



**Final Assessment Report  
2016-2017**

**Compiled by the Office of Research and Assessment  
October 2017**

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# 2016-2017 Final Assessment Report

## Division of Student Life

### Georgia Institute of Technology

#### I. Student Life

##### Business Operations

##### Administration

#### Goal #1: Second Floor of Smithgall Student Services Building

1. **Operational/Learning Goal:**  
Director of Administration will improve the utilization of 2nd floor Smithgall Student Services building.
2. **Outcome(s):**  
Successfully coordinate with Facilities Construction the Division's space needs for expansion and growth with a large renovation project of the main office suite.
3. **Evaluation Strategy:**  
Project completion.
4. **Method for Disseminating and Using Information for Improvement:**  
N/A
5. **Summary of Results:**  
The project was successfully completed in eight months.
6. **What did you learn?**  
The value of investing in a renovation project to most effectively use building real estate.
7. **Actions Taken:**  
N/A

## **Finance and Operations/Student Organization Finance Office (SOFO)**

### **Goal #1: Improve the Quality of Customer Service**

**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 Affairs, 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 daily and most students are, on average, 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**

- 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 Affairs, 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**

- 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 Affairs, 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 Affairs, 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 Assessment on rewriting 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.

## **Information Technology**

### **Goal #1: Improved Efficiency in Counseling Center Services to Students**

- 1. Operational/Learning Goal:**  
Student Life Information Technology will improve the efficiency in the provision of Counseling Center services for students.
- 2. Outcome(s):**  
Student Life Information Technology will install and implement CalendarSync for Titanium users in the Counseling Center allowing staff access of a single 0365 calendar allowing all staff to view scheduled appointments.
- 3. Evaluation Strategy:**  
In collaboration with Counseling Center staff, Student Life Information Technology will conduct an internal review for effectiveness of the CalendarSync for Titanium.
- 4. Method for Disseminating and Using Information for Improvement:**  
Information about the implementation of CalendarSync for Titanium will be internal to the Counseling Center and Student Life leadership.
- 5. Summary of Results:**  
Counseling Center staff reported high satisfaction, efficiency and ease of using CalendarSync.
- 6. What did you learn?**  
Student Life Information Technology staff learned how to enhance Counseling Center operations.
- 7. Actions Taken:**  
Student Life Information Technology staff learned how to enhance Counseling Center operations.

### **Goal #2: Improved Testing Services for Students with Disabilities**

- 1. Operational/Learning Goal:**  
Student Life Information Technology will improve testing services for students with disabilities.

- 2. Outcome(s):**  
AMAC Accessibility and Student Life Information Technology will setup assistive devices in the Disability Services Testing Center.
- 3. Evaluation Strategy:**  
Observation. Student Life Information Technology and Disability Services staff will observe to ensure that the assistive devices are operational.
- 4. Method for Disseminating and Using Information for Improvement:**  
Information regarding the availability and use of assistive devices will be disseminated with Disabilities Services students, staff and stakeholders. Information will also be reported in the FY '17 End-of-Year Report under Student Life Information Technology.
- 5. Summary of Results:**  
Staff and student users report satisfaction with and appreciation of the assistive devices.
- 6. What did you learn?**  
Student Life Information Technology learned how to better serve students with disabilities.
- 7. Actions Taken:**  
Student Life Information Technology will continue to support the technological needs of students with disabilities.

### **Goal #3: Improved Division Efficiency**

- 1. Operational/Learning Goal:**  
Student Life Information Technology will improve Division efficiency and reduce service turnaround time.
- 2. Outcome(s):**  
The transition of shared mailboxes to a new Active Directory based Security Group role will allow for easier administration and control of authorization for end users. Efficiency will be improved and turnaround time reduced.
- 3. Evaluation Strategy:**  
Document review.
- 4. Method for Disseminating and Using Information for Improvement:**  
Student Life Information Technology will report transition to Division users.



**5. Summary of Results:**

Turnaround time for support requests was significantly reduced.

**6. What did you learn?**

Student Life Information Technology staff learned how to better support Division staff's technological needs.

**7. Actions Taken:**

No actions were taken as the new Active Directory remains in use.

**Goal #4: Improved E-mail Efficiency for Vice President for Student Life and Dean of Students**

**1. Operational/Learning Goal:**

Student Life Information Technology will improve email efficiency for the Vice President for Student Life and Dean of Students.

**2. Outcome(s):**

A different process will be used by the Vice President for Student Life/Dean of Students to send list email messages.

**3. Evaluation Strategy:**

Student Life Information Technology staff will observe the Vice President for Student Life/Dean of Students in sending list email messages.

**4. Method for Disseminating and Using Information for Improvement:**

The change in process was internal between Student Life Information Technology staff and the Vice President for Student Life/Dean of Students.

**5. Summary of Results:**

Improved e-mail efficiency for the Vice President for Student Life and Dean of Students.

**6. What did you learn?**

Student Life Information Technology staff learned how to better meet the technological needs of the Vice President for Student Life and Dean of Students.

**7. Actions Taken:**

No action taken as changed process remains in use.

## **Goal #5: Improved Computer Security Protection for Division Staff**

- 1. Operational/Learning Goal:**  
Student Life Information Technology will improve computer security protection for the Division staff.
- 2. Outcome(s):**  
All Student Life employees will be set up for and required to use Two-Factor Authentication.
- 3. Evaluation Strategy:**  
Student Life Information Technology staff will observe and monitor Division staff's utilization of Two-Factor Authentication.
- 4. Method for Disseminating and Using Information for Improvement:**  
The change in process was internal within the Division of Student Life.
- 5. Summary of Results:**  
Increased computer security protection for the Division staff.
- 6. What did you learn?**  
Student Life Information Technology staff learned how to better meet the technological needs of the Vice President for Student Life and Dean of Students.
- 7. Actions Taken:**  
No action taken as changed process remains in use.

## **Goal #6: Improved Service Operations for Students in Office of Disability Services**

- 1. Operational/Learning Goal:**  
Student Life Information Technology will improve service operations for students in the Office of Disability Services.
- 2. Outcome(s):**  
As a result of the purchase and use of Symplicity Accommodate, all service operations in the Office of Disability Services will be improved such as:
  - Note taking
  - Testing services
  - Accommodation requests

- 3. Evaluation Strategy:**  
Student Life Information Technology staff will observe and monitor the use of Symplicity Accommodate.
- 4. Method for Disseminating and Using Information for Improvement:**  
The change in process was internal within the Office of Disability Services. Disability Services staff notified Institute stakeholders of the change.
- 5. Summary of Results:**  
Services provided for students by the Office of Disability Services became more efficient and allowed for easier access and provision.
- 6. What did you learn?**  
Student Life Information Technology staff learned how to improve service operations and better serve the needs of students with disabilities.
- 7. Actions Taken:**  
No action taken as Symplicity Accommodate remains in use.

## Counseling Center

### Goal #1: Counseling Service

**1. Operational/Learning Goal:**

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

**2. Outcome(s):**

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

**3. Evaluation Strategy:**

The Counseling Center will assess counseling outcomes using the CCAPS-64 assessment form.

**4. Method for Disseminating and Using Information for Improvement:**

Overall results will be reported to staff by July 31st via annual report.

**5. Summary of Results:**

Subscales	Baseline Avg. Standard Score	Latest Average Standard Score	Standard Score Change	Significance level
Depression	.98	.15	-.83	p<0.0001
Gen. Anxiety	1.07	.25	-.82	p<0.0001
Social Anxiety	1.38	.83	-.55	p<0.0001
Academic Distress	1.22	.51	-.71	p<0.0001
Eating Concerns	1.29	.76	-.53	p<0.0001
Hostility	1.14	.19	-.95	p<0.0001
Substance Use	1.35	.43	-.92	p<0.0001
Distress Index	1.21	.30	-.91	p<0.0001

**6. What did you learn?**

N/A

**7. Actions Taken:**

On-going data collection using the CCAPS-34 will continue in Fall 2016 to collect session outcomes for each client. Overall results will be reported to staff by June 30<sup>th</sup> via annual report and reviewed during Senior Staff planning meetings in July.

## Goal #2: Client Satisfaction

1. **Operational/Learning Goal:**  
To provide satisfactory counseling experiences to clients who utilize services at the Counseling Center.
2. **Outcome(s):**  
Clients will report experiencing an overall average rating of 4.0 (satisfied) based on current client satisfaction survey.
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:**
  - a. Individual Counseling

	<b>Avg. Rating</b>
How satisfied are you with the services you have received at the Counseling Center?	4.23
How satisfied were you with your initial screening appointment?	4.12
How satisfied are you on your progress with the concerns that brought you to counseling?	3.78
How satisfied have you been with your counselor?	4.52
How satisfied are you that your counselor understands the nature of your concerns?	4.51
How satisfied are you with how your counselor respects your culture and identity?	4.82
How satisfied are you with the assistance of the Front Desk staff?	4.58
How helpful has counseling been to you in supporting your academic progress?	3.90
How Helpful has counseling been to you in remaining at Tech?	4.15
How likely would you be to recommend our services to a friend?	4.55

**b. Group Counseling**

	<b>Avg. Rating</b>
How satisfied are you with the services you have received at the Counseling Center?	4.62
How satisfied were you with your initial consultation appointment?	4.52
How satisfied are you with the assistance of the Front Desk staff?	4.63
How satisfied have you been with your group counselor(s)?	4.75
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.67
How satisfied are you with how your group counselor(s) respect(s) your culture and identity?	4.90
How satisfied are you on your progress with the concerns that brought you to group counseling?	3.73
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.09
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.41
How helpful has counseling been to you in improving or maintaining your academic progress?	4.09
How helpful has counseling been to you in remaining at Tech?	3.84
How likely would you be to recommend our services to a friend?	4.43

**6. What did you learn?**

N/A

**7. 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 July 31st.

**Goal #3: Contribute to Student Academic Progress**

**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:**

<b>Individual Counseling</b>	<b>Avg. Rating</b>
How helpful has counseling been to you in supporting your academic progress?	3.90
How helpful has counseling been to you in remaining at Tech?	4.15
<b>Group Counseling</b>	<b>Avg. Rating</b>
How helpful has counseling been to you in supporting your academic progress?	4.09
How helpful has counseling been to you in remaining at Tech?	3.84

**6. What did you learn?**

N/A

**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.

## **HR Business Partner**

### **Goal #1: OnBoarding Program**

- 1. Operational/Learning Goal:**  
HR Business Partner, in collaboration with the Director of Administration, will improve the OnBoarding program for new employees in the Division of Student Life.
- 2. Outcome(s):**  
New Division staff will be informed about the programs, services, policies, and procedures in the Division of Student Life and the Institute.
- 3. Evaluation Strategy:**  
Written and verbal feedback from new staff.
- 4. Method for Disseminating and Using Information for Improvement:**  
N/A
- 5. Summary of Results:**  
HR Business Partner assisted with approximately 175 hires for the Division: 28 staff, 9 temporary, 90 students and 47 affiliates
- 6. What did you learn?**  
HR Business Partner, in collaboration with the Director of Administration, learned how to most effectively meet the needs of new staff in the OnBoarding process.
- 7. Actions Taken:**  
Continuance of the OnBoarding process.



## **Inclusion, Support & Advocacy**

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

#### **Goal #1: Trans 101**

**1. Operational/Learning Goal:**

Trans 101 training will equip employees and students with the tools to create a more inclusive campus for transgender people.

**2. Outcome(s):**

As a result of completing Trans 101 training, participants will be able to list two strategies to practice inclusion of transgender people in their role on campus.

**3. Evaluation Strategy:**

Participants will be given an evaluation at the end of the program that asks them to list two strategies for practicing transgender inclusion.

**4. Method for Disseminating and Using Information for Improvement:**

The data will be shared with the Trans 101 facilitator team. We will use this information to determine whether the program is successful at teaching participants about specific inclusion strategies. If participants are not able to list two strategies, we will amend the program to communicate this information in a clearer way.

**5. Summary of Results:**

Out of 42 respondents, 32 (76%) were able to list two strategies to practice trans inclusion in their role on campus. The most common strategies that people listed related to the use of pronouns in introductions and email signatures.

**6. What did you learn?**

We had hoped that these concrete skills would be one the most important takeaways from the training. We go over some strategies in detail earlier in the training but only have one slide dedicated to other strategies late in the training when perhaps attention is waning.

**7. Actions Taken:**

The Trans 101 facilitator team will meet this summer to review the curriculum and we will recommend incorporating more strategies throughout the training with a recap at the end to solidify knowledge.

**Goal #2: Improve Mental and Social Health**

**1. Operational/Learning Goal:**

Staff in the LGBTQIA Resource Center aspire to boost student mental and social health. LGBTQIA students who attend Q Chats will experience improved mental and social health outcomes as a result of making connections to LGBTQIA peers with similar identities and experiences.

**2. Outcome(s):**

Each LGBTQIA student who attends Q Chats discussion groups will report at least one positive mental or social health outcome from their participation in the program.

**3. Evaluation Strategy:**

Participants will be given hard copy evaluations during the last meetings of the Fall and Spring semesters. Electronic surveys will be sent to participants who attend during the semester but who might not be present at the final meeting of each group.

**4. Method for Disseminating and Using Information for Improvement:**

This information will be shared with the Counseling Center and Deans in the Division of Student Life who may refer students to Q Chats. Positive responses will also be used as a promotional tool to explain the benefits of attending discussions to potential participants.

**5. Summary of Results:**

26 participants completed the evaluation at the end of the fall 2016 semester, with 1 person attending more than 1 group. 38 attendees completed the evaluation at the end of the spring 2017 semester with 3 people attending more than 1 group.

In fall 2016, 26 respondents (100%) “Agreed” or “Strongly Agreed” that, as a result of participating in Q Chats, they have more people to turn to when they need support around their LGBTQIA+ identity. 23

(88%) reported that attending Q Chats has made them more confident discussing their identity with others.

For spring 2017, 37 (97%) “Agreed” or “Strongly Agreed” that they now have more people to turn to for support, while 36 (95%) said they are more confident discussing their identity with others.

The evaluation asked participants to elaborate on any impact that Q Chats has had on their understanding of their identity, experience of LGBTQIA community at Georgia Tech, or any other area of their life and wellbeing.

Select responses from fall 2016 evaluations include:

*“Having a supportive group of queer women to turn to has been a lifesaver.”*

*“I did not know any other trans people until I started coming to the Q Chats, and I now feel more a part of the trans community.”*

*“It has given me a greater sense of community and belonging.”*

*“It has made me more comfortable w/ my sexuality b/c I came to college questioning and now I am much more confident and self-aware.”*

*“Seeing people struggle with the same issues is good. We work through it together.”*

*“Q Chats definitely made me feel that Georgia Tech cares for its LGBT students and I felt more accepted in the community after attending Q Chats.”*

Select responses from spring 2017 evaluations include:

*“I have people who accept me unconditionally, and that has really helped me accept myself.”*

*“The Q Chats, specifically QPOC, has created a new group for me to confidently discuss my sexuality, problems, and concerns.”*

*“Having a group of queer women I can talk to helped me transition to college and gave me more confidence to be vocal about who I am.”*

**6. What did you learn?**

The Q Chats discussion group series has a positive social effect on the students who attend. Every student who attended reported at least one positive impact on their mental or social wellbeing, including a greater sense of belonging, increased understanding of their identities, and/or increased confidence in discussing their identities.

**7. Actions Taken:**

During our first fall facilitator meeting, we will share this data with our new and returning Q Chats facilitators. We will also share the data with our Counseling Center staff and include select quotes in our Q Chats marketing efforts to promote the benefits to students who have not yet attended.

### **Goal #3: LGBTQIA Graduate Student Needs**

**1. Operational/Learning Goal:**

The LGBTQIA Resource Center staff will improve efforts to meet the social and professional needs of LGBTQIA graduate students. Programs will be developed that will address their social and professional needs.

**2. Outcome(s):**

As a result of hosting a feedback session, the Center will identify at least two social or professional development programs or initiatives that graduate students would like the Center to provide.

**3. Evaluation Strategy:**

The Center will host a dinner and facilitated feedback session for LGBTQIA graduate students. Large flip-chart sheets will be posted around the event room, each with a question at the top. Attendees will be given post-it notes and pens so that they can write responses to the questions and post them on the appropriate sheet. These will be collected at the end of the night and the responses entered into a spreadsheet.

The questions for attendees will be:

- a) What topics would you most like to see the Center address in its programs?
- b) What event times and locations work best for you?
- c) What is the best way to reach current graduate students?

- d) What is the best way to reach prospective and admitted graduate students?
- e) What other suggestions or ideas do you have for the Center?

**4. Method for Disseminating and Using Information for Improvement:**

The data will be used to develop at least one new initiative for LGBTQIA graduate students.

**5. Summary of Results:**

27 students attended the feedback session and dinner.

Professional concerns were the most common topics that graduate students said they would like the Center to address. Examples include, “transitioning into a workplace that’s not LGBTQIA friendly,” “preparation for academia/industry,” “developing connections with professional groups in Atlanta,” and “preparation for interviews.”

Social activities were the other main interest, with suggestions including movie nights, game nights, trivia nights, happy hour, a book club, and learning about gay life in Atlanta.

Evenings were the most popular time to meet, with respondents preferring central campus locations such as the Student Center or venues in Midtown such as bars and Piedmont Park.

Email lists and social media posts were reported as the best way to reach current graduate students while the Grad Expo and the welcome packet were suggested for admitted students.

**6. What did you learn?**

LGBTQIA graduate students have a desire to connect with one another socially and to engage in professional development specific to their communities and identities.

We also learned valuable information about how to market and plan for activities to ensure we reach the widest audience possible.

**7. Actions Taken:**

We partnered with the ADVANCE Program to launch the Queering STEM brown bag series in spring 2017 and we will assist in planning targeted professional development events in the fall related to the topics suggested at our feedback session.

We will also plan one social event per semester, beginning with a dinner and game night in the fall.

## **Veteran's Resource Center**

### **Goal #1: Needs Assessment**

**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, 2016 semester. The survey will be repeated during the Spring, 2017 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 not administered during the assessment cycle; however, a needs assessment was conducted in conjunction with the Student Veterans focus group. During the focus group participants gave feedback about their experiences at Georgia Tech.

Key themes from the feedback were:

- a. Opportunities to meet and network with other students
- b. More information about resource on campus and in community
- c. Opportunities to meet with employers
- d. Resource fair with campus offices
- e. Wanting additional funding for Yellow ribbon participants, if possible
- f. Providing opportunities for Student Veteran led seminars
- g. Having an exemption for Physical Fitness requirement

**6. What did you learn?**

The VRC staff learned student veterans were not aware of all of the support and services available on campus, and students were looking for

opportunities to meet and network with employers and with other student veterans.

**7. Actions Taken:**

To increase student veterans' knowledge of campus resources and services, the VRC continued to collaborate with the Office of Admission, Center for Academic Success, and the Communication Lab to coordinate awareness of services to student veterans. Additionally, to support the opportunity for student veterans to network, the VRC continued to pursue new ways to encourage student veterans' meetings and engagements. For example, the VRC hosted visits from the Veterans Administration and 4 student Veteran meet-and-greet outings at a local restaurant on campus. In addition, The VRC partnered with an external organization FourBlock, a career service company that assists veterans with employment networking, resume writing, and interviewing skills. Additionally, the VCR added a page to the VRC's website to include career opportunities for military and veterans.

## **Goal #2: Student Veteran Focus Group**

**1. Operational/Learning Goal:**

The needs of Student Veterans at Georgia Tech will be better addressed.

**2. Outcome(s):**

Following a formation of a focus group, student Veterans will describe their experience at Georgia Tech and articulate their needs as a student Veteran on-campus.

**3. Evaluation Strategy:**

A 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 group will be used to assess student Veteran knowledge about campus services and to improve services specific to Student Veterans. Results will be shared with key stakeholders across campus who support student Veterans in particular.

**5. Summary of Results:**

A student veteran focus group was conducted on September 8, 2016. There were 13 student veterans that participated in the group, with 11 males and 2 females. Additionally, the group consisted of 5 graduate



students and 8 undergrad students. The participants discussed their experiences of attending Tech and provided feedback.

Key themes from focus group were:

- a) Want more career opportunities
- b) Want a leave of absence from college for deploying reservist or guard students
- c) Hold a benefits fair for Student Veterans
- d) Current Student Veterans mentoring new Student Veterans
- e) Provide a leadership panel for ROTC Cadets
- f) Want volunteer opportunities within community

**6. What did you learn?**

The VRC staff learned that student veterans on campus are seeking more information about resources on campus. The staff also learned that students are seeking more information about career opportunities. Additionally, the VRC staff learned that student veterans are looking for opportunities to mentor and provided leadership guidance to ROTC cadets.

**7. Actions Taken:**

In order to increase student veteran's knowledge of resources, the VRC hosted visits from the Veterans Administration and Disabled American Veterans. The VRC will hold a Student Benefits fair in September of 2017. The VRC staff coordinated a Student Veteran Leadership Panel during an Army ROTC class. The students discussed leadership with ROTC cadets. In addition, The Student Veterans student organization at Georgia Tech coordinated a volunteer opportunity at a local elementary school; the Student Veterans assisted in painting and cleaning classrooms. The VRC partnered with FourBlock, a career service company that assisted Veterans with employment networking, resume writing, and interviewing skills. Additionally, the VCR added a page to the VRC's website to include career opportunities for military and veterans.

### **Goal #3: Improvement of Veteran's Day Recognition**

**1. Operational/Learning Goal:**

Improve Veteran's Day recognition on campus through feedback from Veteran's Day Ceremony participants.

**2. Outcome(s):**

Veteran's Day Ceremony participants will report high levels of satisfaction with the recognition of Veteran's Day on Campus.

**3. Evaluation Strategy:**

A brief survey will be given to the Veteran's Day Ceremony participants. The surveys will be distributed electronically.

**4. Method for Disseminating and Using Information for Improvement:**

Survey results will be reviewed and feedback from the Veteran's Day participants will be used to improve the recognition of Veteran's Day on campus. Results will be shared with the campus community.

**5. Summary of Results:**

The Veterans Day Ceremony was held November 11, 2017 at 11:00am, there were an estimated 60 attendees at the event. The speaker for the ceremony was Dr. Steve Cross, the Executive Vice President for Research. The ceremony agenda consisted of the singing of the National Anthem, opening remarks from the Student Veteran organization president, a guest speaker, and closing remarks from the VRC Director. After the ceremony, five attendees gave feedback about the event. The key feedback points were as follows:

- a. Attendees appreciated the recognition of Veterans on campus
- b. Appreciated receiving flag and GT lapel pin
- c. Have a joint ceremony with ROTC, Georgia Tech Military Affinity Group (GTMAG) and with GTRI
- d. Invite a guest speaker from Alumni Group
- e. Move location to invite ROTC formation
- f. Want more people to attend

**6. What did you learn?**

The VRC staff learned attendees appreciated the recognition of Veterans Day on campus and attendees want to see more people attend the ceremony. Additionally, the VRC staff learned attendees want an external guest speaker and a larger ROTC involvement.

**7. Actions Taken:**

The VRC will continue to improve and grow the Veterans Day Ceremony. The VRC will coordinate with GTMAG and GTRI to increase attendance. Additionally, the VRC will seek out a guest speaker for the 2018 ceremony.

## **Women's Resource Center**

### **Goal #1: WRC Advisory Board**

**1. Operational/Learning Goal:**

WRC will enhance the degree to which Advisory Board members are committed and engaged with WRC programs, services, and initiatives.

**2. Outcome(s):**

Advisory Board members will demonstrate high levels of commitment to the WRC and engagement with WRC programs, services, and initiatives.

**3. Evaluation Strategy:**

A brief electronic survey will be sent at the end of the Fall, 2015 to evaluate the perceived commitment and engagement of the WRC Advisory Board. See the WRC Advisory Board Survey in Addendum A on page 98.

**4. Method for Disseminating and Using Information for Improvement:**

Initial distribution of results will be included in the WRC annual report.

**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 to Advisory Board members regarding volunteering for WRC programs.

## **Goal #2: Women's Leadership Conference**

### **1. Operational/Learning Goal:**

WRC will improve perceived leadership skills among WLC attendees in alignment with the social change leadership model.

### **2. Outcome(s):**

After attending the Women's Leadership Conference, attendees will report how attending the Women's Leadership Conference improved their leadership skills in alignment with the social change 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, WLC attendees will be asked to articulate two leadership skills they will use.

### **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. This will be used to inform the next WLC executive planning committee.

### **5. Summary of Results:**

See the evaluation of the latest WRC in Addendum B on page 102.

### **6. What did you learn?**

Most Women's Leadership Conference attendees were first-timers, and most would attend the conference the next year. Participants would like more workshops on the following: self-actualization, managing work/life balance, public speaking, and networking. Further, they would like to keep the conference at the Academy of Medicine. Participants rated information about the WLC through

traditional marketing terms, such as emails, word of mouth, and flyers/postcards as low, therefore creating opportunities for increased marketing techniques. The majority of participants are White and Asian women, however, there was an increase in Hispanic and Black women attending the WLC. From attending WLC, attendees reported higher levels of confidence and courage.

**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**

**1. Operational/Learning Goal:**

Through Yoga for Everybody, the WRC will educate participants about body image and positively impact their 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 the BISS survey as a pre/post assessment for Yoga for Everybody.

**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:**

The Body Image Committee did not offer the BISS due to change in leadership with the committee, however, the standard program evaluation was offered at the end of each Yoga for Everybody. The results of those surveys are as follows:

The Body Image Committee conducted surveys after each Yoga for Everybody 60-minute session during the course of 2016-2017. There were twelve Yoga for Everybody sessions offered with an average of fifteen participants at each session (an increase from the previous year). Approximately 100 attendees participated in Yoga for Everybody.

The individual Yoga for Everybody sessions articulated the following: 88% of participants participated once a month or less in yoga, 95.24% 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. Of those who participated 99% felt better leaving the class than when they arrived.

**6. What did you learn?**

The Body Image Committee learned that participants really enjoy attending Yoga for Everybody.

**7. Actions Taken:**

The Body Image Committee will offer Yoga for Everybody in the Student Center during the 2017-2018 academic year.

## **Goal #4: Social Justice Retreat**

**1. Operational/Learning Goal:**

Through the Social Justice Retreat, the WRC will increase knowledge among participants with respect to social justice issues and educate participants as to how they can apply strategies to address them.

**2. Outcome(s):**

As a result of attending the Social Justice Retreat, participants will be able to articulate two social justice issues, and to apply two strategies to address those issues.

**3. Evaluation Strategy:**

Participants will be asked to complete a pre- and post-survey at the Social Justice Retreat.

**4. Method for Disseminating and Using Information for Improvement:**

The Women's Resource Center will share this information with the WRC Advisory Board and will include in the WRC annual and assessment report. Further, this information will assist WRC staff in adapting the curriculum for future Social Justice retreats.

**5. Summary of Results:**

As a result of a lack of funding and a shift in campus climate related to programming of this nature, we were unable to hold this program this year and were therefore unable to evaluate it. We will reassess the program plan and consider restructuring the program for use in the future.

**6. What did you learn?**

N/A

**7. Actions Taken:**

We will revisit the original program plan and adjust it to meet the needs of the current campus climate for potential future use and assessment.

## **Goal #5: WRC Focus Groups**

**1. Operational/Learning Goal:**

WRC will improve programs and services to better meet the specific needs of women graduate students, undergraduate students, student-parents, and transfer students.

**2. Outcome(s):**

As a result of conducting focus groups, participants will be able to articulate two programs, resources or services the Women's Resource Center can offer to graduate students, undergraduate students, student-parents, and transfer students.

**3. Evaluation Strategy:**

Facilitated by the Director of Research and Assessment for Student Life, focus groups will be conducted with the following women student populations: graduate students, undergraduate students, student-parents, and transfer students.

**4. Method for Disseminating and Using Information for Improvement:**



This information was shared with the WRC Advisory Board in the Spring 2017. It will also be used for program planning for 2017-2018.

**5. Summary of Results:**

Qualitative data was collected through 4 student focus groups (Undergraduate students, Graduate students, Student parents, and Transfer students). When students were asked to provide three words which describe the Women's Resource Center the following were provided: welcoming, supportive, community, leadership, programs, services, advocacy, staff and caring. The participants shared the following valued added from the Women's Resource Center to their student experience: safe and friendly, quiet place to study, staff/food/resources, personal invitations to events.

**6. What did you learn?**

The staff of the Women's Resource Center identified the following opportunities: increase (specific) programming for graduate students, and transfer students, increase social media presence, expansion of footprint across the campus. Further, the staff learned that women students identify WRC programs and events through these top three platforms, email, social media, and word of mouth. Of the social media platforms, participants use Facebook, Instagram and Snapchat.

**7. Actions Taken:**

The staff of the Women's Resource Center has shared this information with the WRC Advisory Board and will include this information in the planning of the 2017-2018 academic year.

# Involvement and Civic Engagement

## Student Engagement

### Goal #1: Gallup Strengths Assessment

**1. Operational/Learning Goal:**

Student participants in Gallup Strengths workshops presented by Student Engagement staff will be better able to describe their Strengths in their own words and feel better equipped to leverage their Strengths.

**2. Outcome(s):**

With increased understanding of their Strengths and how to leverage them, student leaders will be better prepared to navigate leadership challenges in their organization and teams. Students will be able to have more impactful dialogue with peers and those they are leading using Strengths-based language.

**3. Evaluation Strategy:**

A quantitative survey will be sent to participants using OrgSync following their workshop. Participants will have the opportunity to share specific qualitative evaluation with an open-ended response at the end of the survey.

**4. Method for Disseminating and Using Information for Improvement:**

Results will be used to evaluate and improve future Gallup Strengths workshops.

**5. Summary of Results:**

A survey was sent following each presentation by Student Engagement staff during the Fall, 2016. Of the students sent the survey, 14 responded. In response to being asked if they were better able to describe their Strengths in their own words because of the workshop, nine of the respondents answered with "Strongly Agree." The remaining five respondents answered "agree."

As a result of completing this training, six respondents agreed that they could name at least one way to leverage their Strengths. The remaining eight responded "Strongly Agree." While survey results were generally in agreement that the program goals were achieved, one participant respondent disagreed with the statement: "As a result of completing this training, I am better equipped to describe Strengths I see in my team members, peers, or colleagues."

One respondent recommended that a portion be added to the training to discuss more directly how to work with others who have different strengths. The recommendation described that this could be offered as a “follow-up training session.” General comments from workshop participants complimented the presenters for being well-organized and informative.

**6. What did you learn?**

Participant feedback indicated that the workshops were achieving the desired outcomes of increased understanding of personal Strengths and how to leverage Strengths in a leadership setting. Increased emphasis or additional workshops could focus on working with team members and working with those who have Strengths different from our own.

**7. Actions Taken:**

Results were discussed between workshop presenters and the standard workshop presentation was reworked to allow more time for activities that allow for reflection on Strengths of others.

## **Goal #2: EngageATL**

**1. Operational/Learning Goal:**

After participating in the EngageATL extended orientation program newly admitted first-year students will feel more a part of the Atlanta community and have a greater understanding of how to connect with service opportunities and sustainable communities at Georgia Tech.

**2. Outcome(s):**

As a result of participating in EngageATL, new Georgia Tech students will begin their college experience with a peer group with similar interests and have a greater understating of the communities surrounding the Institute.

**3. Evaluation Strategy:**

A quantitative survey will be sent to participants using OrgSync following the EngageATL extended orientation. Participants will have the opportunity to share specific qualitative evaluation with an open-ended response at the end of the survey.

**4. Method for Disseminating and Using Information for Improvement:**

Results will be used to evaluate and improve future EngageATL extended orientation programs with a goal better achieving the programs intended outcomes.

**5. Summary of Results:**

Another student recognized that the survey was sent in September 2016 following the EngageATL extended orientation. Of the 16 EngageATL student participants, 9 responded to the survey. In response to being asked if EngageATL provided them with a greater understanding of how to connect with service and sustainable communities at Georgia Tech eight of the respondents answered with "Strongly Agree." The remaining one respondent answered "Agree."

As a result of completing this extended orientation program, all nine respondents agreed that they gained a greater sense of belonging at Georgia Tech. Six of these responded, "Strongly Agree." One student described, "The extended orientation was a lot of fun and I would definitely recommend it to everyone next year." Several participants described that the small program size made them feel a sense of community.

Participants described the impact of the service-focused extended orientation in the Atlanta community in relation to their evolving perspectives of communities surrounding the campus. One student spoke specifically about their changed perceptions toward the Atlanta Westside:

*"Before the program, I'd heard that the west side was not a good place. EngageATL opened my eyes to reality and showed me how it was so much more than I had imagined."*

Students may not be as likely to engage with the communities surrounding Georgia Tech without the introduction made by the EngageATL program:

*"It was very eye opening to go into Atlanta. As a college student, it can be hard to get out of the bubble of tech, so this was a great opportunity to do so."*

All nine respondents to the survey strongly agreed that the EngageATL student leaders could answer the questions and respond to concerns about transitioning to college. The survey indicates that the program aided students in their transition to Georgia Tech and

provided a positive introduction to service opportunities in the Atlanta Community.

**6. What did you learn?**

Based primarily on the open-ended portion of the survey, EngageATL participants believed the small group size supported relationship development between students. As the camp grows it will be important to engage students in small groups and be even more intentional about relationship development.

The extended orientation had significant impact on the student participant perspectives of the Atlanta community surrounding Georgia Tech, specifically the Westside. Additionally, participants appreciated the introduction to Atlanta beyond service as the program engaged students in social activities in the city such as Ponce City Market's Skyview Park.

**7. Actions Taken:**

Results were discussed during the joint program review with Center Serve Learn Sustain and Student Engagement staff members. The group took into consideration strategies for maintaining small group interaction with the increased size of the 2017 camp. Continued intentional exploration of the communities surrounding Tech will continue to be a key component for the camp schedule.

## Greek Affairs

### Goal #1: House Managers

**1. Operational/Learning Goal:**

In order to gain a greater perspective on the needs of fraternity and sorority chapter house managers, we will assess the needs and satisfaction of individual chapter house managers.

**2. Outcome(s):**

As a result of collecting this information, the Office of Greek Affairs will be able to ascertain how best to design a more comprehensive training for students who are responsible for managing the day to day operations of their physical structures.

**3. Evaluation Strategy:**

A year end survey will be given to house managers to reflect on their satisfaction with GNA meetings, understanding of their role, and interaction with committee leaders and Office of Greek Affairs staff.

**4. Method for Disseminating and Using Information for Improvement:**

A report will be published and disseminated to Office of Greek Affairs staff and the Greek Neighborhood Association that will assist in demonstrating learning and future opportunities.

**5. Summary of Results:**

Using data collected from the surveys administered, a percentage of respondents that agreed or strongly agreed with statements around four specific topics were identified:

Questions	Most Frequent Answers (Quantity of Responses)
Rate your satisfaction of your experience as a House Manager	Strongly Approve (16%), Approve (59%), Neutral (25%)
Rate your satisfaction with the consistency of GNA meetings.	Strongly Approve (13%), Approve (28%), Neutral (53%), Disapprove (3%), Strongly Disapprove (3%)
Rate your satisfaction of monthly GNA newsletters.	Strongly Approve (3%), Approve (41%), Neutral (53%), Disapprove (3%)

Rate your satisfaction with the representation of your GNA advisor.	Strongly Approve (34%), Approve (34%), Neutral (28%), Disapprove (3%)
Rate your satisfaction with the representation of your GNA chair.	Strongly Approve (16%), Approve (31%), Neutral (53%)

Responses were received from 32 of the 36 House Managers (89%):

Additionally, open ended questions were asked about areas of improvement opportunities and what the chair and advisor could be doing better.

**6. What did you learn?**

- Through the data collected, the Office of Greek Affairs learned that the student chair and staff advisor of the Greek Neighborhood Council both have established a positive relationship with the housing managers.
- The utilization of a monthly newsletter is also well received. However, the content and development of some very specific content to assist those managers in their roles is what will need to be developed next year.
- The greatest takeaway from this assessment is that the Office of Greek Affairs needs to create a more specific transition training opportunity for incoming house managers. Most house managers reported little to no proper training or transition from their predecessors. This is critical in their ability to manage everything from ongoing maintenance issues, holding members and guests accountable, and to reporting on crises situations.
- Newsletters proved to be a useful source of communication, but they can also include additional training and leadership development opportunities.

**7. Actions Taken:**

The feedback received will give direction to the Office of Greek Affairs in designing a training for new incoming house managers that will take place this coming November 2017. An additional survey will be sent out asking for direct feedback on educational topics our house managers would like to see in future monthly GNA newsletters. Finally, the level of support and advisement will be given to our Greek Neighborhood Association Chair throughout the academic year.

## **Leadership, Education & Development**

### **Goal 0: Leadership, Education and Development**

#### **1. Operational/Learning Goal:**

The Division of Student Life's Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills, develop multicultural appreciation, and gain support in their investigation of grand challenges. 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:

- a. Gain valuable insights into your leadership potential
- b. Learn and practice habits of highly effective teams
- c. Understand what it takes to create change and inspire others
- d. Chart a leadership development pathway to tangible results within Georgia Tech and beyond

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

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



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

**GT 1000 Leadership Cohort / Sections**, offered in partnership with the Center for Academic Enrichment, introduce undergraduate students to leadership development during their freshman year. Over the course of a semester, students better understand what leadership is, assess their strengths and weaknesses, intentionally explore and grow leadership skills, build highly effective teams and manage conflict.

**2. Outcome(s):**

N/A

**3. Evaluation Strategy:**

See above for the operational/learning goal for Leadership, Education & Development. For the assessment plans of each of the programs within the department, see:

- page 49 for Grand Challenges;
- page 53 for LEAD 1000;
- page 60 for Leading Edge; and
- page 65 for Minor in Leadership Studies.

**4. Method for Disseminating and Using Information for Improvement:**

N/A

**5. Summary of Results:**

N/A

**6. What did you learn?**

N/A

**7. Actions Taken:**

N/A

## **Grand Challenges**

### **Goal #0: GCLLC Assessment & Evaluation**

#### **Overview: Grand Challenges Living Learning**

#### **Community (GCLLC) – Research**

#### **Question/Goals/Data Sources**

##### **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:

- a. Measure the degree to which participants in the GCLLC report changes in leadership self-efficacy, motivation to lead and leadership skills;
- b. Learn of any differences among GCLLC GPA’s compared to their non-GCLLC peers and the 2016 GCLLC cohort;
- c. Compare graduation rates among the 2012 and 2013 GCLLC cohort in relation to other students;
- d. Compare 2016 and 2017 GCLLC admission procedures.

##### Data Sources

- e. Student responses to the Ready, Willing and Able Survey Pre-Survey administered at the beginning of the Fall 2016 semester;
- f. Student responses to the Ready, Willing and Able Post-Survey administered at the end of the Spring 2017 semester;
- g. GPA data collected at the end of Spring 2017;
- h. Retention rate data collected at the beginning of Fall 2017

##### **2. Outcome(s):**

GCLLC students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.

- 3. Evaluation Strategy:**  
Ready, Willing and Able pre-and-post leadership capacity surveys administered to GCLLC students at the beginning and end of each semester in AY15-16, AY16-17, and AY17-18
- 4. Method for Disseminating and Using Information for Improvement:**  
N/A
- 5. Summary of Results:**  
N/A
- 6. What did you learn?**  
N/A
- 7. Actions Taken:**  
N/A

### **Goal #1: Degree to Which Participants in GCLLC Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills**

- 1. Operational/Learning Goal:**  
Grand Challenges will measure change, if any, among students prior to and after the first year of the GCLLC program with respect to: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills.
- 2. Outcome(s):**  
GCLLC students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.
- 3. Evaluation Strategy:**  
Ready, Willing and Able pre-and-post leadership capacity surveys administered to GCLLC students at the beginning and end of each semester in AY15-16, AY16-17, and AY17-18.
- 4. Method for Disseminating and Using Information for Improvement:**

Pre-and-post leadership capacity surveys will be evaluated and a final report distributed among Grand Challenges faculty, staff and GC stakeholders in the Summer of 2018.

5. **Summary of Results:**  
N/A until Summer 2018
6. **What did you learn?**  
N/A until Summer 2018
7. **Actions Taken:**  
N/A until Summer 2018

## **Goal #2: GPA of GCLLC Students Cf. Non-GCLLC Peers**

1. **Operational/Learning Goal:**  
Grand Challenges will measure change, if any, among students prior to and after the first year of the GCLLC program with respect to:  
Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills.
2. **Outcome(s):**  
GCLLC students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.
3. **Evaluation Strategy:**
  - Ready, Willing and Able Pre-Leadership Capacity Survey administered to GCLLC students at the beginning of 2016 Fall semester;
  - Ready, Willing and Able Post-Leadership Capacity Survey administered to GGCLLC students at the end of the 2017 Spring semester.
4. **Method for Disseminating and Using Information for Improvement:**  
Pre- and Post- Self-Efficacy surveys will be evaluated, and a report will be distributed among Grand Challenges faculty, staff and GC stakeholders.
5. **Summary of Results:**

Initial findings from both qualitative and quantitative data indicate GCLLC students have a more productive and enriched first-year experience than their non-GC peers at Georgia Tech

**6. What did you learn?**

Qualitative data (e.g. focus groups, journals, etc.) suggest a greater sense of pride and shared community among the GCLLC students. This sense of community appears to be correlated to increased self-confidence and feelings of academic empowerment amongst the GCLLC students. These students further demonstrate evidence of positive student/faculty engagement through social interaction at GCLLC sponsored faculty events. Quantitative data indicates that GCLLC students earn higher freshman and sophomore year GPA than do their non-GC peers.

**7. Actions Taken:**

Waiting on information from the Division of Student Life's Assessment Team to confirm and determine any actions that need to be taken, if needed.

**Goal #3: Graduation Rates of GCLLC Students cf. Non-GCLLC Peers**

**1. Operational/Learning Goal:**

Grand Challenges will compare graduation rates among the 2012 and 2013 GCLLC cohort in relation to other students.

**2. Outcome(s):**

GCLLC students (Cohort 2012 and 2013) will have a higher graduation rate when compared to their non-GCLLC peers.

**3. Evaluation Strategy:**

At the end of the academic year 2016-2017, the graduation rate of GCLLC students (Cohort 2012-2013) will be analyzed and compared to their non-GCLLC peers.

**4. Method for Disseminating and Using Information for Improvement:**

Grand Challenges will request data from the Division of Student Life's Assessment Team to evaluate.

**5. Summary of Results:**

Waiting on information from the Division of Student Life's Assessment Team

**6. What did you learn?**

Waiting on information from the Division of Student Life's Assessment Team

**7. Actions Taken:**

Waiting on information from the Division of Student Life's Assessment Team

**Goal #4: 2016 cf. 2017 GCLLC Recruiting and Admission Procedures**

**1. Operational/Learning Goal:**

Grand Challenges will compare 2016 and 2017 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:**

Grand Challenges and Georgia Tech admission staff will evaluate results of process.

**5. Summary of Results:**

Grand Challenges admitted 110 students from the nearly 675 applicants in Fall 2016. As of Spring 2017, Grand Challenges has impacted 550 students through our first year living learning community, with over 350 students continuing with their team projects in the second year and beyond. With over 750 applicants for 110 openings for the upcoming year, we received additional funding from the Institute that will expand our program reach to approximately 220 first-year students in the Fall 2018. The Grand Challenges Living

Learning Community continues to provide like-minded students with the opportunity to tackle the world's Grand Challenges and develop the skills to become highly effective team members. Students enhance their problem solving, analytical, and critical thinking skills, and their ability to give and receive critical feedback within a diverse team environment. Overview of recruiting and admission procedure enhancements/change in process.

6. **What did you learn?**  
Evaluation in progress
7. **Actions Taken:**  
Evaluation in progress

## **Goal 5: Grand Challenges Facilitators Learning Outcomes and Professional Development**

1. **Operational/Learning Goal:**  
Grand Challenges will conduct interviews with Grand Challenges facilitators to determine if learning outcomes and professional development opportunities are maximized.
2. **Outcome(s):**  
The Grand Challenges Living Learning Community will improve quality of Grand Challenges facilitator program.
3. **Evaluation Strategy**  
Individual interviews will be conducted, and an analysis will be performed to determine changes that need to be made in the program.
4. **Method for Disseminating and Using Information for Improvement**  
GC staff will evaluate results and determine next steps.
5. **Summary of Results**  
In individual interviews with Grand Challenge facilitators, participants expressed a desire for additional training and professional development opportunities as graduate students. They felt there was ample support and guidance from faculty and staff inside the classroom but struggled with drawing connections to their professional development. Since facilitators often work with teams in various stages of progress, facilitators also felt trainings held throughout the academic year would be more beneficial than a two-day retreat.

**6. What did you learn?**

The need to restructure initial training and ongoing development for the Grand Challenges facilitators.

**7. Actions Taken**

As a result of these interviews, Grand Challenges LLC has restructured the facilitator's development to include an initial half-day training session prior to the Fall semester, bi-weekly training check-ins and monthly professional development meetings. During training sessions, facilitators have the opportunity to review classroom logistics, improve their facilitation skills, provide team progress updates and seek individual meetings with faculty. Grand Challenges faculty provides professional development seminars at monthly meetings, based on facilitator needs.



## **LEAD 1000**

### **Goal #0: GT1000 Leadership Cohort/Sections – Research Question/Goals/Data Sources**

**1. Operational/Learning Goal:**

GT1000 Leadership Cohort / Sections - LEAD Program in Partnership with the Center for Academic Enrichment

Research Question:

The overarching research question guiding the assessment and evaluation for the GT 1000 Leadership Cohort / Sections pilot is, “Do students make developmental gains in leadership skill, self-efficacy, and motivation to lead after completing the GT 1000 First Year Seminar Leadership Sections?”

Goals:

Measure the degree to which participants in the GT 1000 Leadership Cohort / Sections report changes in leadership self-efficacy, motivation to lead and leadership skills

Data Sources

- Student responses to the Ready, Willing and Able Survey Pre-Survey administered at the beginning of the 2016 Fall Semester;
- Student responses to the Ready, Willing and Able Post-Survey administered at the end of the 2016 Fall Semester

**2. Outcome(s):**

N/A

**3. Evaluation Strategy:**

N/A

**4. Method for Disseminating and Using Information for Improvement:**

N/A

**5. Summary of Results:**

N/A

**6. What did you learn?**

N/A

**7. Actions Taken:**

N/A

## **Goal #1: Degree to Which Participants in GT1000 Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills**

### **1. Operational/Learning Goal:**

LEAD will continue to pilot a leadership development series within eight GT1000 1st year seminar courses and conduct an evaluation at the end of the 2016 Semester to determine what will be needed to scale to twenty GT1000 courses for Fall 2017.

### **2. Outcome(s):**

GT 1000 students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.

### **3. Evaluation Strategy:**

- Ready, Willing and Able Pre-Leadership Capacity Survey administered to GT 1000 students at the beginning of 2016 Fall semester.
- Ready, Willing and Able Post-Leadership Capacity Survey administered to GT 1000 students at the end of the 2017 Spring 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:**

The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in GT 1000 report changes in leadership self-efficacy, motivation to lead and leadership skills. Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois have done some great work in this area and have written an article on the development of effective leadership capacity entitled "Developmental Readiness for Leadership: The Differential Effects of Leadership Courses on Creating, 'Ready, Willing and Able' Leaders".\* With their permission, we are conducting similar pre-and-post surveys to measure the development of our student's leadership capacity within all LEAD programs.

Comparing 2016 to 2015, the qualitative data clearly demonstrate a consistent and significant gain in confidence in engaging in leadership behaviors (SEL). In addition, we are seeing a larger effect size (between the pre-and-post responses) in the areas of transactional leadership skills and non-calculative motivation to lead. In other words, students are reporting larger gains in transactional leadership behaviors within groups and a tendency to avoid rationally calculating costs and benefits of holding a leadership position. What is particularly interesting to note is that, while the degree to which a student is personally drawn to leadership roles is not statistically significant in the LEAD instructor taught sections (LED/E15), there is a larger effect in leadership skill and the motivation / willingness to display these skills. This lends support to the notion that a more tightly integrated curriculum and better trained cohort of instructors could make a more significant impact within the GT 1000 First Year Seminar Course.

**6. What did you learn?**

To ensure consistency and quality of delivery we will pair each instructor with a trained graduate student Leadership Fellow. This provides each instructor with a highly trained leadership development professional teaching the leadership development modules. In addition, an Advanced Graduate Student Fellow was hired to coordinate and provide administrative support for leadership sections offered.

In future research, we would like to see an increase in response rates. Since the survey is voluntary and analysis requires both surveys to be complete for a paired response, we propose that time is allotted in the first and team presentation classes to complete the survey. In addition, we would like to see more attention to response rates in the beginning and end of the semester with consistent follow-up to the instructors and the possibility of an incentive-based class competition. In addition, we would like to launch a longitudinal program of study where responses can be tracked semester-to-semester. The results may yield different results and could provide valuable insights into how we might improve the curriculum and training.

**7. Actions Taken:**

In the 2017 Fall Semester expanded leadership development within GT 1000 to 20 sections in total (cohort/general sections). We paired each instructor with a trained graduate student Leadership Fellow. An Advanced Graduate Student Fellow was hired to coordinate and provide administrative support for leadership sections offered and

everyone was trained on all leadership modules in a simulated classroom setting.

## Leading Edge

### **Goal #0: Leading Edge (Coaching/Team Assessments/Leadership Development Workshops) – Research Questions/Goals/Data Sources**

#### **1. Operational/Learning Goal:**

##### Research Question(s)

The overarching research questions guiding the assessment and evaluation for Leading Edge are:

- “Do students make developmental gains in leadership skill, self-efficacy, and motivation to lead after completing the GT 1000 First Year Seminar Leadership Sections?”
- “As we continue to grow Leading Edge, does it make sense to cap participation at some point to ensure the quality of the program?”

##### Goals

- Increase the number of students participating in online, in-class, and other individual and team leadership development opportunities
- Measure the degree to which participants in Leading Edge report changes in leadership self-efficacy, motivation to lead and leadership skills;
- Assess learning outcomes from Leadership Fellows training and improve the Leading Edge program throughout the 2016/2017 semesters through real-time student field assessments (Student Response System – SRS)

##### Data Sources

- Student responses to the Ready, Willing and Able Survey Pre-Survey administered at the beginning of the AY16-17 Fall and Spring Semesters;
- Student responses to the Ready, Willing and Able Post-Survey administered at the end of the AY16-17 Fall and Spring Semesters;
- Detailed program analysis of the AY16-17 Leading Edge Tracker
- Student responses to the SRS questions administered throughout the 2016 Fall/2017 Spring Semesters

#### **2. Outcome(s):**

N/A

#### **3. Evaluation Strategy:**

N/A

4. **Method for Disseminating and Using Information for Improvement:**  
N/A
5. **Summary of Results:**
  - [AY 16-17 Leadership Fellows \(Coaches\) Training Survey Results FINAL.pdf](#)
6. **What did you learn?**  
N/A
7. **Actions Taken:**  
N/A

### **Goal #1: Increase the Number of Students Participating in Individual Leadership Development Opportunities**

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:**  
In AY16-17 we impacted more than 1,400 students through intentional growth and development:
  - Scaled our Leading Edge | One-on-One Leadership Coaching program participation by more than 30% thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help nearly 900

undergraduate students, 100 graduate students and 51 faculty/staff to sharpen and enhance their leadership skills since its inception in AY13-14.

- Expanded our LEAD Recruitment Team to include 4 undergraduate students, 5 graduate students and 3 faculty/staff members. The purpose of the LEAD Recruitment Team is to assist the Office of Leadership Education and Development and the Colleges in increasing awareness of leadership development opportunities at Georgia Tech, recruiting new participants in the Minor in Leadership Studies, Grand Challenges, and Leading Edge (One-on-One and Team-based Coaching), as well as capturing leadership development stories on campus. To assist with our anticipated growth in the Grand Challenges and Leading Edge program we have added a new position to our advanced fellow staff – Graduate Student Ambassador. The Georgia Tech Graduate Student Ambassador is a dedicated student representative that strives to promote LEAD graduate student opportunities to their peers, faculty and staff while providing knowledgeable insights about being a Leadership Fellow/Facilitator. The Graduate Student LEAD Ambassador serves as a liaison between the graduate student body, LEAD and Institute alumni, faculty, staff and guests.
- Over the course of two fall semesters (2015/2016), we have impacted a total of 19 faculty/staff instructors, 42 student Team Leaders, and 208 students with a leadership development experience. With the expansion to 18 sections in 2017 Fall Semester, we have the potential to impact an estimated 26 faculty/staff instructors, 15 graduate students, 70 student Team Leaders and 350 students; thus, improving outcomes in student organizations, team projects, augmenting and supplementing technical degrees, preparing students for professional life and providing a way for GT1000 to continuously evolve.
- Proposed a new initiative, Teams for Tech, to the Georgia Tech Student Foundation and was awarded nearly \$4,200 to launch the program in Fall 2017. Teams for Tech is a year-long student initiative where 10 undergraduate student teams work closely with a team leadership coach to create a product, service, project or venture concept to enhance the life at Georgia Tech. Projects could focus on reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Georgia Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and

down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics. Each team will work closely with a trained team leadership fellow (coach) that will observe and ask curious questions to aid members in building a high-performing cohesive team. Concluding with a final proposal presentation to key stakeholders, teams have the potential to receive investment dollars to implement their project right here at Georgia Tech. We are hoping to impact (5) graduate students and nearly 60 undergraduate students in AY17-18.

- Administered team evaluations to more than 2,250 students to date helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs).
- Continued with a series of leadership development workshops for Sibs Day and Family Weekend.

**6. What did you learn?**

There continues to be a growing demand for leadership development on campus. As long as there is demand, we will continue to improve existing programs and develop new ones that fit the needs of the student body.

**7. Actions Taken:**

To aid with the continued growth of our programs, we have decided to add a Georgia Tech Undergraduate Student Ambassador to our team for Spring 2018. This is a dedicated student representative that strives to promote LEAD undergraduate student opportunities to their peers, faculty and staff while providing knowledgeable insights about the importance of leadership development early in their Georgia Tech career.

We are also looking to streamline our processes further to remove some of the administrative burden in managing the program. This will allow LEAD staff to focus on scalability plans and student development to creatively meet the needs of students in various phases of their leadership development.

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



**1. Operational/Learning Goal:**

LEAD will measure change, if any, among students prior to and after Leading Edge with respect to: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills. LEAD will also measure student's leadership development in Leading Edge across self-identified leadership practices 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):**

Individual leadership strengths and weaknesses will be assessed 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.

Leading Edge students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.

**3. Evaluation Strategy:**

- Self-Stir 360 Assessments and reflections
- Ready, Willing and Able Pre-Leadership Capacity Survey administered to Leading Edge students at the beginning of 2016 Fall/2017 Spring semesters.
- Ready, Willing and Able Post-Leadership Capacity Survey administered to Leading Edge students at the end of 2016 Fall/2017 Spring semesters

**4. Method for Disseminating and Using Information for Improvement:**

Self-Stir 360 Assessments 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:**

N/A until Summer 2018

**6. What did you learn?**

N/A until Summer 2018

**7. Actions Taken:**

N/A until Summer 2018

**Goal #3: Assess Learning Outcomes from Leadership Fellows Training and Improve the Leading Edge Program Throughout the 2016/2017 Semesters through Real-Time Student Field Assessments**

**1. Operational/Learning Goal:**

LEAD will assess how the Leading Edge participants are doing through real-time student field assessments.

**2. Outcome(s):**

- Increase visibility into how coaching is going in the field to be able to make quicker decisions on program improvements
- Measure whether learning outcomes from the Leadership Fellows Summer Intensive are being met in the field

**3. Evaluation Strategy:**

5-6 questions will be presented to both the Leadership Fellows and Leading Edge Coachees throughout the 2016 Fall/2017 Spring semesters

**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:**

In AY16-17 LEAD continued with a formal assessment strategy within Leading Edge (One-on-one Leadership Coaching) to measure learning outcomes for students, faculty, staff and alumni. Overall, the coachees were receiving the support they needed from their coaches, they were gaining more self-awareness around their strengths and weaknesses and were becoming more effective leaders. For the coaches, coaching skills were being implemented in the field, experiments were being developed with coachees, and the program was helping them better understand themselves as leaders. Both

cohorts also provided detailed feedback on how to improve the program.

**6. What did you learn?**

We really need to get our coaches' skillset at an optimal level at the beginning of the year. Training, in the past, has focused on the coaching model, process, role-plays, and the 360-degree assessment. In order to get our coaches to develop their coaching muscles more quickly, we will need to focus on the more practical aspects of coaching and start building skills at the onset of training.

**7. Actions Taken:**

Based on the results of these assessments, we completely revamped our Leadership Fellows Training (Retreat) to focus more on coaching skills development and the practical aspects of coaching. Monthly meetings have been adjusted to reflect learning outcomes as well. To gauge the coaching experience in the field, we developed a (4-5) question real time response assessment for Coachees as well as Coaches. The quality of the coaching experience continues to improve giving us confirmation that the pedagogy improvements made for AY16-17 were successful and translated into a more impactful, quality coaching experience. We also implemented the following changes as a result of our findings – expanded our use of Slack to facilitate conversations between LEAD staff and peer coaches, share coaching best practices and increase learnings between monthly meetings through our new initiative - SLACKShop, online workshops that facilitate professional leadership / coaching development to meet the needs of our One-on-One Leadership Coaching Community. Each facilitated workshop offers a rich multimedia learning experience with no scheduled meeting times. Bite-sized tasks are structured to encourage collaboration, discussion and learning. Anytime/anywhere over a one-week period).

## **Minor in Leadership Studies**

### **Goal #0: Minor in Leadership Studies – Research Questions/Goals/Data Sources**

#### **1. Operational/Learning Goal:**

Minor in Leadership Studies – LEAD Program

##### Research Question(s)

The overarching questions guiding the assessment and evaluation for the Minor in Leadership Studies are:

- “What is the degree in which students have reported changes in their readiness, willingness and ability to lead?”
- “How has the Minor in Leadership Studies grown over the past year with respect to the various tracks / majors and do we need to add additional courses to address the needs of the students?”

##### Goals

- Compare growth in the Business, Global Engineering, and Public Policy tracks and identify the top three majors represented;
- Measure the degree to which participants in the Minor in Leadership Studies report changes in leadership self-efficacy, motivation to lead and leadership skills.

##### Data Sources

- Student responses to the Ready, Willing and Able Survey Pre-Survey administered at the beginning of the AY16-17 Fall and Spring Semesters;
- Student responses to the Ready, Willing and Able Post-Survey administered at the end of the AY16-17 Fall and Spring Semesters;
- Detailed program analysis of the AY16-17 Minor in Leadership Studies Tracker;
- Student results from the Student Leadership Practices Inventory (Student LPI Assessments)

#### **2. Outcome(s):**

N/A

#### **3. Evaluation Strategy:**

N/A

#### **4. Method for Disseminating and Using Information for Improvement:**

N/A

**5. Summary of Results:**

N/A

**6. What did you learn?**

N/A

**7. Actions Taken:**

N/A

**Goal #1: Compare Growth in the Business, Global Engineering, and Public Policy Tracks and Identify the Top Three Majors Represented**

**1. Operational/Learning Goal:**

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

**2. Outcome(s):**

Increase student enrollment in the Minor of Leadership Studies between 15-25%; with a detailed analysis of tracks/majors.

**3. Evaluation Strategy:**

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

**4. Method for Disseminating and Using Information for Improvement:**

Information will be disseminated among LEAD partners and other university stakeholders.

**5. Summary of Results:**

Since LEAD starting tracking in 2013, we have admitted more than 200 students in the Minor in Leadership Studies with over 50% of them graduated. Over the past few years we have seen the Minor in Leadership Studies grow between 18-30%.

The Business track continues to have the highest current enrollment at 50 students with Global Engineering at 28. The strongest percentages within each track continue to be within the colleges that support the

Minor in Leadership Studies – BA (18%) in Business Track, CEE (61%) in Global Engineering and this follows suit with past Public Policy Track students. This would indicate that the awareness is higher within these colleges and students clearly see the benefits.

In AY16-17, we graduated 23 students in Business, 3 students in Global Engineering and 1 student in Public Policy Tracks. The highest percentage of graduates came out of BA (22%), IE (17%) with ME (13%) and CHBE (13%) in a close third for the Business Track. and EE (67%) and CEE (3%) for the Global Engineering Track. Public Policy had 100% from the Public Policy Track.

Since we started asking the question, “How did you hear about the Minor?” in August of 2015, students identified the GT websites (22.1%), academic advisors (13.4%), professors (12.8%) and students (12.8%) as their top marketing sources. Given that such a large percentage have heard about the Minor in Leadership Studies via the website and academic advisors (36%), this might lead us to believe that many students seek out the Minor in Leadership Studies on their own. Although, having a representative from the Minor sitting within GTAAN (Georgia Tech Academic Advisors Network) / incorporating the Minor announcements into monthly meetings may have had an impact. It is also interesting to note that one-on-one interactions with professors, staff and students make up more than 65% of the results. A marketing and outreach strategy that centers around students sharing their leadership stories as well as getting the right tools / information in the hands of academic advisors and professors might prove to be the next step in improving our marketing to students.

**6. What did you learn?**

Data indicates that while enrollment remains on a steady incline, the majority of students are still seeking out the minor on their own (e.g. LEAD website or asking a faculty/staff member). In addition, we have found that the majority of students declare the Minor when they are in their Junior and Senior year. This would indicate that the majority of students are not thinking about leadership development until later in their career at Georgia Tech. While we are putting more targeted marketing messaging in place, we believe getting in front of students earlier with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers.

**7. Actions Taken:**

In AY16-17 our marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. The

LEAD Recruitment Team played a large role in this effort. Moving forward into AY17-18, we will increase our engagement with academic advisors (GTAAN), professors (specifically one that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students, enhance course offerings, share more leadership stories within and outside of partner colleges, and build a stronger community within the cohort.

In addition, we worked closely with the School of Civil & Environmental Engineering to evaluate a variety of assessment strategies and validated scales to rollout in 2018 Spring Semester.

## **Goal #2: Degree to Which Participants in the Minor (PUBP 4140) Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills**

### **1. Operational/Learning Goal:**

LEAD will measure change, if any, among students prior to and after Foundations of Leadership with respect to: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills. LEAD will also measure student's leadership development in the Foundations of Leadership class across self-identified leadership practices 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):**

- Individual leadership strengths and weaknesses will be assessed across a common set of leadership practices. 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.
- Minor in Leadership Studies students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.

### **3. Evaluation Strategy:**

- Student Leadership Practices Inventory (Student LPI) results;

- Ready, Willing and Able Pre-Leadership Capacity Survey administered to GT 1000 students at the beginning of 2016 Fall/2017 Spring semesters;
- Ready, Willing and Able Post-Leadership Capacity Survey administered to GT 1000 students at the end of 2016 Fall/2017 Spring semesters.

**4. Method for Disseminating and Using Information for Improvement:**

Student LPI feedback and leadership capacity will be analyzed and a report will be disseminated among LEAD faculty, staff, other LEAD stakeholders in Summer 2018.

**5. Summary of Results:**

N/A until Summer 2018

**6. What did you learn?**

N/A until Summer 2018

**7. Actions Taken:**

N/A until Summer 2018



## **Marketing and Communications**

### **Goal #1: Communications Audit**

**1. Operational/Learning Goal:**

Conduct a communications audit of all division departments to assess the usage of campus and external communication channels to promote our events and services.

**2. Outcome(s):**

This assessment goal was not completed and will be a goal for the following fiscal year.

**3. Evaluation Strategy:**

Create and disseminate a survey via baseline to all division department directors to assess their usage of common campus and external communication tools.

**4. Method for Disseminating and Using Information for Improvement:**

Once the survey is completed, I will review the responses, and use the data to assist directors in improving their communications strategy and annual marketing plans.

**5. Summary of Results:**

N/A

**6. What did you learn?**

N/A

**7. Actions Taken:**

This assessment goal was not completed but will be a goal for the upcoming fiscal year.

## **Office of Student Integrity (OSI)**

### **Goal #1: Student Conduct Panel (UJC) Training**

**1. Operational/Learning Goal:**

Participants of the UJC Annual Training will understand their role in upholding and executing the Student and Student Organization Codes of Conduct.

**2. Outcome(s):**

As a result of a two- hour training session with representatives from the Office of Legal Affairs, participants will understand legal requirements as well as expectations from the USG Board of Regents regarding resolution of cases from the Code of Conduct in their deliberation, questioning, consideration of evidence, evidentiary standard, due process, sanctioning, and weighing credibility.

**3. Evaluation Strategy:**

Participants will be asked to take a pre-test and post-test to evaluate knowledge gained through the training.

**4. Method for Disseminating and Using Information for Improvement:**

Results will be shared with campus leadership and relevant stakeholders such as the Legal Affairs, Student Government Association, GT executive leadership team, and the Division of Student life 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 4 questions related to the learning outcomes where individuals were asked to rate their understanding with one of four responses: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

The questions were:

- I understand my role in providing due process for a student attending a hearing.
- I understand how to ask effective questions in an effort to gather relevant information.
- I understand how to effectively weigh evidence.
- I understand how to effectively determine credibility of witnesses.

Following the training, students were asked to provide their responses to the questions and provide responses regarding their understanding. The pre-test scores for the investigators averaged to below the "Agree" rating for new justices and averaged at the "Agree" rating for returning justices. The post-test scores indicated a successful training: scores for all questions increased. Based on this information, the training was considered successful and the justices were permitted to hear cases immediately as a part of the resolution process for students.

**6. What did you learn?**

The pre-test scores for the new justices averaged out to below the "Agree" rating, which lead OSI to reasonably conclude most of the new justices did not understand important due process concepts or execution of the role of a panelist in a student hearing.

The post-test scores indicate a successful training: the scores for all attendees increased. Based on this information, the training was considered successful as the primary objective was to ensure justices understood their role in the resolution process by questioning, weighing credibility of students, and weighing evidence presented. An indication of further training needed in the weighing credibility of students and witnesses.

**7. Actions Taken:**

Based on information from this training, the Office of Student Integrity is working with the Undergraduate Judiciary Cabinet and the Office of Legal Affairs to further expand the current training model to include in depth portions focusing on questioning, credibility, and deliberation.

## Office of the Arts

### Goal #1: "I Feel Safe When" Collaborative Project

**1. Operational/Learning Goal:**

To launch I FEEL SAFE WHEN, a creative campus-wide initiative aimed at improving inclusion and health and well-being.

**2. Outcome(s):**

"I feel safe when \_\_\_\_" is a campus-wide project that provides time and space for people to reflect on what safety means to them. It is a collective story created by all who participate by completing the statement. The project provides a safe space for people to share and exchange ideas as anonymous voices in a growing story of the human experience.

Feeling physically, mentally, and emotionally "safe" is a key element of health, healing, and learning potential. The biological stress response is triggered when we feel threatened - or unsafe. This reaction releases a series of hormones and neurotransmitters that impact all of our systems - mental, physiological, and emotional from functioning properly and over time lead to disease, loss of ability to learn and process information, and emotional overwhelm and shut-down. A relationship with and understanding of personal, embodied safety is essential for the success and development of every human and therefore every student and member of the Georgia Tech community.

Working in partnership with Institute Diversity, Counseling Center, Women's Resource Center, the Student Center, the Colleges, and other academic units, student volunteers will be trained to gather hundreds of statements from students. To create the collective story, their thoughts will then be presented in physical and virtual exhibitions.

**3. Evaluation Strategy:**

All participants' responses will be input into Baseline and reviewed collectively in order to better understand the culture of safety at GT. Recommendations will be made based on findings.

**4. Method for Disseminating and Using Information for**

**Improvement:** Results will be communicated with campus partners on the project and exhibited around campus in both digital and live formats and also tracked in Baseline and reported out at the end of the year.

## **5. Summary of Results:**

Over 4,000 students participated by answering the statement "I Feel Safe When..." either in person or online. Cross-departmental participation was also high, with academic, administrative and student organization support across campus.

Results collected in the Baseline system show that students are eager to provide their input, to reflect on their personal safety and well-being in what became a storytelling process for many. Responses fell into these primary categories of feeling safe:

- With others;
- In certain situations, circumstances, or place;
- In a defined community or group; and
- In a defined state of mind or self, evocative of emotion

## **6. What did you learn?**

The project was quite successful. This type of project with a broad scope takes many hours to coordinate, implement, and evaluate, and keys to the success of the project included:

- a well-organized artist/facilitator for the project ready to implement the project for Fall Semester
- student groups, staff, and faculty eager to assist the project
- an overall concern by campus administrators for the health and well-being of students
- students eager to express their views and participate in a collective storytelling process

Internal project findings:

- Office of the Arts staff learned that it would likely assign a dedicated staff coordinator to a future project of this scope, instead of a more departmental coordination approach.
- In conducting the survey both live and digitally we noticed a large variance in the range of answers for those who participated digitally. While there are pluses and minuses to each platform, it will be important moving forward to acknowledge the variances and build a second protocol to address this.

## **7. Actions Taken:**

This project will continue with incoming students and is a part of the FASET process this summer.

## **Goal #2: Adding Value through Creative Collaboration**

### **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 increase the number of students reached through collaborative events/programs as compared to FY2016 by 20 percent.

### **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:**

The number of students involved in creative collaborations for FY17 increased 300 percent over the previous year, well exceeding our expected goal of a 20 percent increase.

While the significant increase was primarily attributable to the I Feel Safe When project, several creative collaborations of all kinds were not only successful but significant for their depth of engagement, including:

- Artists in the classroom - a GT Fire grant provided funding for this program with the Ivan Allen College and its English classes.
- Creative Collisions - GT students became part of the creative process of the new show Characters, providing early feedback in the creation of the show. Selected students then performed in the show.
- ACC Festival - over 40 student projects competed for 4 spots in this new creativity and innovation festival to be held at the Smithsonian.
- Art Matters - the Office of the Arts Student Engagement Coordinator worked extensively with this new student group to

help them become a chartered organization on campus, and to assist with the implementation of several new hands-on arts experiences for students.

**6. What did you learn?**

Assessment was an important part of student engagement events this year. The student-led arts survey will provide a baseline of information for years to come.

**7. Actions Taken:**

The success of the GT Fire Grants that provided for artists to be embedded in English classes led to the development of the SPAG grant application. The SPAG grant will allow us to expand these efforts across campus for the next two years.

### **Goal #3: Diversify and Increase Funding**

**1. Operational/Learning Goal:**

Diversify and increasing funding for the Office of the Arts

**2. Outcome(s):**

Through funding diversification, the Office of the Arts will show an increase in fiscal health, which will enable the department to better support programming initiatives. Increase annual giving and individual donations by 10% over 2016.

**3. Evaluation Strategy:**

Stewardship and fundraising results will be reported monthly to track progress and improve the program.

**4. Method for Disseminating and Using Information for Improvement:**

Results will be reported out quarterly to executive leadership, the Georgia Tech Arts Advisory Board, GT Central Development and in the Year-end Annual report.

**5. Summary of Results:**

The Office of the Arts successfully achieved this goal for FY17. An increase in private giving from major donors and Arts Advisory Board members resulted in a 50 percent increase over the previous year.

The Office also sought funding from foundation sources that are not currently funding Georgia Tech, submitting proposals for new projects at the intersection of art and technology. While we did not receive funding from Dance/USA or the William Penn Foundation, the experience of submitting those projects was beneficial and Georgia Tech is now on the radar for those funding sources.

**6. What did you learn?**

N/A

**7. Actions Taken:**

The Office of the Arts will continue efforts to diversify funding in the new year and strengthen individual giving. The office will be moving its Grants and Events Coordinator to a Development Officer title to better connect with the resources of the Georgia Tech central development office.

### **Goal #4: Ticketing and Event Management Software**

**1. Operational/Learning Goal:**

Switch software systems for ticketing and event management to systems that better serve the campus and community.

**2. Outcome(s):**

Switch software systems for ticketing and event management to systems that better serve the campus and community.

**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) that 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:**

During FY17 the Office of the Arts successfully transitioned from the previous event management software which had been used for booking events in the Ferst Center for many years. Staff members met



extensively with Capital Planning and Space Management staff in order to adapt the campus EMS system for Office of the Arts use.

Also, during FY17, the Office identified the Audience View ticketing system as the one system that would meet all PCI compliance requirements, work with Touchnet for credit card transactions, and meet our other ticketing needs. The system was contracted in June 2017 with training and implementation to begin right away.

**6. What did you learn?**

The new EMS system is more efficient, easier to learn, and provides better reporting than the previous system. The system allows an administrator to see all information on one screen without having to move between screens, is quicker to operate than the previous system and provides better information on events.

The new Audience View ticketing system will provide a much better administrator and customer experience over the previous outdated ticketing system. The new system is web-based and will allow much better customer relationship management (CRM) for ticket buyers and donors. Support for the old system was virtually non-existent by the end of the year, and the system was unable to operate in tandem with the most recent Touchnet upgrades, making the system obsolete for our ticketing purposes.

**7. Actions Taken:**

The campus EMS is now the only event management software system in use by the Office of the Arts. Staff members continue to manage the system effectively.

Audience View implementation and training begins in July 2017 with a launch date of August 15, 2017.

## **Orientation and Transition**

### **Disability Services**

#### **Goal #1: Student Transitions**

**1. Operational/Learning Goal:**

The Office of Disability Services staff will gain a greater understanding of the transition needs of students with disabilities at Georgia Tech.

**2. Outcome(s):**

The Office of Disability Services staff will gain a greater understanding of the transition needs of students with disabilities at Georgia Tech.

**3. Evaluation Strategy:**

The ODS Staff worked with the Director of Assessment to conduct two focus groups consisting of undergraduate students registered with the Office of Disability Services. The focus group identified needs that were, and were not met in transitioning to Georgia Tech.

**4. Method for Disseminating and Using Information for Improvement:**

A report will be published and disseminated to the Division of Student Life. The information will be used by the Office of Disability Services to develop specific programming to meet the transition needs of student with disabilities at Georgia Tech.

**5. Summary of Results:**

The questions asked of participants were as follows:

- Thinking back to your first year at Georgia Tech, what type of support would have been valuable for the Office of Disability Services to provide you during your first year at Tech? After the first year?
- What did you wish you knew about navigating Georgia Tech with a disability before you started classes?
- Before registering with Disability Services, how did you think connecting with the office would assist you at Georgia Tech?
- How would you describe the process to obtain accommodations (i.e. easy, difficult, complex, timely, long)?
- Based on your experience, what suggestions do you have to improve the process?
- How would you describe interactions with the staff?
- Do you take advantage of any or all accommodations offered to you? If not, why not?

- What type of programming/training would you like to see offered through Disability Services?
- Is there anything else you would like for me to know?

Some highlighted quotes from participants included:

- *"...the administration needs to know that having a disability is a social issue...disability needs to be in diversity..."*
- *"Georgia Tech Admissions needs to recruit students with disabilities...if they don't...sends the message that students with disabilities are not wanted here."*
- *"...the perception among some people that because we have a disability doesn't mean we don't deserve to be here."*
- *"...just knowing that some of my professors would be so resistant..."*
- *"...been here a long time...the quality of staff has greatly improved..."*

#### **6. What did you learn?**

From the focus group feedback, Staff learned that students would like for operational interactions with Disability Services such as notetaking, exam booking, and initial service requests to be more efficient. Students expect a higher level of communication regarding campus issues that affect students with disabilities. There is an interest in a greater programming and training presence to educate the campus community on disability. Further, students with disabilities do not always feel supported or understood by faculty. Students expressed mixed feelings regarding the ODS staff, however, seemed more positive with the changes in staffing due to turnover.

#### **7. Actions Taken:**

Through the implementation of Accommodate, ODS will have a more efficient and automated process for notetaking, exam booking, and equipment check-out. Accommodate will also offer an online appointment system which will significantly reduce the amount of paperwork students need to complete in order to initiate services. ODS is in the process of creating a programming/training calendar for Fall 2017 that integrates direct suggestions from the focus groups.

## **Goal #2: Working with Faculty**

### **1. Operational/Learning Goal:**

The Office of Disability Services staff will gain a greater understanding of faculty knowledge and attitudes regarding working with students with disabilities and accommodations.

- 2. Outcome(s):**  
Faculty members who complete a survey will describe their knowledge of best practices, legal obligations, and attitudes around working with students with disabilities.
- 3. Evaluation Strategy:**  
A survey was to be sent to all faculty members associated with the Institute during the 2016-2017 academic year. The survey was intended to gather information regarding faculty knowledge and attitudes to focus ODS outreach efforts to faculty.
- 4. Method for Disseminating and Using Information for Improvement:**  
A report was to be published and disseminated to the Division of Student Life, academic units, and other key individuals in the administration at Georgia Tech. The Office of Disability Services staff would have used the data collected to develop specific training sessions and outreach to educate and support Georgia Tech faculty and staff in working with students with disabilities.
- 5. Summary of Results:**  
This learning outcome was not completed within the designated timeline due to significant delays requesting permission to include copyrighted materials within the faculty survey.
- 6. What did you learn?**  
Not applicable now
- 7. Actions Taken:**  
Not applicable now

### **Goal #3: Vital Student Statistics**

- 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:**

In collaboration with the Office of Institutional Effectiveness, data was collected through information recorded in Banner. Factors of focus in this analysis were 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 disseminated to the Division of Student Life, academic units, and other key individuals in the administration at Georgia Tech. The information will be used in the future by the Office of Disability Services to develop specific training sessions and outreach to support specific populations of students and Georgia Tech faculty and staff.

**5. Summary of Results:**

Retention

From first time, first year students entering in the Fall, 2015 cohort 93% of the students with disabilities were retained to Fall, 2016 compared to 97% of first-time first year students without disabilities.

Graduation

Comparing six-year graduation rates, students with disabilities had a 75% graduation rate while students without disabilities had an 87% graduation rate. Georgia Tech's overall graduation rate is 86%.

Enrollment and Academic Performance

*Undergraduate Cumulative GPA*

Students with disabilities            3.05

Students without disabilities        3.27

*Graduate Cumulative GPA*

Students with disabilities            3.39

Students without disabilities        3.49

*Co-op / Internship Participation (Undergraduate)*

Students with disabilities            12%

Students without disabilities        15%

*Undergraduate Research Participation (Undergraduate)*

Students with disabilities      10%  
Students without disabilities    13%

*Study Abroad Participation (Undergraduate)*

Students with disabilities      6%  
Students without disabilities    9%

*Undergraduate Majors*

There are 46 courses of study for undergraduate students at Georgia Tech. There are students with disabilities in 41 of the 46 courses of study.

*Graduate Majors*

There are 81 courses of study for graduate students at Georgia Tech. There are students with disabilities in 39 of the 81 courses of study.

*Undergraduate Students*

<b>Race/Ethnicity</b>	<b>% Students with disabilities (774)</b>	<b>Students without disabilities (16280)</b>
American Indian or Alaskan Native	< 1	< 1
Asian	10.2	28.2
Black or African American	6.8	7.3
Hispanic or Latino	9.3	7.6
Native Hawaiian or Other Pacific Islander	< 1	< 1
Two or More Races	3.4	3.7
Unknown	3.2	3.2
White	66.6	49.6

### Graduate Students

<b>Race/Ethnicity</b>	<b>% Students with disabilities (151)</b>	<b>Students without disabilities (13563)</b>
American Indian or Alaskan Native	< 1	< 1
Asian	13.2	41.0
Black or African American	5.2	4.8
Hispanic or Latino	9.9	6.1
Native Hawaiian or Other Pacific Islander	< 1	< 1
Two or More Races	2.6	2.5
Unknown	< 1	< 1
White	68.2	45.1

#### 6. What did you learn?

Overall, the results support the following conclusions:

- Students with disabilities at Georgia Tech have slightly lower GPA's compared to students without disabilities.
- Students with disabilities at Georgia Tech do not participate at the same rates in study abroad, co-ops/internships and undergraduate research opportunities compared to students without disabilities.
- Students with disabilities are not retained at the same rate as students without disabilities.
- Students with disabilities do not graduate at the same rate as students without disabilities.

#### 7. Actions Taken:

The results have prompted further questions as to why students with disabilities seem to underperform compared to those without disabilities at Georgia Tech. Future learning objectives may include researching the types of supports that students with disabilities need that are not offered for full participation to occur at the same level as their peers who do not have a disability.

## **New Student and Sophomore Programs (NSSP)**

### **Goal #1: Student FASET Outcomes**

**1. Operational/Learning Goal:**

Students will be able to articulate Institute expectations and create new relationships as a result of their participation in FASET.

**2. Outcome(s):**

New students who participate in FASET orientation will be able to:

- Articulate academic expectations of students at Georgia Tech.
- Know the history, traditions, campus resources, and engagement opportunities to facilitate integration into the institution.
- Interact and begin new relationships with other new students, as well as experienced students, faculty, and staff.
- Navigate the physical campus.
- Understand the class registration process.

**3. Evaluation Strategy:**

Students who attended FASET completed a survey after the program.

**4. Method for Disseminating and Using Information for Improvement:**

Survey data will be shared with campus partners who assist in the implementation of programs during FASET. This data will be utilized to confirm that the programming provided is effective or to make changes for future FASET sessions.

**5. Summary of Results:**

Students' overall satisfaction of specific FASET programs were measured on a 4-point Likert Scale (1 being strongly disagree and 4 being strongly agree). The results showed that students attending FASET heavily agreed or strongly agreed that the presentations and programs were meeting the attended learning outcomes. The FASET program also measured learning outcomes created by the NSSP staff on the same Likert Scale. The results from those evaluations are below.

**FASET Learning Outcomes:**

- To reduce anxiety you may have about entering Georgia Tech—3.31 out of 4
- To inform you about campus services, resources, and issues—3.58 out of 4



- To demonstrate that Georgia Tech cares about its students—3.62 out of 4
- To connect with others in the Georgia Tech community—3.48 out of 4
- I became familiar with the campus environment—3.42 out of 4

**6. What did you learn?**

The NSSP staff learned that the new student orientation program is meeting the learning objectives set forth. New students are responding that they feel welcomed and prepared to join the GT community.

**7. Actions Taken:**

From these results, existing programs have been adapted and new programming has been created to help students prior to, during, and following FASET. With the creation of summer programming, pre-FASET engagements, and moderate changes in the current programs, NSSP has been able to better orient and assist in the transition of new students at Georgia Tech.

## **Goal #2: Parent/Guest FASET Outcomes**

**1. Operational/Learning Goal:**

Parents and guests will be able to articulate Institute expectations and create new relationships as result of their participation in FASET.

**2. Outcome(s):**

Parents and guests who participate in FASET orientation will be able to:

- Understand the academic expectations of their students at Georgia Tech.
- Know the campus resources available to them and to their student.
- Contribute to their student's success and support their education by becoming involved at Tech.
- Understand campus policies and how these policies are enforced and addressed on campus for the student population.

**3. Evaluation Strategy:**

Parents and guests who attended FASET completed a survey after the program.

**4. Method for Disseminating and Using Information for Improvement:**

Survey data will be shared with campus partners who assist in the implementation of programs during FASET. This data will be utilized to confirm that the programming provided is effective or to make changes for future FASET sessions.

**5. Summary of Results:**

Due to the format and questions asked within the survey, the intended learning outcomes were not measured.

**6. What did you learn?**

The overall evaluation of FASET Guest programs was generally very positive and the program is meeting the expectations of parents and guests.

**7. Actions Taken:**

New Student & Sophomore Programs have begun measuring specific learning outcomes on all parent and guest surveys. This change will allow NSSP to better gauge the effectiveness of the parent and guest orientation sessions.

### **Goal #3: Extended Orientation Outcomes**

**1. Operational/Learning Goal:**

Students who participate in an extended orientation program will leave with an understanding of campus resources, a connection to other new students and experienced student leaders, and a pride in Georgia Tech campus life and traditions.

**2. Outcome(s):**

New students who participate in extended orientation programs will be able to:

- Build new connections to other new students and experienced student leaders.
- Create pride in campus life and traditions.
- Understand the variety of campus resources that can assist them in their transition and being able to call Georgia Tech “home.”

**3. Evaluation Strategy:**

Pre- and post-surveys were given to student participants to assess knowledge before the start of the program and at its conclusion.

**4. Method for Disseminating and Using Information for Improvement:**

This information will be shared with the student leaders as the planning begins for future programs. For any campus partners who may have assisted in the implementation of any programs, information will also be shared.

**5. Summary of Results:**

Participants claimed to have an increased sense of being comfortable with making meaningful connections with upper-class students, approaching faculty and staff, developing relationships with other incoming students, knowing and participating in Georgia Tech traditions, and being comfortable forming goals for their first year at Georgia Tech.

Participants stated:

- *"I feel much more confident about my ability to succeed at Tech academically and in life here."*
- *"I wanted to go to a college that cared about me, and Wreck Camp showed me that Georgia Tech is that kind of school."*
- *"The main thing that I will bring back is confidence. Wreck Camp gave me the confidence I needed to be me and pursue all forms of success – academic, social, and philanthropic – as a student at Tech."*
- *"I feel at home at Georgia Tech and now have a solid foundation to build on throughout my years at Tech."*

**6. What did you learn?**

As a program, NSSP aids in the transition of incoming students to increase learning about the Institute, themselves, and in connecting with other students. The program is meeting and exceeding expectations in assisting students make a successful transition to Georgia Tech. However continuous re-evaluation is important to continue growth of the program and its efforts to assist students in their transition to the campus community.

**7. Actions Taken:**

After the assessment results were evaluated, the staff began to build a training model and schedule for the next year of the program. While the program had an influence on those who participated previously, the staff made efforts to increase education of student staff on Tech traditions with a new presentation and quiz, resource presentations

from Campus Departments, and communication skill activities to help student staff aid in the transition of incoming students.

## **Parents and Family Programs**

### **Outcome #1: Connection**

**1. Operational/Learning Goal:**

Parents and families will articulate a connection to the Institute after attending various events.

**2. Outcome(s):**

Parents and families will articulate a connection to the Institute after attending various events.

**3. Evaluation Strategy:**

Parent & Family Programs asked survey respondents in the Family Weekend 2016 Survey, the Sibs Day 2017 Survey, and the 2017 Parent & Family Programs Survey if they felt more connected to Georgia Tech and the campus community after special events created for parents and families. The department defines connectedness as feeling tied, or joined to an individual, organization, or group.

**4. Method for Disseminating and Using Information for Improvement:**

Parent & Family Programs will utilize this data to improve programmatic efforts and outreach to families to ensure that a majority of Yellow Jacket families feel connected and involved.

**5. Summary of Results:**

Family Weekend 2016 makes me feel more connected to Georgia Tech.” A total of 95.68% of respondents (310/324) either agreed or strongly agreed with the above statement regarding circumstances. Further, respondents indicated that the information gained and/or connections made during Family Weekend 2016 would help them support their Georgia Tech student(s) toward graduation.” Of the respondents, 84.56% of respondents (274/324) either agreed or strongly agreed.

After participating in Sibs Day, 96% of parents surveyed (47/49) stated they had a more positive view of Georgia Tech. A total of 95% of the families felt as though they had a better understanding of Georgia Tech campus life and a student’s college experience. After participating in Sibs Day, 93.62% of siblings/guests stated they had a more positive view of Georgia Tech and 97.68% of the students felt they had a deep sense of pride after attending Sibs Day.

Lastly, according to the 2017 Bi-Annual Parent & Family survey, 85.29% (1994/2338) of respondents either strongly agreed or agreed that “they feel included in the Georgia Tech community.” In regard to overall involvement with the office 8.68% (203/2338) of respondents stated they have volunteered or assisted other Georgia Tech families in some capacity (i.e. Summer Send-Offs, FASET Parent Panels, Family Weekend, Meet & Greets, Parent & Family Ambassador, Parent Advisory Board Member, Commencement, etc.).

**6. What did you learn?**

Family Weekend and Sibs Day continue to grow in popularity and also allow families the opportunity to come to campus, spend quality time with their student, and learn more about campus life. This in turn, helps build affinity for Georgia Tech. Georgia Tech families enjoy events that are created for families and would welcome other opportunities. Future programming and resources available online could prove helpful to families who are not able to come to campus, but still want to be connected and involved.

**7. Actions Taken:**

Parent & Family Programs will continue to enhance Family Weekend and Sibs Day programming to meet the needs of diverse families. Continue to offer volunteer opportunities locally and regionally to allow families to get more involved and network with other Yellow Jacket families in their area.

## **Outcome #2: Knowledge Gained**

**1. Operational/Learning Goal:**

Parents and families will be more knowledgeable about Georgia Tech campus life, services, and resources for students and families as a result of information shared through the Parent and Family Guide, Parent & Family Calendar, ParentNews, and the Georgia Tech Parent & Family Programs Facebook page.

**2. Outcome(s):**

Parents and families will be more knowledgeable about Georgia Tech campus life, services, and resources for students and families as a result of information shared through the Parent and Family Guide, Parent & Family Calendar, ParentNews, and the Georgia Tech Parent & Family Programs Facebook page.

**3. Evaluation Strategy:**

Parent & Family Programs conducted the Parent & Family Program Survey in Spring, 2017. This survey asked if the information parents and families received in the Parent and Family Guide, Parent and Family Calendar, ParentNews, and various Facebook posts was helpful in answering their questions, supporting them as parents and family members and supporting their student.

**4. Method for Disseminating and Using Information for Improvement:**

Parent & Family Programs will utilize this data to improve resources and materials provided to families at FASET Parent Orientation and throughout the year.

**5. Summary of Results:**

According to the 2017 Bi-Annual Parent & Family Programs Survey, 64.59% (1523/2358) of respondents stated that the Parent & Family Calendar is helpful or somewhat helpful when assisting their student with dates, resources, and helpful tips. According to the survey, the Parent & Family Programs website was noted to be helpful or most helpful at 71.88% for information and resources.

As it relates to the e-newsletter, 86.83% of the parents & families stated the newsletter most helpful or helpful each month. On average when asked "how much of the ParentNews do you read each month," 43.44% (986/2270) parents stated they read all or most of the ParentNews each month.

Regarding communicating with Parents, Facebook appears to be most helpful with communicating programs (27.45%), campus events (27.29%), timely campus information and announcements (26.01%), and news articles (18.62%). However, 31.89% (788/2471) of the respondents stated they were not aware of that the Facebook page existed, which sets a new goal for the upcoming academic year to increase awareness.

A total of 23% (577 respondents) of families who do have a Facebook or read ParentNews, 65.73% (1617/2460) stated they do share the information with their students.

**6. What did you learn?**

It is important to continue to grow the presence of the office with families and, also, to create new ways for engagement.

**7. Actions Taken:**

- Parent & Family Programs will continue to offer at least one webinar a semester.
- Parent & Family Programs will create a Parent & Family Program Blog that will complement ParentNews and the Parent & Family Programs Facebook page to share further insight into the Georgia Tech community and their student's experience.
- Parent & Family Programs will create three-five welcome/informational webpages and videos for families in different languages (Spanish, Mandarin, etc.).

**Outcome #3: Parent & Family Ambassadors**

**1. Operational/Learning Goal:**

Participation in the Parent & Family Ambassadors Program will allow parents and families to provide support and guidance to both new and current families in their region as well as serve as an advocate for the Institute.

**2. Outcome(s):**

Participation in the Parent & Family Ambassadors Program will allow parents and families to provide support and guidance to both new and current families in their region as well as serve as an advocate for the Institute.

**3. Evaluation Strategy:**

Parent & Family Programs will create a survey for the Parent & Family Ambassadors in Spring, 2017 about their experience and their participation in the Ambassador program.

**4. Method for Disseminating and Using Information for Improvement:**

Parent & Family Programs will utilize this data to determine needs for our Parent & Family Ambassadors.

**5. Summary of Results:**

Unfortunately, this survey did not occur this academic year. However, this outcome will be revisited during 2017-2018 to help direct training and planning for the future Parent & Family Ambassadors program.

**6. What did you learn?**

N/A



**7. Actions Taken:**  
N/A

# Student Diversity Programs

## Goal #1: Storytelling Salon

- 1. Operational/Learning Goal:**  
Through storytelling salon experiences, facilitated by the Office of Student Diversity Programs, students will learn of potentially unanticipated commonalities with their peers from different backgrounds.
- 2. Outcome(s):**  
As a result of participating in a storytelling salon, students will be able to describe a commonality they share with someone representing a different diversity dimension than them.
- 3. Evaluation Strategy:**  
A pre- and post-survey will be developed and sent to participants prior to and after the salon to measure their perceptions as to the diversity dimensions they have in common with peers.
- 4. Method for Disseminating and Using Information for Improvement:**  
Information will be disseminated to Student Diversity Program stakeholders and included in the 2016-2017 Final Assessment Report.
- 5. Summary of Results:**  
The Office of Student Diversity Programs was unable to achieve this goal. Despite securing 12 students from diverse backgrounds, only four students attended the second meeting. When it came time to practice with the Associate Dean/Director only two students made appointments, and only one student kept the appointment.
- 6. What did you learn?**  
The Office of Student Diversity Programs held the first story creation workshops with students April 2016. Too much time elapsed between our first and second meeting (September 2016). By this time, students had lost interest and were absorbed in their studies and other projects. The Office should attempt the endeavor at the beginning of the term.
- 7. Actions Taken:**  
The Office of Student Diversity Programs has decided to attempt the endeavor FY18.

## **Goal #2: Structural Racism Workshops**

### **1. Operational/Learning Goal:**

Through Structural Racism workshops, Student Diversity Programs will enhance knowledge among students, faculty, and staff participants as to how structural racism produces racialized outcomes.

### **2. Outcome(s):**

As a result of participating in a Structural Racism workshop, participants will be able to articulate how racism persists in policies/practices in the U.S. and at Georgia Tech.

### **3. Evaluation Strategy:**

Participants will be given an evaluation after the workshop that asks them to describe on way racism persists in policies or practices in the U.S. and at Georgia Tech.

### **4. Method for Disseminating and Using Information for Improvement:**

Information will be disseminated to Student Diversity Program stakeholders and included in the 2016-2017 Final Assessment Report.

### **5. Summary of Results:**

The Office of Student Diversity Programs partnered with Serve-Learn-Sustain and the African American Student Union on September 20, 2016 to present, "Introduction to Structural Racism: From Awareness to Action. Sixty individuals participated. The format of the workshop was as follows: Why so little has changed, Key terms, Creation of the Concept of Race, Racism, and Structural Racism and the Implication. A survey was administered to the participants, and the following questions were asked:

1. Describe one way that racism persists in policies or practices in the U.S.
2. Describe one way that racism persists in policies or practices at GT.
3. What are other topics you would like to see presented related to structural racism?

Twenty-four surveys were returned for a response rate of 40%. Ninety-six percent of the respondents were able to articulate at least one way that racism persists in policies and practices in the U.S. Common themes were as follows: criminal justice system, police brutality,

housing and home ownership, education, wealth gap, zoning, voter rights, and gentrification.

Ninety-two percent of respondents were able to articulate at least one way that racism persists in policies or practices at GT. Common themes were as follows: representation among students, faculty & administration, disparities in the Greek System, microaggressions, retention & academic success of underrepresented populations, and space for underrepresented populations.

When reporting topics for future presentations, many students indicated were interested in addressing these topics and making change.

**6. What did you learn?**

We learned that students were aware of structural racism in the U.S. and at Georgia Tech. Students have talked enough, and they want action taken. More importantly, they want to be a part of the change.

**7. Actions Taken:**

Based on positive feedback, The Office of Student Diversity Programs sponsored another workshop with Serve-Learn-Sustain on November 11, 2016. The topic was, "Taboo Talk: Dismantling Racism in a Post-Racial Society." A panel of experts from GT and beyond explored structural racism in our everyday lives across institutions and society. One hundred people attended. Jasper Navril, a faculty member from Ivan Allen, encouraged his class to come and gave them an assignment option for his class.

Take-aways from these conversations will be shared with the Black Student Experience Implementation Team.

### **Goal #3: Social Media Platforms**

**1. Operational/Learning Goal:**

The Office of Student Diversity Programs aims to learn about the social media platforms most utilized by students in order to effectively market programs and events to the campus.

**2. Outcome(s):**

The Office of Student Diversity Programs will be able to identify how Georgia Tech students prefer to receive information about programs and events on campus and three social media platforms popular among current Tech students.

**3. Evaluation Strategy:**

A short survey will be created through Baseline and the link will be sent out to the campus via multiple list-serves. The results of the survey will be collected directly through Baseline.

**4. Method for Disseminating and Using Information for Improvement:**

The Office of Student Diversity Programs will use information from results to intentionally promote programs and events hosted by the Office on social media sites. The results will influence communication modes and how efficiently information is disseminated.

**5. Summary of Results:**

A four-question survey was distributed across campus via OrgSync and email listservs: Housing, the Office of International Education, GT1000, and OMED. The survey opened in July and closed on October 10, 2016 during Fall Break. There were 417 respondents who completed the survey.

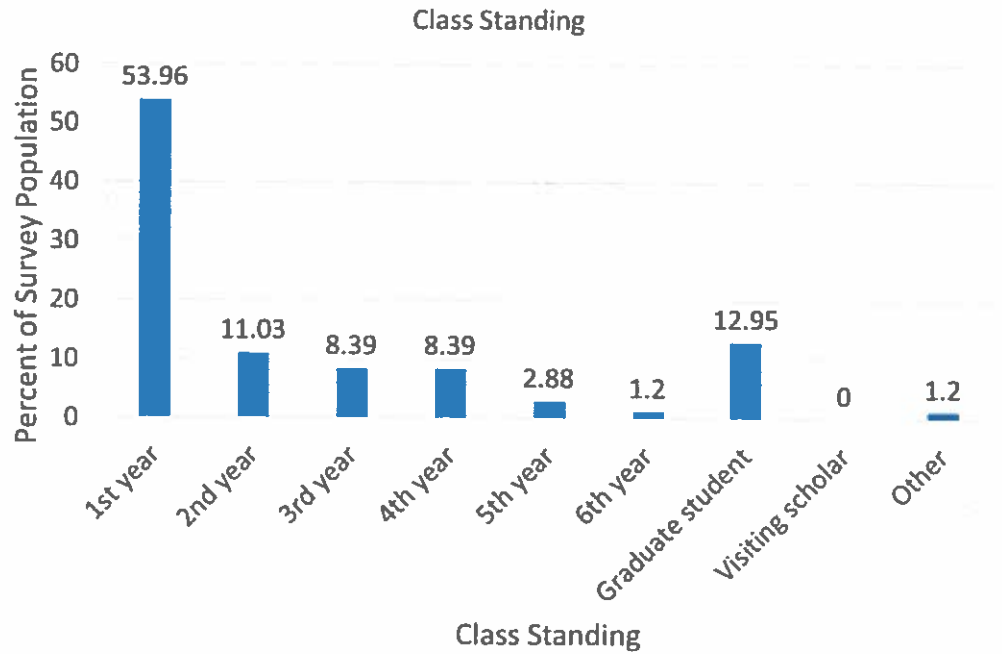
Most of the respondents were undergraduate students with more than half of the respondents being first year students. There were also a number of graduate students who completed the survey. The top four most popular social media channels that students use are Facebook, Twitter, Instagram, and Snapchat. While the survey listed a number of social media channels, the students were not limited in the survey as they had the option to list the social media accounts they use. While Facebook, Twitter, Instagram, and Snapchat are the most popular accounts that students check, about half of the respondents find out about on campus events through social media. The most popular methods for students to find out about campus events were email and word-of-mouth.

**Survey Questions: Social Media Popularity**

**1. What is your class standing?**

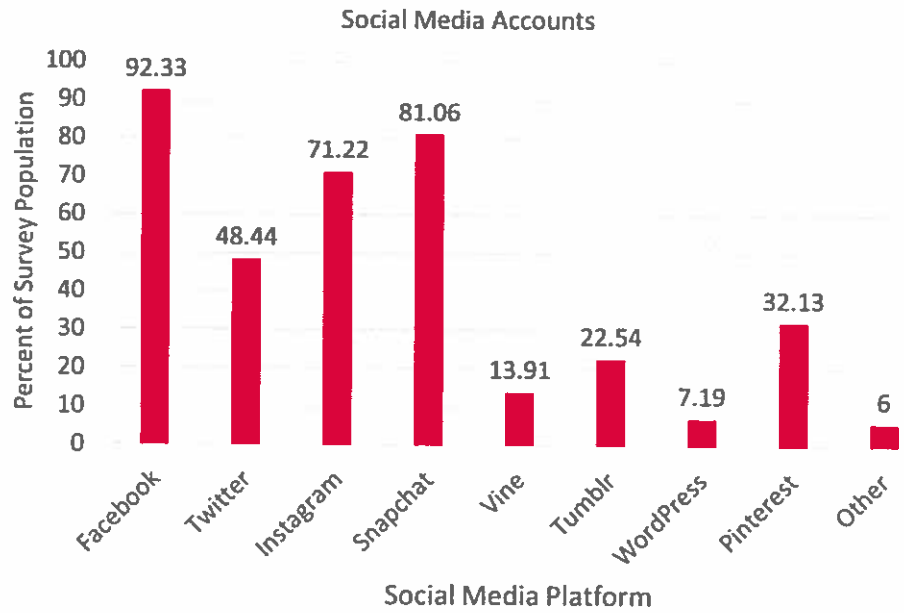
- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year
- f. 6th year
- g. Graduate student
- h. Visiting scholar

i. Other (Please specify)



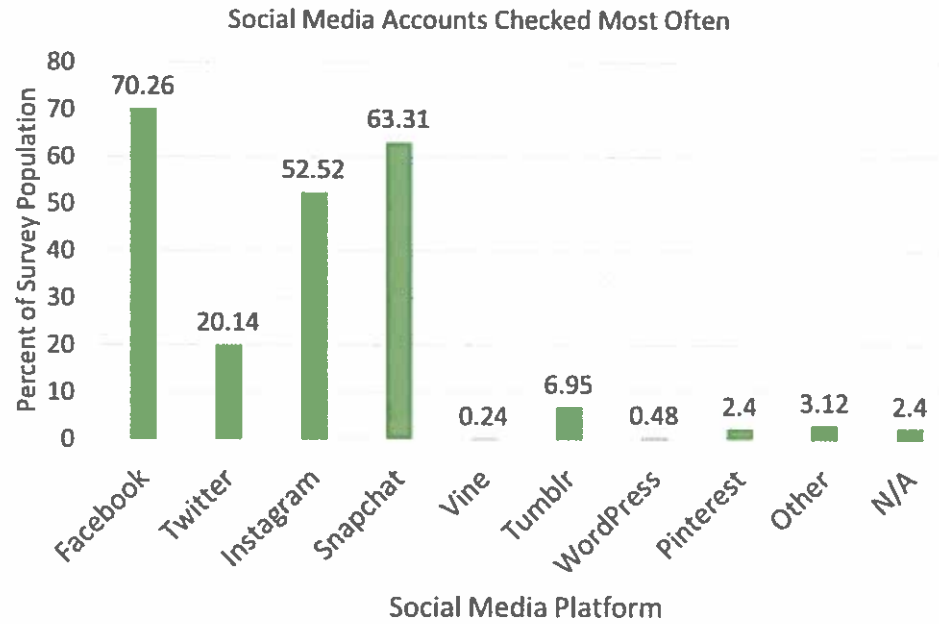
2. Which social media accounts do you have? (Check all that apply)

- a. Facebook
- b. Twitter
- c. Instagram
- d. Snapchat
- e. Vine
- f. Tumblr
- g. Wordpress
- h. Pinterest
- i. Other (Fill in the blank option)



3. Which social media site do you check most often? [Choose top 3]

- a. Facebook
- b. Twitter
- c. Instagram
- d. Snapchat
- e. Vine
- f. Tumblr
- g. WordPress
- h. Pinterest
- i. Other
- j. n/a

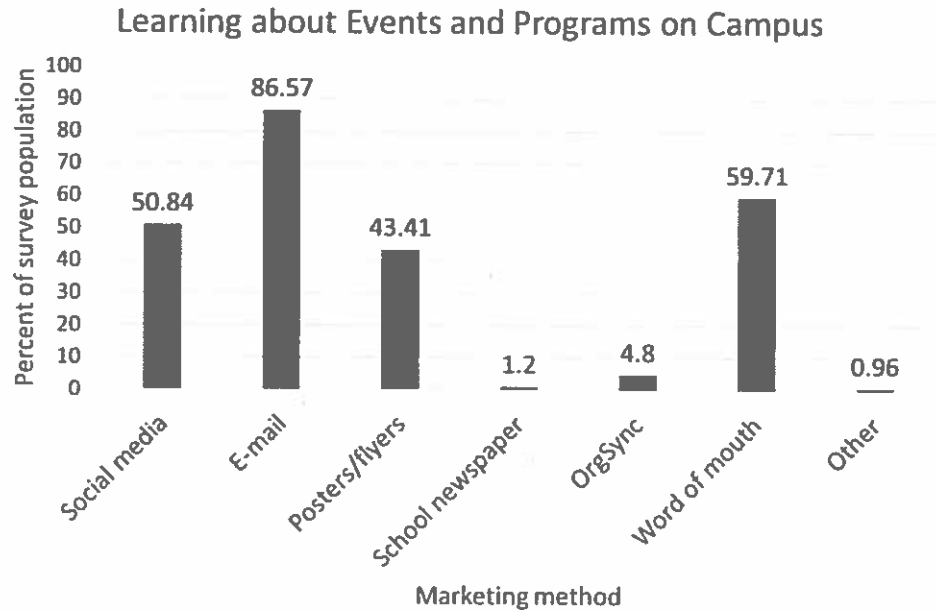


4. How do you usually learn about programs and events on campus?

[Choose top 3]

- a. Social media
- b. Email
- c. Posters/flyers
- d. School newspaper
- e. OrgSync
- f. Word of mouth
- g. Other (Fill in the blank option)





**6. What did you learn?**

While students are utilizing social media, they are still checking email to learn about campus events. It is important to bring up campus events in conversations with students rather than assuming students are already aware of programs and events being held on campus. Programs need to be advertised through multiple mediums in order to reach a larger audience.

**7. Actions Taken:**

The Office of Student Diversity Programs started utilizing Instagram more than Twitter to post digital flyers. The @GTdiversity Instagram account also has more followers than the Twitter account, so it can reach a greater population. While Facebook holds the majority for social media sites that students check most often, the office has decided to withhold from creating an account.

## Addendum A: Women's Resource Center Advisory Board Survey

Q1-Q4. Please indicate your level of agreement with the following statements:

**Question 1:** As a member of the WRC Advisory Board, I am more likely to be committed to issues concerning to women at Georgia Tech. (Total respondents: 17)

Strongly Agree	41.18% (7)
Agree	52.94% (9)
Disagree	0% (0)
Strongly Disagree	5.88% (1)

**Question 2:** As a member of the WRC Advisory Board, I am more engaged with issues facing women at Georgia Tech. (Total respondents: 17)

Strongly Agree	35.29% (6)
Agree	58.82% (10)
Disagree	0% (0)
Strongly Disagree	5.88% (1)

**Question 3:** Since becoming a member of the WRC Advisory Board, I have increased knowledge regarding WRC programs at Georgia. (Total respondents: 17)

Strongly Agree	41.18% (7)
Agree	47.06% (8)
Disagree	11.76% (2)
Strongly Disagree	0% (0)

**Question 4:** By being a member of the WRC Advisory Board, I am more likely to attend WRC programs. (Total respondents: 17)

Strongly Agree	23.53% (4)
Agree	58.82% (10)
Disagree	11.76% (2)
Strongly Disagree	5.88% (1)

**Question 5: Which WRC programs have you attended since being part of the WRC Advisory Board? (Select that all apply.) (Total respondents: 17, total responses: 22)**

Event/Program	Respondent %	Response % (Count)
Women's Leadership Conference	23.53%	18.18% (4)
Yoga for Everybody	5.88%	4.55% (1)
New Faculty and Staff Reception	23.53%	18.18% (4)
Symposium on Human Trafficking	5.88%	4.55% (1)
Graduate Women's Lunch	5.88%	4.55% (1)
Women in the Wilderness	0%	0% (0)
Other	11.76%	9.09% (2)
Safe Space training (even if this isn't a WRC program, I learned about it from WRC)		50% (1)
Women's Awareness Activities		50% (1)
I have not but plan to in the future	52.94%	40.91% (9)

**Question 6: If you have not attended WRC programs, please share why. (Total respondents: 9)**

Reason	Count	Percent
I am not aware of WRC programs	0	0.00%
I do not have time	2	22.22%
I have not received information about WRC programs	1	11.11%

Other (please specify:)	6	66.67% (16.67% each)
Conflict with teaching schedule		
Conflicts with specific events and previous commitments		
I am brand new and had a conflict with the WLC. Will attend something ASAP!		
I was out of town or had other commitments during those events		
Some time and some I did not know about		
Time conflicts		

**Question 7:** How would you like to engage with the WRC, in addition to being a WRC Advisory Board Member and attending board meetings? (Total respondents: 12)

- 8.33% *Attending events and advocating on behalf of the WRC and women in general.*
- 8.33% *Consider the various strengths offered by board members. How can they contribute expertise? Also, the survey questions are a little problematic. I would be just as concerned about women's issues even if I wasn't on the board--so I disagreed strongly with three of the four questions. You might want to consider that when you review responses.*
- 8.33% *Gain a deeper understanding of programming plans and contribute details to programming throughout the year.*
- 8.33% *I don't have strong ideas about how to engage with WRC but am happy to explore ways to further engage with the WRC.*
- 8.33% *I want to continue to support them however I can because they are awesome!*
- 8.33% *I will continue through WST to sponsor related initiatives (WST Learning Community) and events for women students, faculty, and staff. I would like to continue cosponsoring events/initiatives with WRC.*
- 8.33% *I would like to align what you are doing with my duties as the Associate Chair for Student Learning and Experience in BME. I'm particularly interested in helping to change the culture of BME, and engineering in general, to be more inclusive.*

- 8.33% I'm a new (male) WRC Advisory Board member. I'd like some structure to facilitate my interaction with and support of the WRC's programs. I'm not particularly good at initiating small talk, so attending events mostly results in me standing around unless I have a job to do.
- 8.33% *More deliberate mentoring programs for students*
- 8.33% *Reviewing the strategic plan to consider implications of the undergraduate student body reaching gender parity.*
- 8.33% *Serve as a volunteer or assist with resources when I am able*
- 8.33% *Since I have only been to one meeting, it will take me some time to understand my role and how I can contribute*

## Addendum B: Women's Leadership Conference Evaluation

Q1. Have you attended the GT Women's Leadership Conference previously?

Count	Percent	
6	22.22%	Yes [time(s)]
<b>Count Percent</b>		
1	16.67%	1
1	16.67%	6+
21	77.78%	No, it is my first time
27		Respondents

Q2. Why did you attend? (Select all that apply)

Count	Respondent %	Response %	
20	74.07%	29.85%	Professional development
9	33.33%	13.43%	Encouraged by a faculty member, advisor, department or college
3	11.11%	4.48%	To hear a particular speaker, topic, or workshop:
<b>Count Percent</b>			
1	33.33%		BP
1	33.33%		Kayla Townsend
3	11.11%	4.48%	To help with ideas or skills for my organization:
<b>Count Percent</b>			
1	33.33%		MHSC
1	33.33%		Women in Music Tech
17	62.96%	25.37%	To learn more about women's leadership
15	55.56%	22.39%	To learn or work on a particular skill
27			Respondents
67			Responses

Q3. Which particular skills did you want to learn or work on? (Check all that apply)

Count	Respondent %	Response %	
4	26.67%	7.02%	Vision

Q3. Which particular skills did you want to learn or work on? (Check all that apply)

Count	Respondent %	Response %	
6	40.00%	10.53%	Business Skills
8	53.33%	14.04%	Networking
3	20.00%	5.26%	Teamwork
12	80.00%	21.05%	Self-Awareness
9	60.00%	15.79%	Social Skills
7	46.67%	12.28%	Communication
1	6.67%	1.75%	Time Management
7	46.67%	12.28%	Public Speaking
15	Respondents		
57	Responses		

Q4. How did your actual experiences with the conference compare with your expectations?

Count	Percent	
14	51.85%	Exceeded expectations
10	37.04%	Met expectations
3	11.11%	Somewhat met expectations
0	0.00%	Below expectations
27	Respondents	

Q5. How likely are you to attend next year's conference?

Count	Percent	
14	51.85%	Very likely
9	33.33%	Somewhat likely
4	14.81%	Not likely (Why not?)
	<b>Count</b>	<b>Percent</b>
	1	25.00% graduating and moving out of Atlanta - but I would if I could
	1	25.00% graduation in 5 weeks
	1	25.00% Out of Town
	1	25.00% Time
27	Respondents	

Q6. Would you recommend this conference to others?

Count	Percent	
26	96.30%	Yes
1	3.70%	No
27	Respondents	

Q7. Did you find the presentations and workshops beneficial to your life, education, and/or career?

Count	Percent	
13	48.15%	Very beneficial
11	40.74%	Beneficial
3	11.11%	Somewhat beneficial
0	0.00%	Not at all beneficial
27	Respondents	

Q8. Please explain your ratings:

Count	Percent	
20	100.00%	
Count	Percent	
1	5.00%	being a high schooler, these workshops gave me the info I need to jump start my college and beyond college career
1	5.00%	Great opportunity to learn from successful leaders
1	5.00%	Helped gain an opinion on topics outside academic circle.
1	5.00%	I really enjoyed the speakers being honest and well spoken
1	5.00%	If it were not for workshop II and III I would have said very beneficial. However these two workshops fell flat.
1	5.00%	it helped me to remain relevant and participate in the current conversation about women in leadership
1	5.00%	Keynote speakers were amazing! Workshops were a little more hit or miss. Wish I knew more about them before having to choose
1	5.00%	loved it and meeting cool women
1	5.00%	Made me aware of some of the things I was doing that was holding me back
1	5.00%	positive awareness offered to women
1	5.00%	Self-care and board of directors - just 1 mentor
1	5.00%	showed things I didn't realize that i'll be able to work on



**Q8. Please explain your ratings:**

<b>Count</b>	<b>Percent</b>	
1	5.00%	Some of the sessions seemed a little surface-level and could have gone deeper. Deeper conversations could have been facilitated.
1	5.00%	The conversations were not new to me, but I got new perspectives that I appreciate/ can use.
1	5.00%	the workshops were really amazing. I learn a lot and took somethings to go work on
1	5.00%	They raised interesting topics
1	5.00%	This was a wonderful and inspiring conference. It was a positive encouraging environment. I feel empowered.
1	5.00%	topics were very relevant and helpful since I will be joining the workforce soon
1	5.00%	very inspiring
1	5.00%	was interesting but required giving up a whole day
20		Respondents

**Q9. How did you personally benefit from the conference? How will you use what you have learned at the conference in your school or work career?**

<b>Count</b>	<b>Percent</b>	
19	100.00%	
		<b>Count Percent</b>
1	5.26%	Built confidence in the validity of my experiences and in my agency in enacting change in my life
1	5.26%	feminism workshop gave me a lot to think about
1	5.26%	get day of reflection
1	5.26%	Get opportunity to network. Stay in communication with my newfound relationships
1	5.26%	good to be around inspiring women
1	5.26%	Great understanding of mindfulness and self-care understanding
1	5.26%	I feel energetic to start new project
1	5.26%	I feel more confident. I met interesting women. I got valuable tips for success.
1	5.26%	I found the first speaker, Park, very inspirational and informative. I also found my first workshop to be very helpful towards helping me develop my leadership style.

Q9. How did you personally benefit from the conference? How will you use what you have learned at the conference in your school or work career?

Count	Percent	
1	5.26%	I plan to work on my self-image more and be more confident
1	5.26%	I will personally use what I have learned to be more confident and effective in the workplace
1	5.26%	I wish the rest of the girls from my school could've come to this conference. This would help my school become a brighter, more positive place
1	5.26%	I'll be more conscious of the words I say to present myself as confident and assertive
1	5.26%	Implementing skills learned and motivated to always remember to support other women
1	5.26%	Learned about Lean In @ GT, took time to reflect, which I struggle to do on my own time
1	5.26%	learning how my environment affect my confidence. I will make plans towards graduating
1	5.26%	motivation
1	5.26%	To build up good self-image, to discover one's strength will share with other women at work and in personal life and family
19		Respondents

Q10. Before the conference, how would you rate your leadership skills?

Count	Percent	
1	3.70%	Excellent
14	51.85%	Good
11	40.74%	Average
0	0.00%	Below average
1	3.70%	n/a
27		Respondents

Q11. If any, what leadership skill/quality do you think was most developed or supported by conference programming?

Count	Percent	
16	100.00%	
Count	Percent	
1	6.25%	being more confident and using language that expresses that
1	6.25%	Being more genuine
2	12.50%	confidence
1	6.25%	Confidence
1	6.25%	confidence, courageousness, developing strengths
1	6.25%	Confidence, unapologetic determination, courage
1	6.25%	focusing on language to make a more positive impact
1	6.25%	more understanding
1	6.25%	my confidence and social skills
1	6.25%	self confidence
1	6.25%	self-awareness and ability to articulate difficult topics
1	6.25%	self-belief
1	6.25%	social skills and public speaking
1	6.25%	somewhat. I as looking more for self development
1	6.25%	Staying true to yourself, feeling empowered to make a difference having the courage to not back down
16		Respondents

Q12. Are you a: (Please check all that apply)

Count	Percent	
10	37.04%	GT Undergraduate Student
10	37.04%	GT Graduate Student
0	0.00%	Greek
0	0.00%	Faculty
2	7.41%	Staff
0	0.00%	Alumni
1	3.70%	Community Member
0	0.00%	Corporate Sponsor
0	0.00%	Student from another school:

Q12. Are you a: (Please check all that apply)

**Count Percent**

	<b>Count</b>	<b>Percent</b>	
4	14.81%		Other:
	<b>Count</b>	<b>Percent</b>	
	2	50.00%	no answer
	1	25.00%	Patriot High School Student
	1	25.00%	Spouse of PhD student of GA Tech
27	Respondents		

Q13. Department or Major/Field of Study and Year:

**Count**

**Percent**

23 100.00%

**Count Percent**

1	4.35%	4th yr chemistry and biochemistry
1	4.35%	Aerospace 2nd year
1	4.35%	Biochemistry - 4th year
1	4.35%	Biology; 1st year PhD
1	4.35%	Business 4th year
1	4.35%	Business Admin. 4th year
1	4.35%	CEE
1	4.35%	ChBE 3rd yr
1	4.35%	Chemical Engineering '18
1	4.35%	Chemistry 4th year
1	4.35%	Chemistry and Biochemistry
1	4.35%	Civil Engineering, 3rd year
1	4.35%	Computer Science 1988, Psychology 2016
1	4.35%	Computer Science 3rd
1	4.35%	Cosmetologist and ste 2014
1	4.35%	ECE 1st year
1	4.35%	ECE 2nd year
1	4.35%	ECE masters 2nd semester
1	4.35%	Housing
1	4.35%	ME 2020
1	4.35%	ME 4th year
1	4.35%	MSE
1	4.35%	Music Technology 2017

Q13. Department or Major/Field of Study and Year:

Count	Percent
23	100.00%

Respondents

Q14. Gender:

Count	Percent
-------	---------

25 100.00%

Count	Percent
-------	---------

1 4.00% female

23 92.00% Female

1 4.00% Woman

25 Respondents

Q15. Race/Ethnicity:

Count	Percent
-------	---------

20 100.00%

Count	Percent
-------	---------

1 5.00% AA

2 10.00% African American

2 10.00% Asian

1 5.00% Asian American

2 10.00% Black

1 5.00% Black/ Japanese

2 10.00% Caucasian

1 5.00% Caucasin

1 5.00% Indian

1 5.00% Indian American

1 5.00% W

5 25.00% White

20 Respondents

Q16. How did you learn about the conference? (Check all that apply):

Count	Respondent %	Response %	
1	3.70%	2.27%	Displayed Flyer/Poster
5	18.52%	11.36%	Website
1	3.70%	2.27%	Postcard
8	29.63%	18.18%	Word of Mouth
0	0.00%	0.00%	PL/CA
4	14.81%	9.09%	Facebook
14	51.85%	31.82%	Email
1	3.70%	2.27%	Technique
1	3.70%	2.27%	Skiles walkway
6	22.22%	13.64%	Women's Resource Center
3	11.11%	6.82%	Other:

	Count	Percent
	1	33.33% friend
	1	33.33% lean-in
	1	33.33% No answer
27	Respondents	
44	Responses	

Q17. Suggestions for Publicity:

Count	Percent
4	100.00%
	<b>Count Percent</b>
	1 25.00% flyers
	1 25.00% Mailing list to past participants or those interested in attending WRC events
	1 25.00% Reach out more to grad students - I only heard through the WRC and later, Lean In @ GT
	1 25.00% SWE
4	Respondents

Q18. Please rate the following events (4: Excellent, 1: Below Average): - Online Registration Process

Count	Percent	
20	74.07%	4
4	14.81%	3
0	0.00%	2
0	0.00%	1
3	11.11%	N/A
27		Respondents

Q19. Please rate the following events (4: Excellent, 1: Below Average): - Information on Website

Count	Percent	
12	44.44%	4
11	40.74%	3
1	3.70%	2
0	0.00%	1
3	11.11%	N/A
27		Respondents

Q20. Please rate the following events (4: Excellent, 1: Below Average): - Publicity about the Conference

Count	Percent	
6	22.22%	4
15	55.56%	3
3	11.11%	2
0	0.00%	1
3	11.11%	N/A
27		Respondents

Q21. Please rate the following events (4: Excellent, 1: Below Average): - Networking Fair

Count	Percent	
2	7.41%	4
10	37.04%	3

Q21. Please rate the following events (4: Excellent, 1: Below Average): - Networking Fair

	<b>Count</b>	<b>Percent</b>	
	8	29.63%	2
	2	7.41%	1
	5	18.52%	N/A
27			<b>Respondents</b>

Q22. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Breakfast

	<b>Count</b>	<b>Percent</b>	
	19	70.37%	4
	3	11.11%	3
	0	0.00%	2
	0	0.00%	1
	5	18.52%	N/A
27			<b>Respondents</b>

Q23. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Breakfast Speaker

	<b>Count</b>	<b>Percent</b>	
	14	51.85%	4
	6	22.22%	3
	2	7.41%	2
	1	3.70%	1
	4	14.81%	N/A
27			<b>Respondents</b>

Q24. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Lunch

	<b>Count</b>	<b>Percent</b>	
	20	74.07%	4
	2	7.41%	3
	1	3.70%	2
	0	0.00%	1
	4	14.81%	N/A



Q24. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Lunch

Count	Percent
27	Respondents

Q25. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Lunch Speaker

Count	Percent	
21	77.78%	4
2	7.41%	3
0	0.00%	2
0	0.00%	1
4	14.81%	N/A
27	Respondents	

Q26. Please rate the following events (4: Excellent, 1: Below Average): - Saturday Dessert Speaker

Count	Percent	
0	0.00%	4
0	0.00%	3
0	0.00%	2
0	0.00%	1
27	100.00%	N/A
27	Respondents	

Q27. Please rate the following events (4: Excellent, 1: Below Average): - Awards Reception

Count	Percent	
9	33.33%	4
7	25.93%	3
3	11.11%	2
1	3.70%	1
7	25.93%	N/A
27	Respondents	

Q28. Additional Comments:

<b>Count</b>	<b>Percent</b>	
3	100.00%	
	<b>Count</b>	<b>Percent</b>
	1	33.33% Information on Website: could not find agenda Food was excellent
	1	33.33% Networking fair could be facilitated more? Networking fair: too crowded; Saturday Lunch Speaker: favorite part of conference!; Awards Reception: Poorly attended - Move to morning?; There were a few glitches with technology that could have allowed the sessions to run smoother if avoided
1	33.33%	
3	Respondents	

Q29. Please select the Session 1 Workshop you attended (select one):

<b>Count</b>	<b>Percent</b>	
9	56.25%	Be Bold, Build Your Mold
3	18.75%	Defining Your Own Feminism
4	25.00%	Nevertheless She Persisted
16	Respondents	

Q30. Please select the Session 2 Workshop you attended (select one):

<b>Count</b>	<b>Percent</b>	
7	43.75%	Achieving success: Uncovering fears and doubts
1	6.25%	Power, Influence and Bold Leadership
8	50.00%	Do you have the mindset to succeed?
16	Respondents	

Q31. Please select the Session 3 Workshop you attended (select one):

<b>Count</b>	<b>Percent</b>	
7	43.75%	Understanding Leadership through self-image
8	50.00%	Sorry Not Sorry
1	6.25%	Discovering Your Strengths
16	Respondents	

Q32. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 1 Workshop**

Be Bold, Build your Mold

Count	Percent	
8	88.89%	4
1	11.11%	3
0	0.00%	2
0	0.00%	1
9		Respondents

Q33. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 1 Workshop**

Defining your own feminism

Count	Percent	
3	100.00%	4
0	0.00%	3
0	0.00%	2
0	0.00%	1
3		Respondents

Q34. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 1 Workshop**

Nevertheless She Persisted

Count	Percent	
3	75.00%	4
0	0.00%	3
1	25.00%	2
0	0.00%	1
4		Respondents

**Q35. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - Session 2 Workshop**

**Achieving Success: Uncovering Fears and Doubts**

<b>Count</b>	<b>Percent</b>	
2	28.57%	4
4	57.14%	3
1	14.29%	2
0	0.00%	1
7		<b>Respondents</b>

**Q36. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - Session 2 Workshop**

**Why is it important to take care of you?**

<b>Count</b>	<b>Percent</b>	
1	100.00%	4
0	0.00%	3
0	0.00%	2
0	0.00%	1
1		<b>Respondent</b>

**Q37. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - Session 2 Workshop**

**Do you have the mindset to succeed?**

<b>Count</b>	<b>Percent</b>	
1	12.50%	4
3	37.50%	3
4	50.00%	2
0	0.00%	1
8		<b>Respondents</b>

Q38. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 3 Workshop**

Understanding Leadership Through Self-Image

<b>Count</b>	<b>Percent</b>	
1	14.29%	4
3	42.86%	3
1	14.29%	2
2	28.57%	1
7	Respondents	

Q39. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 3 Workshop**

Sorry Not Sorry

<b>Count</b>	<b>Percent</b>	
8	100.00%	4
0	0.00%	3
0	0.00%	2
0	0.00%	1
8	Respondents	

Q40. Workshop Comments (Please rate 4: Excellent, 1: Below Average): - **Session 3 Workshop**

Discovering Your Strengths

<b>Count</b>	<b>Percent</b>	
1	100.00%	4
0	0.00%	3
0	0.00%	2
0	0.00%	1
1	Respondent	

Q41. Comments about your Session 1 Workshop:

<b>Count</b>	<b>Percent</b>
10	100.00%

Q41. Comments about your Session 1 Workshop:

Count	Percent	
		<b>Count Percent</b>
		1 10.00% 2
		5 50.00% 4
		1 10.00% Great personality and info
		1 10.00% Loved it! very relatable
		1 10.00% This one seemed a little... redundant? It's something overused... picking role models, 3 adjectives, etc.
		1 10.00% This was an awesome, very unusual but highly useful workshop
10		Respondents

Q42. Comments about your Session 2 Workshop:

Count	Percent	
8	100.00%	
		<b>Count Percent</b>
		1 12.50% 2
		3 37.50% 3
		2 25.00% 4
		1 12.50% Loved the meditation but we spent too long on the worksheet and I didn't learn much
		1 12.50% Loved the meditation. Met me where I was!
8		Respondents

Q43. Comments about your Session 3 Workshop:

Count	Percent	
9	100.00%	
		<b>Count Percent</b>
		2 22.22% 3
		4 44.44% 4
		1 11.11% Focused more on self-image than leadership
		1 11.11% I feel as though this talk would make more sense at a weight watchers group. This workshop was so all over the place that I

Q43. Comments about your Session 3 Workshop:

Count	Percent	
1	11.11%	actually have no idea what the assignments were or even what we were supposed to be learning.
9		This was an AWESOME topic! My favorite!
Respondents		

Q44. Suggestions for improvement and general ideas for the conference (topics, speakers, workshops, format, etc.):

Count	Percent	
12	100.00%	
<b>Count Percent</b>		
1	8.33%	Fantastic Conference!
1	8.33%	Great job staying on time! Send out agenda the week ahead of time.
1	8.33%	I didn't like how the first speaker was a politician and focused on her own political agenda/ policies. It didn't allow for a welcoming, opening environment as politics are divisive. While i understand honoring young, minority politicians, the talk felt as though if you disagreed with her politics, you were somehow anti-woman. It just didn't feel inclusive or woman empowering but self-empowering for Park.
1	8.33%	I liked the video showing as an alternative to the networking fair
1	8.33%	Include nontraditional students in the conversation. Most content seemed geared toward adolescent students
1	8.33%	Keynote speeches can be shorter
1	8.33%	None!
1	8.33%	Please have the conference at the Historic Medicine place again
1	8.33%	Thank you.
1	8.33%	Thanks!
1	8.33%	Timing of the workshops - some, 1st one especially, felt short. Everything else was really good! Lots of opportunities to meet new people.
1	8.33%	Workshop of self-actualization, managing work/life balance, public speaking, networking, etc. that focus on learning skills necessary for being an effective lead lead by knowledgable professionals with good/strong teaching skills. Being a strong leader != a good teacher!!

Q44. Suggestions for improvement and general ideas for the conference (topics, speakers, workshops, format, etc.):

<b>Count</b>		<b>Percent</b>
12	Respondents	



## **Addendum C**

### **AY16-17 Leadership Fellows (Coaches) Training Retreat Survey Results**

The following report presents an overview of the responses to the AY16-17 Leadership Fellows (Coaches) Training Retreat Survey. Results are represented statistically as well as graphically. Both quantitative and qualitative responses will be given, if applicable. A summary table is presented with an overview of graphical representations for responses to each question with a discussion of insights from this survey following.

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**Question 1. I feel the low and high elements activities were beneficial to bringing the group together.**

Of the 27 coaches who answered this question, 78% indicated they either “agreed” or “strongly agreed” with the statement. 22% indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

**Question 2. I was able to participate as an effective member of the fellows community that encourages peer learning and sharing.**

Of the 27 coaches who answered this question, 63% indicated they “strongly agreed” and 33% “agreed” with the statement. 3.7%, or 1 fellow, indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

**Question 3. The concepts of what leadership entails was thoroughly discussed and I have a better understanding of what leadership is.**

Of the 27 coaches who answered this question, 96% indicated they either “agreed” or “strongly agreed” with the statement. 1 fellow indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

**Question 4. Leadership development requires commitment to personal development and hard work. In what ways do you plan to convey this understanding to your coachees?**

A total of 26 coachees responded, providing to this survey item, indicating plans to:

- Have a discussion with the coachee at the beginning of the semester on this theory;
- Ensure that their coachee’s action plan has timelines, checkpoints, and feasible, measureable outcomes;

- Explain the role of the coachee and the coach in order to show how much effort it will take to truly develop;
- Emphasizing the need for commitment to allow for best possible outcomes;
- Ensure that the coach is setting a visual example of what it looks like to put in commitment and hard work; and
- Encourage coachees throughout the semester to continue to strive towards their goals.

**Question 5. I learned and feel prepared to apply leadership coaching concepts, processes and techniques in a hands-on experiential way that encourages me to incorporate active listening skills, powerful questions, and effective feedback in coaching sessions with my coachee.**

Of the 27 coaches who answered this question, 67% indicated they “strongly agreed,” while 33% “agreed” with the statement. No respondents “disagreed” nor “strongly disagreed” with the statement.

**Question 6. I understand the coaching process well enough to describe the coaching process to a coachee and/or an individual outside of the program.**

Of the 27 coaches who answered this question, 85% indicated they “strongly agreed,” while 15% “agreed” with the statement. No respondents “disagreed” nor “strongly disagreed” with the statement.

**Question 7. I feel comfortable managing the coaching process in a way that supports my coachee's personal leadership development.**

Of the 27 coaches who answered this question, 59% indicated they “strongly agreed,” while 41% “agreed” with the statement. No respondents “disagreed” nor “strongly disagreed” with the statement.

**Question 8. Please tell us why you chose your answer(s).**

A total of 26 coachees responded, providing to this survey item, indicating that:

- Multiple opportunities to observe and try coaching at training was helpful;
- There may have been a greater chance to connect the high elements back to coaching; it felt routine; could have gone without it;
- Fear of not being able to apply things learned in a sensitive and responsible way;
- The examples and summary of goals helped to understand why we do this and what we should hope to see in coachees over time; and
- The role-playing was helpful. It was a struggle at first and was humbling, but I

have a better understanding because of it.

**Question 9. Which of these aspects of coaching do you expect to be the most challenging and why?**

A total of 26 coaches responded, providing to this survey item, indicating the aspects of:

- Choosing the right questions to ask that push the coachee;
- Meeting the coachee's expectations;
- Actively listening, because we live in such a distracted world;
- Managing the coachee over the full semester timeline;
- Learning how to connect with the coachees without building out too personal of a connection;
- Dealing with silence;
- I often want to know "why", so asking the right questions will be difficult;
- Not just giving the coachee the answer or giving input;
- Not allowing my own biases to come in the way of guiding a coachees through a situation; and
- Having a coachee who is not motivated.

**Question 10. I understand the purpose of the 360 surveys.**

Of the 27 coaches who answered this question, 81% indicated they "strongly agreed," while 19% "agreed" with the statement. No respondents "disagreed" nor "strongly disagreed" with the statement.

**Question 11. I feel confident that I will be able to start a coaching conversation with or without a 360 survey.**

Of the 27 coaches who answered this question, 73% indicated they "strongly agreed," while 27% "agreed" with the statement. No respondents "disagreed" nor "strongly disagreed" with the statement.

**Question 12. I feel prepared to have discussions around a coachee's 260 survey results.**

Of the 27 coaches who answered this question, 62% indicated they "strongly agreed," while 38% "agreed" with the statement. No respondents "disagreed" nor "strongly disagreed" with the statement.

**Question 13. I understand the importance of concluding a coaching engagement with a review of semester-long development progress and identification of next best leadership opportunities.**

Of the 27 coaches who answered this question, 96% indicated they either “agreed” or “strongly agreed” with the statement. 1 fellow indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

**Question 14. I feel like this training has prepared me to succeed in my role as a leadership coach over the 2016-2017 academic year.**

Of the 27 coaches who answered this question, 97% indicated they either “agreed” or “strongly agreed” with the statement. 1 fellow indicated that they “strongly disagreed” with the statement and no respondents “disagreed” with the statement.

**Question 15. This training has allowed me to become more self-aware (strengths and weaknesses).**

Of the 27 coaches who answered this question, 92% indicated they either “agreed” or “strongly agreed” with the statement. 2 fellows indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

**Question 16. This training has allowed me to become more familiar with how I can best work with others in a leadership context.**

Of the 27 coaches who answered this question, 96% indicated they either “agreed” or “strongly agreed” with the statement. 1 fellow indicated that they “disagreed” with the statement and no respondents “strongly disagreed” with the statement.

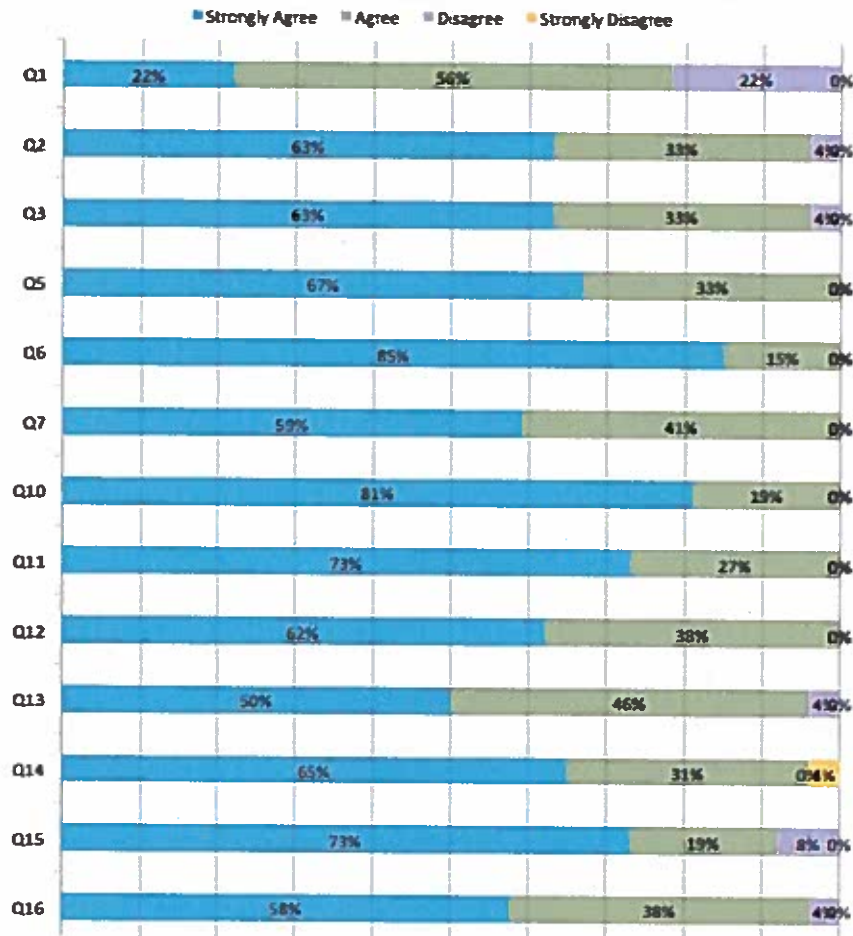
**Question 17. Additional comments that may help with the improvement of training for future fellows.**

Of the 17 fellows who answered this survey question, comments include:

- Increasing the number of hands on exercises;
- Providing some of the handouts upfront for note taking;
- Starting practice conversations on day 1;
- More clarity on semester-long development plans regarding the 360;
- There seemed like there was more to do at camp that we were not able to experience;
- Receiving an outline of coaching before retreat to feel more prepared when seeing material at retreat;
- A clear presentation of the coaching model/ framework we are working with;
- Discussion on the leadership competencies that help to frame our GT thinking about leadership;
- Increasing the amount that Kenechi and Federico act out the examples- it gives good context;

- Record the practice sessions and share them on a private YouTube channel or in the Facebook group;
- Reviewing 360 results at retreat;
- Having an outline of the weekend before we get there;
- Making cue cards to take home to practice; and
- More team building exercises and time to engage with fellow coaches.

## AY 16-17 Leadership Fellows Retreat Survey Results



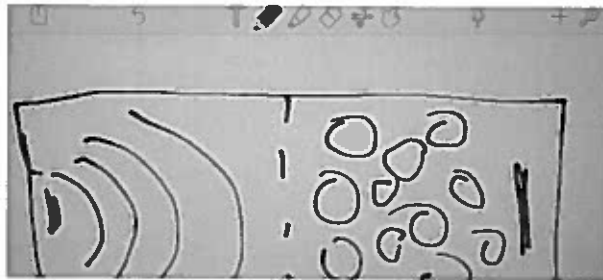
### Insights:

- According to the results, learning outcomes for the training were met
- Modeling the learnings is an important aspect of our delivery
- Role play continues to be essential to the overall effectiveness of coaching training
- Incorporation of the activities into learning outcomes will be important
- Less about structure and more about connecting / paying attention to the moment

### What's Next?

- Jenny to work together with Maggie / CTL on activity / debriefing plans
- Adjust learning space in gym
- Divider down center to divide room in ½
- Fellows need to be closer together / more intimate arrangement / simulates coaching postures
- Ways to break up space / create 2 spaces (even if we have to rent stuff)

- One for lecture format – semi circles of chairs with front-and-center focal point (make it tight)
- Engagement (round tables - even if we have to get CTL to rent them) / want to encourage interaction for role play.



- Content
- Wes to bring in more information from Neurology / SCARF / Stanford
- New Model: Co-Active Coaching Model
- Have all Leadership Fellows take the following additional assessments prior to training:
  - Five-Factor – use outofservice.com
  - Reading of the Mind and Eyes (ability to understand emotional state by observation)

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**End of Report**