	20%	
On a scale from (1=Poor; 4=Excellent) based on what you have learned to date, how effectively does the Division of Student Life work toward . . . **Leading the profession of Student Life by advancing innovative programs, services and staff development in pursuit of institutional effectiveness.**	20%	80%		

How can the New Staff On-Boarding session be improved?

- Implementing the on-boarding shortly after a person is hired rather than almost a year later
  - Make more handouts available for the participants on what each departments'. goals and objectives are. Make sure each dept. is represented and prepared to discuss what they do and allow Q&A. Do this survey closer to the time after the class was held
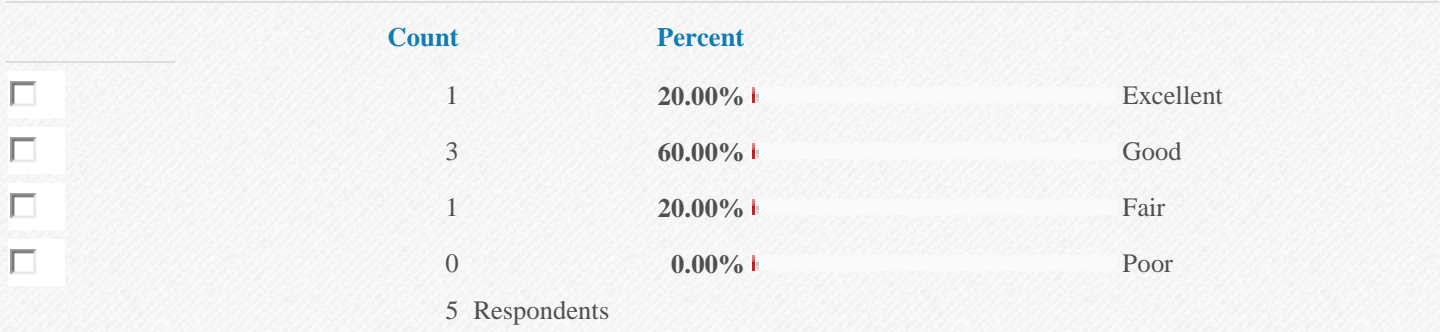
Q30. Based on what you have learned to date, which Office of Human Resources (OHR) and Division opportunities are available for staff engagement and professional development? (Please select all that apply)

	Count	Respondent %	Response %	
☐	2	40.00%	4.76%	Administrative Professionals Committee - for Administrative Professionals
☐	2	40.00%	4.76%	Annual performance evaluation
☐	3	60.00%	7.14%	Awards Committee
☐	4	80.00%	9.52%	C3 - Creating Connections Committee
☐	1	20.00%	2.38%	Collaborative Performance Planning (CPP)
☐	1	20.00%	2.38%	Student Club Advisor
☐	1	20.00%	2.38%	Emergency Call Center volunteer staff
☐	4	80.00%	9.52%	Family Weekend
☐	3	60.00%	7.14%	Kaiser Permanente Corporate Challenge
☐	3	60.00%	7.14%	Multicultural Competence Certificate
☐	4	80.00%	9.52%	Multicultural Competence Committee
☐	4	80.00%	9.52%	Professional Development Committee
☐	4	80.00%	9.52%	Safe Space
☐	2	40.00%	4.76%	SMART Goals
☐	2	40.00%	4.76%	Staff Council
☐	1	20.00%	2.38%	Suicide Prevention
☐	1	20.00%	2.38%	www.Lynda.gatech.com

5 Respondents
42 Responses

Q25. For Question 3. a-e please rate on a scale from (1=Poor; 4=Excellent) based on what you have learned to date, how effectively does the Division of Student Life work toward . . . - a. Enriching the student experience by creating a collaborative community that foster's a balanced and purposeful life.

	Count	Percent	
☐	1	**20.00%**	Excellent
☐	3	**60.00%**	Good
☐	1	**20.00%**	Fair
☐	0	**0.00%**	Poor
	5	Respondents	

End of Report