



**Final Assessment Report  
2020-2021**

**Compiled by the Office of Research and Assessment  
December 2021**

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# **Business Operations**

## **Assistant Vice President for Business Operations**

### **Administration**

#### **Mitigate Risk Management**

**Number:**

Goal 1

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

The Director of Administration will efficiently and effectively be responsible for the implementation of Smithgall building COVID-19 Protocol.

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

Outcomes will be measured by the issuance and maintenance of Personal Protective Equipment (PPE) including supplies, building signage and the rearrangement of furniture in the Atrium to meet CDC social distancing guidelines.

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

Observation will serve as the method of data collection and determine to what extent outcomes are met.

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

Information will be shared with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, and other stakeholders relevant to the Administration for Student Life.

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

- All tasks listed here were conducted entirely by The Director of Administration for Student Life. Items were purchased before Environmental Health & Safety (EH&S) had a campus-wide plan.
- Locations provided for include – Smithgall, Student Engagement Office, Ferst Center, LEAD/Grand Challenges, 3 Satellite Counselor Offices, Veterans Resource Center, Health Initiatives and Drama Tech
- Purchased all supplies in mass for staff and Division facilities to combat the COVID-19 virus to include:
  - Hand sanitizer for individuals and public spaces
  - Dispensing stations for hand sanitizer and disinfectant wipes
  - Masks – reusable, disposable, and see through

- Cleaning supplies – buckets of sanitizing wipes, disinfectant sprays
- Prepared the Smithgall atrium, Dean of Students Office, and Classroom 117 for social distancing
  - Removed the bulk of furniture in these spaces to meet the 6’ distance requirement
  - Staged unused equipment behind make-shift curtain to maintain professional appearance in building
  - Spaced and labeled each chair in Room 117
- Coordinated, ordered, installed, and disseminated all COVID-related signage for Smithgall and assisted all Division units outside of Smithgall with their signage needs
- Developed own Division protocol for distributing and replenishing supplies, equipment, etc.
- Created “goody bags” for each staff member including students who work in the offices (approximately 150 to start) and then distributed them prior to staff returning plus continue to distribute to new staff as they are on-boarded.
- In addition to purchasing & distributing supplies, etc. adaptations were made operationally to continue receiving mail/packages for the Division as they were no longer being delivered to any buildings for the first 16-18 months of the pandemic.

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

- It was a learn as you go process. Since this was the first pandemic little direction was available from campus as campus was developing protocols in the moment.
- Culturally, different staff respond differently to an outbreak this significant. That needed to be factored in when working with staff, prepping office/building space, etc.
- Different departments needed different supplies such as see-through masks for the Counseling Center, Center for Assessment, Referral, and Education (CARE), Disability Services and Dean of Students Office. Satellite offices needed more individual supplies since they are one-office operations across campus, black disposable gloves were purchased for stage staff to remain “hidden” and UV machine was purchased for the Ferst Center to sanitize various styles of microphones and small equipment used for shows and teaching classes.
- Business operations overall needed to be revisited as units we rely on throughout campus were no longer operational as we knew it, so practices and processes were modified.

## **7. Actions Taken:**

- Items were purchased before Environmental Health & Safety (EH&S) had a campus-wide plan. Once the GT plan was put in place, work was continued with EH&S for what supplies they provided.

- Continue to maintain inventory to replenish supplies as requested and as new staff are hired, they each receive their own goodie bag!
- Two to three times a week for the first 16 – 18 months the Director of Administration went to the main campus Post Office to pick up the Division mail.
  - After pickup, the Director of Administration would notify everyone who received packages or any significant mail such as checks (notification continues today).
- Coordinated access into suite for staff who did not have normal access as building was locked including suite 210.

**Progress:**

Completed

**Providing Department:**

Administration

**Improvement of Working Remotely**

**Number:**

Goal 2

**1. Operational/Learning Goal:**

The Director of Administration will collaborate with the Director of Student Life Information Technology to ensure that Student Life employees have the technologically requirements to successfully perform their job responsibilities remotely.

**2. Outcome (s) :**

Student Life staff will communicate their remote technology needs to the extent that they are fully satisfied.

**3. Evaluation Strategy :**

Data collection methods will consist of online technology requests via the Student Life portal and electronic messages communicated to the Director of Information Technology and/or the Director of Administration.

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

Information will be shared with the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, and other stakeholders relevant to the Administration for Student Life.

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

- From April 2020 through June 30, 2021, the Director of Administration assisted the Division IT Manager with staging, organizing, deploying, and recycling of technology and everything that comes with it.
- The Director of Administration teamed up with the Division IT Manager to coordinate the equipment deployments once we knew the significance of the pandemic and that we would not be returning as a Division to work.
- It took almost a year to get everyone outfitted with a mobile device (be it new or used) to work remotely, due to limited equipment and having only one IT person to configure the equipment.

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

- We were not prepared for a pandemic, let alone everyone working from home, nor the skill sets by many to access campus systems securely.
- We are significantly understaffed in Technology support. It is a very unrealistic situation to expect one staff person to provide support and maintain equipment/software for 150+ staff (FT and direct student support) as well as 400+ devices.
- We did not have the right kind of equipment to support our entire staff to work remotely. Prior to the pandemic it was not allowed to work from home on a regular basis.
- The limited supply chain was a factor in receiving new equipment ordered in a timely manner as well.

## **7. Actions Taken:**

- All available resources were initially inventoried to determine what mobile devices we had to work with to deploy. This included iPads, Macs, and PC laptops as well as desktops.
- Additional equipment was ordered to supplement the need plus also refresh those with “expiring” equipment.
- Once inventory was identified/ordered a staff/Department priority list was made to determine who was/was not operational remotely and able to provide services. All mental health areas were prioritized to the top of the list which included CARE, Counseling Center, Dean of Students Office, Disability Services then Office of Student Integrity. Following these departments, the other 18 departments were then evaluated for need.
- Due to limited staff already having laptops (or available old ones) some staff were deployed a second desktop set to take home which remains the situation with a few staff members currently.
- In addition to laptops being deployed many staff requested a monitor to take home since most staff were working remotely 8 hours a day 5 days a week until

August 2021. All available monitors were deployed to assist staff in providing a better and safer operational work experience from home.

**Progress:**

Completed

**Providing Department:**

Administration

## **Smithgall Office Relocation**

**Number:**

Goal 3

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

The Director of Administration in coordination with the Vice President for Student Life/Dean of Students, Associate Vice President for Campus Services, Assistant Vice President for Business Operations and GT Facilities staff, will design, coordinate, and manage Office relocation logistics.

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

Student Life staff impacted by having their professional offices relocated will report high levels of satisfaction with the process.

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

In collaboration with the Director of Research and Assessment, a brief survey will be administered to Student Life colleagues.

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

Information will be shared with the inaugural Vice President for Student Engagement and Well-Being, Associate Vice President for Student Engagement and Well-Being, and their two Administrative Assistants.

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

Overall, the relocation move was a success and appeared to be smooth and timely from the participant responses. However, there were valuable comments to incorporate in any upcoming moves.

Survey

The survey was sent to 13 individuals who were involved in the Office relocation.



1. Please rate your overall experience with your Smithgall Office move – 13 responses

- Excellent – 69.23%
- Good – 30.77%
- Fair – 0%
- Poor – 0%

2. How would you briefly describe the move experience? 13 responses (direct quotes)

- *Well-communicated process.*
- *fast and efficient*
- *I enjoyed the move*
- *It was great, on time, efficient, and LOVELY experience.*
- *It was okay. All is well. Debbie was very helpful.*
- *Moving Instructions were detailed and organized*
- *no problems*
- *Smooth and efficient! The collection and delivery of our items were timely and well handled.*
- *smooth, but lengthy*
- *The movers moved a cubical for the Center and did it very efficiently. It was also nice to be able to gain some new chairs in the process.*
- *The moves happened on time and there was a clear effort made to make the transition to the new space as fluid as possible. Communication was clear and consistent.*
- *Very well-orchestrated. I received detailed instructions, and everything went as planned. The disruption to my work life was minimal.*
- *Well-planned and well executed.*

3. How can the process for future Office moves be improved? 12 of 13 responses (direct quotes)

- *Continue good practice as with the recent Smithgall Office relocation.*
- *Have boxes for use placed in two locations (one on upper and lower level)*
- *I don't see any*
- *I have no complaints or suggestions.*
- *It was perfect in my opinion*
- *let individuals see and/or choose their new offices*
- *Maybe provide tape guns, not just rolls of tape?*
- *n/a*
- *Never have to move again :)*
- *Nothing to add.*
- *The phone move was not smooth, there seemed to be some miscommunication between the phone technicians and those coordinating the moves. It appears that this was mostly the fault of the phone service though and not the local move coordinators.*

- *This was well planned*

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

We need to:

- Locate moving supplies on both floors to make it easier to access
- Purchase more tape guns
- Coordinate with telephone coordinators involved in the move to avoid any miscommunication or duplication of efforts
- Continue to provide thorough communication and directions.

Staff wanted to see their new location however, no one specifically asked as they would have been allowed but will make note to ask up front.

## **7. Actions Taken:**

- Comments have been saved for use in next move
- Currently there are no known moves until the opening of the new Student Center

## **Progress:**

Completed

## **Providing Department:**

Administration

# Information Technology

## Expanding Student Life IT Staff

Number:

Goal 1.

### 1. Operational/Learning Goal:

The Division of Student Life, Information Technology will increase support for new departments, justifying the need to add an IT staff member.

### 2. Outcome (s):

Adding an IT Staff member will increase efficiency and reduce response times for incoming requests.

### 3. Evaluation Strategy:

Statistics from the service request system will be used to show the effectiveness of adding staff to the Student Life IT department.

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

The results of the assessment will be shared with the Leadership of the Division of Student Life, including the Assistant Vice President and Vice President.

### 5. Summary of Results :

The Division of Student Life cabinet approved adding an IT Support staff person, however the decision, between the Assistant Vice President and the President, concerning the funding the position was interrupted due to the quarantine.

Based on this decision, while an IT support person was not added. We did hire Federal Work Study students (3) to assist with inventory, surplus, computer moves, basic troubleshooting, system imaging, and basic user support. These students were employed for Fall 2020 and Spring 2021.

### 6. What did you learn?:

While the students were helpful with the tasks they were assigned, they could not provide the consistency of work needed to maintain customer service quality.

Specific challenges with student employees in IT roles are:

- Due to limited IT experience, achieving security clearance is difficult
- Training is limited due to overwhelming number of tasks assigned to work study students
- Consistency of work - students do not have availability due to their academic schedule and impedes productivity and consistency

## **7. Actions Taken:**

As the Division merges with Campus Services, the IT Support Professional Lead will continue to seek help from other members of the Operations staff to assist with project management.

### **Progress:**

Completed

### **Providing Department:**

Information Technology

## **Transition to Drupal 9 for all Division Web Sites**

### **Number:**

Goal 2.

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

Student Life IT will enhance technology through a move from Drupal 7 to Drupal 9.

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

The Applications Developer Sr. will upgrade all 37 Division web sites to Drupal 9 by the deadline, November 2022.

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

The Applications Developer Sr. will track progress of migration from Drupal 7 to Drupal 9 for all Division sites.

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

Information as to the status of migration will be shared with the Director of Communications, Assistant Vice President for Business Operations, and Vice President / Dean of Students for the Division of Student Life and all staff.

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

The Applications Developer Sr., with feedback from the Institute communications, installed and tested Drupal 9.

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

Drupal 9 is a significant upgrade and employs many new technologies that bolster website security to new standards.

## **7. Actions Taken :**

Actions taken include continuance of implementing Drupal 9 for all sites in alignment with Institute security standards.

### **Progress:**

Completed

### **Providing Department:**

Information Technology

# Research and Assessment for Student Life

## Divisional Effectiveness

**Number:**

Goal 1

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

Staff in the Office of Research and Assessment for Student Life will continuously measure the extent to which programs and services are effective.

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

Students, faculty, staff, and Division stakeholders will report acquisition of new knowledge and high levels of satisfaction with the programs and services provided.

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

A mixed methods approach to data collection will demonstrate evidence of continuous improvement. Data collection methods will include: 1) Surveys; 2) Focus Groups; 3) Direct Observation; 4) Interviews; 5) Document Review; and 6) Tracking.

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

The method of disseminating and using information for improvement purposes will include the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, Division of Student Life Staff. All persons with GT login credentials have access to the website for Research and Assessment in Student Life.

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

See Appendix A

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

Staff in the Office of Research and Assessment for Student Life gained insight into the Division's collective dedication to effectiveness. We learned that, regardless of the COVID-related modifications to the data collection methods (e.g., in-person focus groups, etc.) we are able to collect, analyze, interpret, and report assessment results for the continuous improvement of programs and services.

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

Continuation of justifiable, demonstrated effective assessment practices will persist.

**Progress:**  
Completed

**Providing Department:**  
Research and Assessment for Student Life

## **Assessment-Related Knowledge Acquisition**

**Number:**  
Goal 2

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

Staff in the Office of Research and Assessment for Student Life will increase assessment-related knowledge capacity among Division staff.

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

Student Life staff will demonstrate high levels of his/her/their assessment-related knowledge.

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

Data collection methods will include 1-1 and/or group observation; review of content uploaded into the Planning software platform; and evidenced by surveys submitted for approval by the Director of Research and Assessment into the Baseline software platform.

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

The method of disseminating and using information for improvement purposes will include the Vice President for Student Life/Dean of Students, Assistant Vice President for Business Operations, Division of Student Life Staff, and all persons with GT login credentials to the website for Research and Assessment in Student Life.

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

Despite the hybrid formatting of the FY21 year, Student Life staff demonstrated their Assessment-related knowledge by:

- Defining what constitutes Institutional effectiveness and why we assess in the Division of Student Life.
- Describing the basic definition of assessment and how it is distinguished from research practices.
- Articulating each of the 7 components in the Cycle of Assessment.

- Possessing a working knowledge of assessment terms such as qualitative/quantitative, formative/summative, direct/indirect, aggregate data/individual data.
- Articulating how assessment is used for different purposes (policy and program change at the programmatic, Departmental, Divisional, Institutional levels; strategic planning; accreditation).
- Explaining different types of assessment and how they can be utilized for different purposes.
- Demonstrating the capacity to apply the assessment cycle to an assessment project and unit assessment plans.
- Articulating what makes an outcome measurable.
- Demonstrating the ability to determine if an outcome is measurable and fits the program/service.
- Demonstrating a working knowledge of which analysis should be used based on the questions that need to be answered by the data.
- Articulating in terms of statistics they are able to work with their data.
- Demonstrating the significance of beginning assessment projects with the end in mind to achieve better results and more useable data.
- Incorporating key decisions in assessment planning around: evaluating past assessments, choosing an assessment method, ethics, and politics, designing questions, and evaluating instruments.
- Taking action with respect to the critical importance of sharing assessment results with both internal and external stakeholders.

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

The above, 5. Summary of Results describe what was learned from Goal 2, Assessment-Related Knowledge Acquisition.

## **7. Actions Taken :**

Justification of continued practice as Georgia Tech is committed to Institutional effectiveness through a systematic, explicit, and documented process of measuring performance against the Institute's mission. "Assessment is an on-going process integral to evaluation and strategic use of resources and support."

Accordingly, the Division of Student Life is dedicated to sustaining a culture of Assessment that empowers staff in every Department to conduct assessments and use empirical data in their decision-making.

### **Progress:**

Completed

### **Providing Department:**

Research and Assessment for Student Life



# Student Organization Finance Office (SOFO)

## Improve Efficiency of Pcard Verification

Number:

Goal 1

### 1. Operational/Learning Goal:

SOFO Staff will improve its process to ensure that all their Pcard transactions are verified within 10 days after posting in Workday.

The current requirement for verifying Pcard transactions once they appear in Workday is 10 days. Due to the fact that SOFO accountants are tasked with processing numerous transactions. The strategy will be to give priority to Pcard verifications.

### 2. Outcome (s) :

1. 90% of transactions will be verified within 10 days.
2. There will be a reduction in the number of email reminders received from Pcard.ask

### 3. Evaluation Strategy :

Data collection methods will consist of tracking the following:

1. The number of transactions verified after 10 days
2. The number of email reminders for Pcard Office

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

Results of this SOFO assessment goal will be shared with SOFO Staff and the Assistant Vice President for Business Operations.

### 5. Summary of Results :

We have observed an improvement of Pcard verifications. The number of late verifications was less than 2%. Email notifications per employee:

- Employee 1: 6 Emails /392 Verifications
- Employee 2: 4 Emails /457 Verifications
- All other Employees: 0 Emails

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

A training in time management will be helpful for those who did not meet the goal.

## **7. Actions Taken :**

The Director of Finance for Student Life discussed with employees in one-to-one meetings. Employees were asked to complete multi-tasking and time management trainings. At this time, due to the inundation of work-related responsibilities for SOFO staff, there will be no negative consequences for failing to complete training.

### **Progress:**

Completed

### **Providing Department:**

Student Organization Finance Office (SOFO)

# Center for Student Engagement Civic Engagement

## MLK Day of Service

**Number:**

Goal 1

### 1. Operational/Learning Goal:

Civic Engagement will enhance the acquisition of knowledge associated with the Martin Luther King (MLK) Day of Service.

### 2. Outcome (s) :

Students will be able to cite at least one meaningful lesson learned following their MLK Day of Service experience. Staff will gain insight and heightened awareness of student learning as a result of their MLK Day of Service participation.

### 3. Evaluation Strategy :

An electronic survey will be developed through the GT Qualtrics platform and distributed to MLK Day of Service attendees following the event.

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

Results will be shared with the Center for Student Engagement, and specifically the Civic Engagement staff, in order to enhance MLK Day of Service programming. The information will also be used to inform the development of future Day of Service programs.

### 5. Summary of Results :

Electronic surveys were distributed to all participants following completion of the day of service programming. Participants received an invitation to complete the survey in addition to one follow-up outreach approximately one week later. A total of 9 out of 73 registered participants completed the survey, resulting in a 12.3% response rate.

Participants learned of the event with Weekly/Daily Digest (4/7) and Engage (3/7). The majority of participants "Agreed" or "Strongly Agreed" that the project they participated in was a meaningful experience (8/9). When asked to reflect on what they learned, many commented on their increased awareness of student homelessness on-campus and resources available to support students who might be struggling temporarily with housing or food access. Participants enjoyed connecting with other students,

particularly as this was one of the first large service programs in which they could participant in a group project.

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

Overall, participants were happy with the structure of the event and having an option for both in-person or virtual projects, along with a speaker, created more access to participate. Traditional communication methods, like email, continue to be effective for program outreach and advertising.

Our in-person participants reflected interest in focusing more on the hands-on service project and less on the educational orientation to the work, which will be considered during future day of service project planning.

## **7. Actions Taken :**

In the future, we will explore building feedback into the project before leaving to increase number of responses to ensure highest level of awareness!

We will continue to offer both on and off-campus project options when available.

If virtual programming continues, we will create a more cohesive transition process - virtual project participants reflected that moving quickly between project focuses was okay, but they'd prefer all project options up front and then time to focus on the ones of most interest.

We will continue the speaker component of MLK Day of Service.

### **Progress:**

Completed

### **Providing Department:**

Civic Engagement

# **Fraternity and Sorority Life**

## **Examine the Relaunch of Greeks United for Inclusivity, Diversity, and Equity (G.U.I.D.E.)**

**Number:**

Goal 1

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

Through GUIDE, Fraternity and Sorority Life Staff will increase knowledge associated with diversity, equity, and inclusion within their chapter.

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

As a result of implementing GUIDE, members of the organization will be able to articulate a minimum of one strategy that will enhance diversity, equity, and/or inclusion within their chapter. Further, members of the FSL community will have access to resources and dialog related to topics about diversity, equity, and inclusion.

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

Data will be collected through observation, tracking events through BlueJeans, and engagement on social media.

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

The results of this assessment will be shared with the Fraternity and Sorority Life, Greek governing councils, and stakeholders who also work closely with Diversity, Equity, and Inclusion.

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

GUIDE was originally launched in 2016 by Greek students. The main mission of the organization was to create a culture of diversity, equity, and inclusion within the Greek community and establishing Georgia Tech as a pioneer for a nation-wide shift in the Greek experience. Unfortunately, the group was not able to thrive past that initial semester.

We believed that there was still a need for GUIDE and decided to relaunch it at some point in 2020. After the events of George Floyd and Briana Taylor during the summer of 2020, we saw students within the community expressing their pain and desire to understand more. At that point, we felt as though relaunching GUIDE would be an avenue for our students to have dialog around what they were experiencing. GUIDE was also going to be able to serve as a space for students to learn how to be better allies and create more inclusive spaces within their chapters.

The relaunch of GUIDE had great success with over 65 students showing up to the first meeting. From there, a relaunch team was created with 5 positions. These positions helped to bring structure to the organization and help with the continued education of the members.

As a result, GUIDE has been able to maintain consistent membership. Host 7 speakers for the speaker series covering a variety of topics within Diversity, Equity, and Inclusion (DEI). Host a recruitment round table on how to create an inclusive experience. Create an Instagram account with over 150 followers with resources to address topics within DEI such as non-cultural appropriation Halloween costumes and how to be an ally. Engagement from all four governing councils. We have seen the increase of DEI positions within chapters and exposure to a variety of topics within DEI.

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

We learned that there is an interest in having conversations about Diversity, Equity, and Inclusion, however, many students want to be able to use the organization as a chance to come and learn information through a speaker or round table type of environment. We also learned that students heavily engaged with the Instagram social media and were very receptive to the resources and post being shared on that platform.

As the year went on, we also saw a dip in membership. This dip also followed the national trend around conversations about diversity as we moved further from the Summer 2020 incidents. There was not as much of an uproar and things were starting to feel settled again. Because there was no immediate action needing to take place, we saw a decline in engagement through speaker series. We also saw a dip in engagement as other areas in member's lives started to pick up. The relaunch team also felt as though they did not have the capacity to take on all the elements within DEI for their peers.

## **7. Actions Taken :**

From this lesson, GUIDE has changed its lens to be more of an advocacy organization. They are going to set up an avenue for members within FSL to share what topics within DEI they would like to discuss from semester to semester and help to facilitate conversations around that.

They are also going to examine ways that they can help foster equity amongst the councils and explore ways to bridge those gaps. GUIDE is imagining themselves as being the group that can help the community see the blind spots and provide solutions on how to improve them.

## **Progress:**

Completed

**Providing Department:**  
Fraternity and Sorority Life

## **Virtual CPC Recruitment**

**Number:**

Goal 2

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

Hosting CPC recruitment fully virtually will increase retention throughout the process for potential new members matching to a chapter as well as allow current members greater flexibility in their lives prior to the start of the semester.

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

There will be a positive, safe, experience for women to join a sorority during the COVID-19 pandemic. Reducing the overall time commitment needed to participate, will therefore reduce stress. Participation in recruitment and participation in a sorority, increases a student's sense of belonging on campus.

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

A survey will be emailed to all virtual recruitment participants, recruitment counselors, chapter leaders, active members, and alumna advisors.

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

Chapter recruitment chairs, chapter advisors, CPC recruitment board, NPC area advisor, and CPC delegates all need to be informed of the effectiveness of virtual recruitment so that they can make decisions moving forward about improving the recruitment process keeping some virtual elements intact.

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

Record year for us and retention increased from 85% last year to 89% this year. Matched more Prospective/New Members (PNMs) this year than in the last three years even with a decline in Open House Pool (OHP) and registrations. Virtual recruitment did not negatively impact satisfaction with the process.

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

Focusing on values-based conversations, reducing frills, and allowing a more casual environment for PNMs and chapter members makes the process easier, more enjoyable, and less stressful for all involved.

## **7. Actions Taken :**

We are moving forward with a virtual round 1 as a best practice moving forward because it allows for more authenticity with getting to know PNMs and reducing the cost and time commitment of recruitment for all involved. We believe both of those were contributing factors to lower retention rates in years past.

### **Progress:**

Completed

### **Providing Department:**

Fraternity and Sorority Life

## **Hazing Awareness within Georgia Tech's Fraternity and Sorority Life Community**

### **Number:**

Goal 3.

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

We will evaluate to what extent does a hazing culture exist at GT, what do students know and understand about hazing, and what is currently being done educationally on the topic across campus.

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

Outcome of assessment should provide a greater understanding of hazing behaviors on campus and in what sub-populations of students (i.e.- athletics, band, fraternity and sorority, clubs, club sports, etc.). The assessment team will theme the data and provide recommendations to address any issue around hazing they find. Additional assessment will be needed once action items are implemented.

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

A survey will be distributed to all undergraduate students. An assessment team also conducted qualitative interviews with students and key campus stakeholders in 2020. Reports were received in Summer and Fall of 2021.

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

The Vice President of Student Life/Dean of Students, Directors, and Deans will review the data and assign a committee to oversee the creation and implementation of an action plan to address this very significant issue for campus. This topic should be



included in the more general wellness work within GT's strategic plan and coordinated by Wellness Programs.

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

Both qualitative and quantitative reports are attached, see Appendix B. In summation, there is a culture of hazing that needs to be addressed. Students have indicated awareness of hazing activities taking place, and in a few instances, participated in them as well. The majority of students are not aware of many types of hazing, and some have been hazed prior to coming to GT. While GT statistics are much lower than the national average, there are numerous areas that need to be addressed.

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

There is a culture of hazing at GT within areas of Athletics, Performing Arts, Band, Fraternity and Sorority Life, and Clubs and Orgs. Therefore, a task force that is inclusive of all of these areas should be created and led by higher level administrators as opposed to any one of these individual areas. No students indicated they would not notify any campus administrators. Instead, they would first notify their peers or significant other. This creates the need to additional bystander training. Most students do not understand the broader definition of hazing on campus. Additional methods for education will need to be explored.

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

Campus Coalition Team will be meeting Wednesday, Sept. 29, 2021, with the Assessment team to hear their summary and resulting recommendations.

#### **Progress:**

Completed

#### **Providing Department:**

Fraternity and Sorority Life

# **Student Media**

## **Re-organization of the Blueprint**

**Number:**

Goal 1.

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

Student Media, for improvement purposes, will be to revive a defunct publication into a new and successful format.

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

During the FY 2021 year, the Board of Student Publications, in concert with Office of Student Media, will discuss and develop a strategy to create a new form of the yearbook, the Blueprint. The editors on the Board of Student Publications will develop a roadmap to move the new staff forward in starting this publication in the FY 2022 academic year.

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

During the FY 2021 year, meetings will be conducted to discuss changes to the Blueprint. A plan to organize a staff for the publication will be put into place.

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

The research and strategies developed will be shared with a new staff of students to map a path to a new publication under the title of the Blueprint.

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

Significant data was not collected, as only a few conversations took place regarding the reboot of the Blueprint. From those conversations, it was determined that a larger contingency of students needed to be involved, something that was not organized in FY 2021.

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

From the limited conversations conducted, it was determined that the Blueprint would more than likely become a magazine-style publication focused on annual events.

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

No direct actions were taken to achieve this goal. A major focus for FY 2022 will be to prioritize this goal.

**Progress:**  
Completed

**Providing Department:**  
Student Media

## **Increase Student Publication Organizations' Online Presence**

**Number:**  
Goal 2.

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

During the 2020-2021 academic year, each of the seven student publications will develop new content for existing and new social media platforms their organizations operate.

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

By the end of Spring semester 2021, each of the student organizations will have re-designed social media content and pages in order to:

- 1) Increase community awareness of their student organization.
- 2) Create content that the community can learn from and enjoy in a virtual format

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

The Director of Student Media will monitor and review each of the publication organizations' web content and advise the student leaders of these organizations as to how they can improve their online presence. The topic will be discussed in regular meetings with the Director in order to keep the task as a priority.

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

Assessment details will be provided to:

- 1) The Director of the Center for Student Engagement to determine organizations' efforts to stay relevant in a virtual format.
- 2) Members of the Board of Student Publications to better support each of the publications and their staffs

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

During the 2020-2021 academic year, each of the seven student publications updated and created new content for their publication organizations. Two of the publications (ERATO and the North Avenue Review) even created "virtual-only" issues of their full publication. Due to the circumstances presented by the closing of campus and virtual learning, the publications learned that a strong online presence could benefit their organizations and plan to keep their social media sites up to date with new content.

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

Due to the circumstances presented by the closing of campus and going to a virtual learning practice, the publications learned that a strong online presence could benefit their organizations and plan to keep their social media sites up to date with new content. Each publication saw an increase, not only in site visits but also overall interest in students inquiring how they can get involved in the student organization as well.

## **7. Actions Taken :**

Continued new content and updates will be made to each student organization's website and social media to further increase interest and membership in these publication organizations. Meeting agendas will include further discussion of tactics to do so and one-on-one editor to director discussions will as well.

### **Progress:**

Completed

### **Providing Department:**

Student Media

# Student Organizations and Leadership

## Chartering Trainings

**Number:**

Goal 1

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

Student participants in the AY2021 charter trainings will be equipped with the knowledge necessary to identify the necessary steps and timeline to charter a new Registered Student Organization (RSO).

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

As a result of attending the Charter Training, student leaders will be better prepared to navigate the RSO charter process and be able to identify resources to support them during the charter process

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

A quantitative survey will be sent to participants using Engage following their training. Participants will be evaluated using 5 multiple choice questions.

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

The Center for Student Engagement (CSE) hosted several mandatory student organization charter trainings to provide students with the information necessary to successfully navigate and complete the processing of chartering a new Registered Student Organization. During these trainings, students learned the steps required to create a student organization, how to draft an effective constitution, and important Institute policies relevant to student organizations. CSE utilized Engage to allow the session facilitator to have an immediate understanding of which pieces of information were retained by attendees, and what areas needed further clarification during the training.

The attendees were asked to respond to 5 multiple choice questions which were posed around important components and dates of the chartering process. For the AY2019-20 charter windows, 2 trainings were offered. 62 students completed the assessment, and 60 unique organizations were represented.

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

*Question 1:* From the date of training, how many weeks' time do you have to submit your required materials to Student Engagement?

Spring 2019: 42 of 43 students responded correctly (97.7%)  
AY 2019-20: 72 of 73 students responded correctly (99%)  
Percent Change: +1.3%  
\*Question omitted in 2020-2021 due to policy change.

*Question 2:* How many members (including officers) does your organization need to charter?

Spring 2019: 43 of 43 students responded correctly (100%)  
AY 2019-2020: 72 of 73 students responded correctly (99%)  
AY 2020-2021: 61 of 62 students responded correctly (99%)  
No change in 2021-2022

*Question 3:* How does an organization submit their constitution (rough drafts or final draft)?

Spring 2019: 38 of 43 students responded correctly (88.3%)  
AY 2019-2020: 53 of 73 students responded correctly (73%)

AY 2020-2021: 48 of 62 students responded correctly (77%)  
(4% increase)

*Question 4:* Which of the following materials IS NOT due before your organization meets with the Student Activities Committee?

Spring 2019: 40 of 43 students responded correctly (93%)  
AY 2019-2020: 70 of 73 students responded correctly (96%)

AY 2020-2021: 58 out of 62 students responded correctly (94%)  
(2% decrease)

*Question 5:* Which of the following is the FINAL step in the chartering process?

Spring 2019: 46 of 43 students responded correctly (83.7%)  
AY 2019-2020: 51 of 73 students responded correctly (70%)  
AY 2020-2021: 48 out of 62 students responded correctly (77.4%)  
(7% increase)

Participant feedback indicated that the trainings were successful in achieving the desired outcome of providing knowledge of the necessary steps and timeline of the chartering process. As indicated in previous assessments of the Charter Trainings, students are still having difficulty in articulating the final step in the timeline. This will be addressed by providing a simplified timeline via handout and adding a clarifying slide in the presentation.

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

Participant feedback indicated that the trainings were successful in achieving the desired outcome of providing knowledge of the necessary steps and timeline of the

chartering process. As indicated in previous assessments of the Charter Trainings, students are still having difficulty in articulating the final step in the timeline. This will be addressed by providing a simplified timeline via handout and adding a clarifying slide in the presentation.

## **7. Actions Taken :**

Due to a significant change in Institute policy, the training assessment as conducted previously strongly shifted in AY2020-21. Nonetheless, the lessons learned continue to be providing additional clarity around the final step of charter training and the timeline (including deadlines) of the charter windows.

Moving forward, staff will continue to highlight components and timeline of the charter process in all charter trainings, and will increase the focus on the charter timeline, including important deadlines.

### **Progress:**

Completed

### **Providing Department:**

Student Organizations and Leadership

## **Annual Registration Mandatory Trainings**

### **Number:**

Goal 2

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

As a result of attending the Annual Registration Mandatory Training, students will have increased knowledge of the RSO Annual Registration requirements in the following areas: clarity, relevance, and usefulness.

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

Students will share their perception of the training in three foundational areas, clarity, relevance, and usefulness of the Mandatory Training session in a post assessment.

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

Students are evaluated through a training assessment form that was created on Engage. Each student who completes the training is asked to review and submit the assessment to receive credit for attending the training.

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

The Center for Student Engagement and Student Government Association are key stakeholders in the Annual Registration process.

#### 5. Summary of Results :

Annual Registration is an organization management process that checks for continuity and ensures that Registered Student Organizations (RSOs) at Georgia Tech meet the required standards listed in the RSO Policy. Each year, the Student Organizations Team works to assess the training and provide updates the next year. One of the major improvements to Annual Registration (AR)2021 is the flow of the form. In the past, students were given detailed instructions about the steps of Annual Registration via email and on the Student Orgs website. This year, the Student Organization's Team added "context sections" to each of the steps listed in the form to help student leaders successfully complete all the external requirements while completing the form. This additional context not only saved the organization leadership time but also significantly cut down on the number of questions the Student Organizations Team received about the process via email. We found that over the past year, as a result of the training, students Strongly Agree that their knowledge of RSO AR requirements has increased almost 7%.

- 2020 Stats
  - Total Responses: 510
  - Clarity
    - 77.25%, Excellent
    - 21.18% Good
    - 1.37% Fair
    - .20% Poor
  - Please rate your perception of the RSO Training information presented:
    - Usefulness:
      - 54.12% Excellent
      - 36.67% Good
      - 8.63% Fair
      - .59% Poor
    - Relevance
      - 57.94% Excellent
      - 34.71% Good
      - 7.25% Fair
      - .20% Poor
  - "As a result of the training, I have an increased knowledge of the RSO Annual Registration requirements."
    - 52.75% Strongly Agree
    - 44.71% Agree
    - 2.55% Disagree
    - 0% Strongly Disagree



- 2021 Stats
  - Total Responses: 387
  - Clarity
    - 75.13%, Excellent
    - 24.09%, Good
    - 0.78%, Fair
    - 0%, Poor
  - Usefulness
    - 59.6 % Excellent
    - 36.1% Good
    - 3.4% Fair
    - 0.78% Poor
  - Relevance
    - 65.63% Excellent
    - 30.73% Good
    - 3.39% Fair
    - 0.3% Poor
  - "As a result of the training, I have an increased knowledge of the RSO Annual Registration requirements."
    - 59.38% Strongly Agree
    - 37.5% Agree
    - 1.6% Disagree
    - 1.6% Strongly Disagree

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

This year, the Student Organizations Team utilized Engage to make several essential updates to our registration forms. One of the most impactful updates was the integration of “quick links” to the registration process. The “Quick links” were added to the registration form as an external form to increase the clarity of the additional steps organizations are required to complete during the Annual Registration process. As a result of this update, the volume of confusion and emails decreased significantly. We learned that by making necessary adjustments to the training after reviewing the 2020 feedback assessment, that the changes made significantly improved the overall perception of the 2021 Annual Registration Mandatory Training.

## **7. Actions Taken :**

From this assessment, we will be using data to make informed decisions about student learning and perception of the Annual Registration training and the Engage platform. We will continue to assess outcomes and perceptions of the Annual Registration Mandatory Training but begin shifting the focus of the assessments to learn how we can provide students with sustainable resources after the training is completed, encouraging their lifelong learning as RSO leaders.

**Progress:**  
Completed

**Providing Department:**  
Student Organizations and Leadership

## **Continue Assessing GOLD Route**

**Number:**  
Goal 3

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

We will assess the second full academic year of the GOLD (Guiding Organization Leader Development) Route program, a new leadership and engagement track for all GT students. We previously assessed the launch of this program in 2020.

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

As a result of launching the GOLD Route, the Center for Student Engagement will:

- 1) Deepen engagement opportunities with students who are already connected with our offices.
- 2) Create new engagement opportunities with students who are not already connected with our offices.

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

We will track student engagement with the launch of the GOLD Route via the student registration in the program. The form, hosted in Engage, is the mandatory first step for students to begin the GOLD Route program. In addition to basic identifying information on the participant, the form gathers data on the following questions:

1) *Of the items below, which would you most like to develop in this series?* Please rank these in order of most important (1) to least important (4) to you. (Answers: Developing my sense of self and my personal leadership strengths; Growing or improving a team or organization of which I am a member or leader; Increasing my knowledge of issues and/or resources related to equity, inclusivity, and diversity; Increasing my level of experience in leadership roles or exposure to leadership opportunities)

2) I can articulate my personal leadership strengths and identify ways in which they benefit teams of which I am a leader or member. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

3) I can identify experiences which have impacted my leadership development. (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

4) *Of the leadership experiences I have had, I can articulate how they have affected my personal development and leadership style.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

5) *When working with a team or organization, I can identify areas of growth or development which will create meaningful change for that team or organization.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

6) *When faced with a challenge or opportunity for growth in my team/organization, I am able to identify resources and/or strategies which will support creating meaningful change.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

7) *When my team/organization has implemented a strategy to grow or improve, I am able to identify at least one way we can measure the success of implementing that strategy.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

8) *When I or my teammates are in need of additional support or resources, I know which departments or staff members can assist.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

9) *I am aware of my personal social identities and aware of the social identities my peers or colleagues may hold.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

10) *I possess the knowledge and skill necessary to work with people who are different from me.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

11) *I possess strong interpersonal "people" skills and demonstrate my ability to work collaborative and communicate effectively.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

12) *I possess emotional awareness, have the ability to identify and manage my own emotions.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

13) *I consistently show consideration and respect for others.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

14) *I have the knowledge and skill necessary to be an effective leader.* (Answers: Strongly Agree, Agree, Disagree, Strongly Disagree)

15) *Considering how you ranked which areas you are most interested in improving, what would your ideal workshop, event, or program involve? What would the topic be, who would attend, and how would it help you develop?* (Answer: Open Response)

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

Primarily, the members of the CSE team need to review the data to best steer future curricular opportunities on the GOLD Route. Additionally, this data needs to be shared with our Department partners, who host GOLD Route events, to ensure we're providing experiences which meet the needs and expectations of participants.

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

This year we successfully "graduated" 7 students from this program; they were awarded the GOLD Leader award and recognized at the 2021 Up with the White & Gold ceremony.

The GOLD Route Assessment provided a comparison of 2019-2020 and 2020-2021 GOLD Route programs.

The following statements saw an increase of approximately 10% of respondents who "Strongly Agree" from '20 to '21:

- *I can articulate my personal leadership strengths and identify ways in which they benefit teams of which I am a leader or member.*
- *I can identify experiences which have impacted my leadership development.*
- *Of the leadership experiences I have had, I can articulate how they have affected my personal development and leadership style.*
- *When faced with a challenge or opportunity for growth in my team/organization, I am able to identify resources and/or strategies which will support creating meaningful change.*
- *When my team/organization has implemented a strategy to grow or improve, I am able to identify at least one way we can measure the success of implementing that strategy.*

The following statements saw an increase of respondents who "Disagree" from '20 to '21:

- 17% increase in "Disagree": *When I or my teammates are in need of additional support or resources, I know which departments or staff members can assist.*
- 10% increase in "Disagree": *I possess strong interpersonal "people" skills and demonstrate my ability to work collaborative and communicate effectively.*
- 9% increase in "Disagree": *I possess emotional awareness, have the ability to identify and manage my own emotions.*

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

As a result of the assessing the second year of the GOLD Route, we gained valuable insight into the expectations and desires of students in their co- and extra-curricular engagement opportunities.

Additionally, thanks to student feedback and assessment, we learned that an important component of leadership development was missing from the program: health and well-being.

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

As a result, we partnered with 5 campus units (Health Initiatives, GT CARE, Counseling Center, Stamps Health Services, and CRC) to create a new curricular pillar that is dedicated to supporting students in seeking balance and well-being in their own lives as well as encouraging this in the organizations/teams that they lead. We look forward to assessing this new pillar in the coming year.

#### **Progress:**

Completed

#### **Providing Department:**

Student Organizations and Leadership

# Counseling Center

## Provision of Effective Counseling Services

**Number:**

Goal 1.

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

Provide effective counseling services to students that successfully alleviate 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 (Counseling Center Assessment of Psychological Symptoms).

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

The Counseling Center will assess counseling outcomes using the CCAPS-62 and CCAPS-34 assessment forms (Counseling Center Assessment of Psychological Symptoms). The CCAPS-62 is administered to all incoming students at their first contact, usually in GT CARE. The CCAPS-34 is used in subsequent appointments, and this information is provided to the client's therapist in an ongoing manner.

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

Overall results will be reported to staff by July 31st, 2021, via annual report.

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

Because we remained on remote status throughout AY20-21 we were not able to obtain sufficient CCAPS data to successfully evaluate this goal.

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

We learned that in this goal area the pandemic created an impediment to successfully measuring client improvement in a quantitative way. Qualitative data gleaned from client satisfaction surveys suggested many clients felt better and attributed the perceived improvement in their mental health to the use of our services.

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

The CCAPS was added as an on-line optional client improvement measure. As we move into AY2021-22 using a hybrid service model (in-person and TBH) staff will be

strongly encouraged to orient clients to the on-line CCAPS and advocate for its regular use. The Center will move toward more regular use of the CCAPS as we develop process flows for hybrid service delivery.

**Progress:**

Completed

**Providing Department:**

Counseling Center

## **Counseling Center Service Satisfaction**

**Number:**

Goal 2.

**1. Operational/Learning Goal:**

The GTCC will maintain high quality service to clients during the COVID-19 pandemic.

**2. Outcome (s) :**

Client satisfaction ratings for Fall 2020 (remote service delivery) will be similar to client service ratings for Fall 2019 (in-person service delivery).

**3. Evaluation Strategy :**

Client satisfaction surveys for both fall semesters will be compared and contrasted during the 2020 Winter Break.

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

This information will be used to reflect upon and plan any service improvements which may be needed, particularly if services are still being offered remotely during Spring Semester, 2021.

**5. Summary of Results :**

Overall, results indicate that clients were "Very Satisfied" with individual and group counseling services.

On a Likert scale of 1-5 with 5 being "Very Satisfied," the 2020-2021 survey indicated:

1. How satisfied are you with the services you have received at the Counseling Center? 4.88
2. How helpful has counseling been to you in improving or maintaining your academic progress? 4.36

3. How helpful has counseling been to you in remaining at Tech? 4.48
4. How satisfied are you that your group counselor understands the nature of your concerns? 4.88

Comparatively, data from the pre-pandemic 2018-2019 survey indicated:

1. How satisfied are you with the services you have received at the Counseling Center? 4.44
2. How helpful has counseling been to you in improving or maintaining your academic progress? 4.05
3. How helpful has counseling been to you in remaining at Tech? 4.19
4. How satisfied are you that your group counselor understands the nature of your concerns? 4.66

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

GTCC clinicians were able to provide virtual services in a manner that was rated consistent with the in-person services we typically provide. While clients rated the process of being connected to services at GTCC favorably (4.32/5.0), this area was rated lower than the counseling services received (4.88/5.0).

The stem question asked was:

- How satisfied were you with the process of being connected to services at the Counseling Center? (4.32)

## **7. Actions Taken :**

Clinical Services Summer work group will review the surveys and look to make adjustments as necessary. In particular, we will continue to assess the process by which clients are assigned to services at GTCC through CARE and continue to fine tune.

### **Progress:**

Completed

### **Providing Department:**

Counseling Center



## **Continuance in the Assistance and Support of CARE**

### **Number:**

Goal 3.

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

The GTCC will increase the support of the continued functioning and increasing independence of CARE. CARE began operations in the Fall of 2019.

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

Results from the GTCC interviews will demonstrate the need for continued development and independence of CARE through ongoing collaboratively developed process flows between the two departments.

A successful outcome will be realized when CARE is able to directly assign clients to GTCC therapists without a GTCC intermediary consultant, when direct referral to GTCC occurs.

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

CARE assessors and the Associate Director for Clinical Services at the GTCC will be interviewed during the summer of 2021 to inquire about the amount of direct-therapist-assignment that has evolved by the end of AY20-21.

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

Information will be shared with the Vice President of Student Life/Dean of Students, Associate Director of Clinical Services, and GTCC CARE assessors.

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

Ongoing discussion with Associate Director for Clinical Services throughout the 20-21 academic year indicated increasing independence of CARE in terms of making direct therapist assignments. By the Spring 2021 semester, CARE was directly making therapist assignments and consulting with the GTCC's Associate Director for Clinical Services on an as-needed basis.

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

We learned that it was possible for our collaborative service system to continue to mature and refine its process flows even in the midst of a global pandemic, where virtually all service was done via Tele-behavioral Health (TBH).

## **7. Actions Taken :**

CARE will continue to directly assign clients to GTCC therapists and will consult with the Associate Director for Clinical Services on an as-needed basis. We will assess any needed process flow changes in this model (few if any are anticipated) as the pandemic continues to wane and we learn how to best utilize a hybrid service model where some clients are seen in-person, and some are seen using TBH.

### **Progress:**

Completed

### **Providing Department:**

Counseling Center

## **Establishment of a Satellite Counseling Program**

### **Number:**

Goal 4.

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

The GTCC will enhance student-client services through the development of a new satellite office.

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

During AY 2020-21 the GTCC's satellite counselors will develop a startup guide that will be incorporated into the Policy and Procedures (P&P) Manual.

A successful outcome will be measured by the development of a start-up guide and its inclusion in the P&P Manual by the Summer 2021 annual manual revision.

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

The data collection methods will reflect best practices in the development of a startup guide for satellite offices.

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

Information will be shared with the Vice President of Student Life/Dean of Students, GTCC Staff, GT CARE Staff, and other GTCC Stakeholders.

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

The proposed guide was developed by the Satellite Team and incorporated into the August 2020 revision of the Counseling Center's Policy and Procedures Manual.

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

We learned that the goal to develop a Guide was prudent and prescient. During this assessment year, the Satellite Program received funding for 6 new satellite counselor positions. Managing the logistics associated with this exponential growth will be greatly facilitated by the Guide that was developed.

## **7. Actions Taken :**

Actions taken are the active use of the Guide to assist in the process of setting up 4 new satellite locations in academic schools across campus and the upcoming onboarding of 6 new satellite counselors during Fall 2021.

### **Progress:**

Completed

### **Providing Department:**

Counseling Center

# Dean of Students Main Office/Vice President for Student Life

## Faculty Notifications Regarding COVID Related Absence

Number:

Goal 1

### 1. Operational/Learning Goal:

The Dean of Students Main Office Staff will improve operations through the development of a plan for faculty notifications related to COVID absences.

### 2. Outcome (s) :

Main Office Staff will report enhanced operations as a result of the plan for faculty notifications related to COVID absences.

### 3. Evaluation Strategy :

Information will be tracked, At the conclusion of each semester (Fall 2020, Spring 2021) assessment of the process will be address and adjusting for the following semester until COVID notifications are no longer necessary.

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

At the conclusion of the Summer 2021, a report at the Main Office biweekly meeting will be shared with the staff and Vice President of Student Life/Dean of Students.

### 5. Summary of Results :

During the Fall 2020, Dean Riggle provided suggested improvements to the contact tracer team to create more efficiently to the system of notifications. The contact tracer team developed a Qualtrics form to notify the Dean of Students Office of COVID-related absences. This form allowed for the same information to be sent to the Dean of Students Office each time. The Dean of Students Office staff employed one Dean as the point person, who employed two other Deans to assist in the notification to faculty.

### 6. What did you learn? :

We learned that the time required for notification of all faculty regarding COVID related absences exceeded the work capacity of one Dean. There were far too many absences being submitted for one Dean to efficiently make notifications.

## **7. Actions Taken :**

At the end of the Fall 2020 semester, two more Deans were asked to assist with the process. The process was documented in a video for consistency and ease of use.

### **Progress:**

Completed

### **Providing Department:**

Dean of Students Main Office/Vice President for Student Life

## **Learn Student Perceptions of the VPSL Main Office and Experience with Dean Staff**

### **Number:**

Goal 2

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

Students will gain knowledge, skills, or abilities after speaking with a Dean at as part of the Division of Student Life's "general appointments".

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

After a meeting or speaking with a Dean as part of the Division of Student Life "general appointments," a student will report an increase in knowledge, skills, or abilities according to defined competencies.

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

This assessment goal was originally set to be completed in the Spring of 2020. Due to COVID, the assessment goal had to be delayed.

--FY20 Evaluation Strategy--

A survey will be sent to those students asking questions specifically related to defined competencies in addition to other questions related to the general characteristics of the appointment.

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

This assessment goal was originally set to be completed in the Spring of 2020. Due to COVID, the assessment goal had to be delayed.

--FY20 Method for Disseminating and Using Information for Improvement--

At the conclusion of the Fall 2020 semester, results will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

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

Due to COVID-19 pandemic lasting much longer than anyone expected and the shifting to online services, we will postpone this assessment goal to FY22.

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

Delayed due to COVID.

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

Delayed due to COVID.

### **Progress:**

Completed

### **Providing Department:**

Dean of Students Main Office/Vice President for Student Life

## **Student Satisfaction with Meeting Virtually with a Dean**

### **Number:**

Goal 3

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

The Dean of Students Main Office Staff will improve satisfaction among students as a result of speaking with a Dean as part of the Division of Student Life's "General Appointments".

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

As a result of meeting or speaking with a Dean, as part of the Division of Student Life "General Appointments," students will report high levels of satisfaction meeting virtually or in-person with a Dean.

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

At the conclusion of the Summer 2021 semester, a report will be generated with contact information for students who met with a Dean during the course of the Fall 2020, Spring 2021, or Summer 2021 semester for a general appointment. A survey will be sent to

those students asking questions specifically related to their level of satisfaction in addition to other questions pertaining to the general characteristics of the appointment.

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

At the start of the Fall 2021 semester, results will be analyzed and discussed in the annual assessment report which will be shared with the Student Life Administration.

**5. Summary of Results :**

This assessment goal had to be delayed due to COVID-19.

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

Delayed due to COVID-19.

**7. Actions Taken :**

Delayed due to COVID-19.

**Progress:**

Completed

**Providing Department:**

Dean of Students Main Office/Vice President for Student Life

# **Development, Parent Giving & Student Life**

## **Increase Fiscal Resources for the Parents Fund**

**Number:**

Goal 1.

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

The staff in the Office of Development, Parent Giving, and Student Life will increase the Parent Fund giving by 8%.

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

The Office of Development, Parent Giving, and Student Life will report an increase in the fiscal resources for the Parent Fund.

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

Parent Funds solicitations and gifts will be tracked using our existing systems (Blackbaud/Advisor/Quadwrangle/iFolio).

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

Funds raised and solicitation strategies will be shared with the Division of Student Life leadership, Student Life cabinet members, and Parent Advisory Board members.

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

The Parent Fund raised a total of \$238,704.63. This is a decrease 1.2% from FY 20 total of \$241,182.71.

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

Due to COVID-19, personal visits and targeted email solicitations were not heavily utilized during the fall semester. These visits and solicitations are key to driving new donors, particularly first year parents. While our fall results suffered, there was a significant increase in the amount of giving during the spring that allowed us to have continued success with the Parents Fund.

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

While still focusing on the Student Relief Fund, our solicitations became more overt in the spring. Additionally, messaging focused on the support students would need for a return to campus in Fall of 2021. Outreach included some "thank you" videos from student leaders that were well received in the spring.



**Progress:**  
Completed

**Providing Department:**  
Development, Parent Giving & Student Life

## **Increase Number of New Donors**

**Number:**  
Goal 2.

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

Staff in the Department of Development, Parent Giving, and Student Life will increase the number of new donors to the Institute.

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

Staff in the Department of Development, Parent Giving, and Student Life will provide evidence of an increase in the number of new donors to the Institute.

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

The Staff in the Department of Development, Parent Giving, and Student Life will keep track of the number of new donors to the Institute. This will be tracked using our existing systems (Blackbaud/Advisor/Quadwangle/iFolio).

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

The information learned from the assessment data will be shared with the Institute's Office of Development, Vice President of Student Life/Dean of Students, and other stakeholders relevant to the Department of Development, Parent Giving, and Student Life.

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

There were 562 first time parent donors in FY21. This is an increase in our total from the previous year but not up to the pre-pandemic levels. Additionally, the increase in dollars raised can be attributed to a single donor who is responsible for roughly \$1.75M.

Fiscal Year	# of First Year Donors	Total Giving Among First Time Parent Donors
2019	833	\$332,904
2020	521	\$151,917
2021	562	\$2,088,356

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

We learned the student/parent experience is directly tied to giving. This challenging year led to challenges in donor acquisition. It further demonstrated the need to capture parents early in the process and maintain their giving levels throughout their time as a Georgia Tech parent.

## **7. Actions Taken :**

We focused our strategies on getting parents involved at any level. This will help us to build on multi-year givers and continue to grow the Parents Fund.

### **Progress:**

Completed

### **Providing Department:**

Development, Parent Giving & Student Life

## **Increase Number of Parents Fund Donors**

### **Number:**

Goal 3.

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

The staff in the Office of Development, Parent Giving, and Student Life will increase donors to the Parents Fund by 10% and increase \$1,000+ donors to the Parents Fund by 10% for a total of 600 Donors and 85 \$1,000+ donors.

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

The Office of Development, Parent Giving, and Student Life will report an increase of their FY 21 goal, their FY 21 stretch goal, and their FY 21 actual by at least 10%.

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

Parent Funds solicitations and gifts will be tracked using our existing systems (Blackbaud/Advisor/Quadwrangle/iFolio).

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

Parent funds raised and solicitation strategies will be shared with the Division of Student Life leadership, Student Life cabinet members, and Parent Advisory Board members.

## 5. Summary of Results :

The Parents Fund received 541 donors and 87 donations of \$1,000+. While this was a decrease in the number of donors, it was a 13% increase in donations of \$1,000+ (76 in FY20)

Total Gifts:	541
Total Dollars:	\$238,704.63
Gifts of \$1,000 or more:	87
Average Gift Amount	\$441.22
Median gift amount:	\$100.00

## 6. What did you learn? :

We once again saw the value of direct outreach. Our Fall Giving Day campaign and efforts in the spring yielded great results and helped to increase our donors of \$1,000+.

## 7. Actions Taken :

We have adjusted our goals for the fiscal year of 2022 to reflect the return to campus from the COVID-19 pandemic. We will continue emphasize engagement, first time donors, and gifts over \$1,000. We also will remain focused with our messaging, highlighting how the Parent Fund is interacting directly with students.

### Progress:

Completed

### Providing Department:

Development, Parent Giving & Student Life

# **GT CARE**

## **Create an Electronic CARE Plan**

### **Number:**

Goal 1.

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

The efficiency in distribution of the CARE Plan will be enhanced by exploration through the use of an electronic CARE Plan that is safe from a data security perspective.

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

Students will have the option of receiving their CARE Plan electronically which will contribute to streamlined access of the referrals.

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

Students who receive the CARE Plan electronically will provide feedback on the efficiency of the electronic distribution through CARE satisfaction surveys that are administered on a semesterly basis.

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

CARE clinical staff will determine if the electronic CARE Plan delivery method is optimal for students based upon feedback.

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

Anecdotal comments from the case management follow-up and other inquiries reflected student satisfaction with receiving the CARE Plan electronically because paper copies could be lost or misplaced.

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

Students benefit from receiving information in multiple modes.

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

CARE will continue to offer electronic versions of the CARE Plan but will provide hard copies to students upon request. Given that it takes additional time to print an office hard copy form, the electronic method has been more efficient and less time-consuming which translates to quicker student appointments.

**Progress:**  
Completed

**Providing Department:**  
GT CARE

## **Continued Satisfaction of Clinical Services in CARE**

**Number:**  
Goal 2.

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

CARE services will reflect high-quality mental health assessment, referrals, and case management.

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

Fall 2020 satisfaction survey results will be equal to or surpass the results from the Fall 2019 semester.

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

Satisfaction surveys from the Fall 2019 semester will be compared to results from the fall 2020 semester.

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

A review of the data summary and anecdotal comments will provide feedback that will inform clinical service delivery. The results will be shared with CARE staff.

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

Due to challenges inherent with the COVID-19 pandemic, Fall 2020 satisfaction surveys were not administered. A survey was administered to clients served in the Spring and Summer of 2021.

Georgia Tech students who received services at CARE during the Spring and early Summer of 2021 were asked to complete a CARE Client Satisfaction survey. The survey instrument consisted of 9 questions, collecting data on the student's degree of satisfaction with their CARE experience. There were 102 student respondents to this survey. Results from the survey will be used to continue to inform clinical service delivery and improve services. The Likert scale used was 5=Extremely Satisfied, 3=Uncertain, 1=Not at all Satisfied.

Satisfaction with CARE services is heavily tied to the availability of on-campus counseling. Many comments had themes related to dissatisfaction with being referred off campus, and constructive feedback reflected suggestions that the Institute increase campus Counseling Center staff.

### Key Findings

How satisfied were you with the virtual assessment (video or telephone)?

- 4.0 (mean)

How satisfied were you with your CARE Assessment and the referrals provided?

- 4.0 (mean)

How satisfied were you with the clinician who conducted your CARE assessment?

- 4.42 (mean)

How satisfied were you that the CARE clinician understood the nature of your concerns?

- 4.32 (mean)

How satisfied were you that your CARE clinician respected your culture and identity (e.g., ethnicity, gender, sexual orientation, religion, nationality, ability status, etc.)?

- 4.77 (mean)

How satisfied were you with the assistance of the Front Desk staff?

- 4.36 (mean)

What is the likelihood that you would recommend CARE services to a friend?

- 3.80 (mean)

Overall, how satisfied were you with the services you have received at CARE?

- 3.86 (mean)

Here is a sample of client comments which reflect positive experiences as well as opportunities for growth:

- *(CARE clinician) was very patient in listening during our sessions. Her calm demeanor and compassionate words of encouragement were highly welcome.*

- *Thank you for being there for me in one of the most trying times of my life. The help and the overall positive attitude of the staff has greatly helped me after the passing of my father.*
- *Very responsive and helpful! Thank you!*
- *Was not able to get any on campus counseling but was referred to off-campus providers which was great!*
- *The CARE Clinician was very understanding and empathetic.*
- *GA Tech is very KIND to the students about mental health, but the Institute doesn't really do much of anything to actually help with the real-world problems that the students deal with every day.*
- *I needed some support from a clinician within the school but got referred outside to find someone in Midtown. Apparently the Gatech clinicians are overbooked and "under qualified" to give me the support I needed.*

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

Quantitative data and anecdotal comments reflect beliefs that CARE staff are positive and warm with overall high satisfaction with services. However, the assessment reflects challenges related to the broader mental health system and accessibility of desired campus referrals. There remains some confusion around the unique identity of the mental health departments and the reasons that resources are offered or not offered. Because CARE does not control available referrals and cannot open up opportunities, CARE will only be as successful as the resources that are made available to them.

## **7. Actions Taken :**

The upcoming merger of Student Life and Campus Services as a newly created Student Engagement and Well-Being Division will represent many opportunities for the mental health units on campus. Although no changes will be immediately made, it will be important for new leadership to examine the broader picture with mental health allocation and resources to determine how CARE, the Counseling Center, and Stamps Psychiatry can work together to create greater efficiencies, reduce redundancies, and ensure greater access to campus services.

### **Progress:**

Completed

### **Providing Department:**

GT CARE

## **Explore Diversity and Inclusivity Strategies for CARE**

**Number:**

Goal 3.

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

CARE will gain a better understanding of the needs of diverse student groups.

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

CARE will survey the unique needs of diverse students' groups to foster greater understanding of the clinical needs of diverse students who seek out CARE.

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

CARE staff will engage in virtual or face-to-face focus groups or surveys to gain a perspective on the unique needs of diverse student populations, how these students view CARE as a department, and ways to increase access for these student groups.

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

A result of these survey or focus groups will provide feedback that will inform clinical service delivery in CARE.

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

CARE decided to delay the administration of focus groups until the early Fall of 2021 due to heavy clinical demand that necessitated a priority on clinical service during the 2020-21 year. Plans were made during the Spring of 2020 to utilize campus expert and students from marginalized and underrepresented groups to plan and disseminate culturally affirmative focus groups.

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

Results are pending. This will be carried into the next fiscal year plan.

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

Delayed due to COVID-19.

**Progress:**

Completed

**Providing Department:**

GT CARE



# Health Initiatives

## Health Education

### Increase or Maintain Student and Employee Participation in Health Education Programs and Services

Number:

Goal 1

#### 1. Operational/Learning Goal:

Health Initiatives will increase student and employee participation in Health Education programs and services (presentations, training, and classes).

#### 2. Outcome (s) :

A 10% increase of student and employee participation in Health Education programs and services will be observed after measuring student and employee participation.

#### 3. Evaluation Strategy :

Measurement 1: Track the number of unique wellness coaching participants and total number of appointments.

Measurement 2: Track the number of participants in Health Initiatives Programs (Well-Being Weekly, Mindfulness Book Club, Healthy Jacket Programs, etc.)

Measurement 3: Track the number of presentation requests and total participants.

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

The results of this assessment will be shared with the Director of Health Initiatives and Vice President of Student Life/Dean of Students.

#### 5. Summary of Results :

Measurement 1: Track the number of unique wellness coaching participants and total number of appointments.

- Unique Clients - 99
- Number of appointments - 388

This indicates a large increase (approximately doubling) in utilization of services as compared to last year with 48 unique clients and 157 total appointments.

Measurement 2: Track the number of participants in Health Initiatives (HI) Programs (Well-Being Weekly, Mindfulness Book Club, Healthy Jacket Programs, etc.)

- Total Number of HI Programs: 95
- Total Reach: 1586
- Total Number of Healthy Jacket Program: 15
- Healthy Jacket Program Reach: 1651

Measurement 3: Track the number of presentation requests and total participants.

- Total Number Presentations: 45
- Total Reach: 1014

In previous years we have had more presentations and outreach opportunities. For example, pre-COVID, in 2019 we offered 206 HI programs. Our numbers have dropped from 206 programs offered in 2019, to 95 programs in 2020.

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

### Wellness Coaching:

Wellness coaching is a unique service for students to work with a coach to self-reflect, brainstorm, and set personalized health and well-being goals for themselves. Both undergraduate and graduate students have taken advantage of wellness coaching services. The majority of participants are referred from CARE; however, we do have students that find us on their own via the website or through word of mouth. We see students coming in to discuss a wide range of topics; however, some of the common themes are stress and time-management, motivation and self-confidence, sleep, and physical activity.

We continued providing wellness coaching in the virtual format this year. We used BlueJeans to host the coaching sessions and the registration process, and all paperwork is completed via Qualtrics. Coaching was advertised via the monthly newsletter, social media, HI website, and shared with campus colleagues. A benefit of moving to virtual appointments is that we were able to work with graduate students in the online program who don't live in Atlanta as well as with students at home and abroad. Moving forward, we will offer both virtual and in-person coaching appointments as the virtual format greatly improved access and is more convenient for busy students who can't always make it to campus for a meeting.

### HI Programs:

The following were offered as a regularly occurring programs, workshops, and services:

- Well-Being Weekly – Mindful Monday

- Well-Being Weekly – TEDx Talk Tuesday
- Well-Being Weekly – Well-Being Wednesday
- Mindfulness Book Club
- HIV Testing
- Wellness Coaching
- Health Jacket Peer Education
- CHOICES (Alcohol Education and Harm-Reduction Program)

The following were one-time events:

- Think Fast
- Paint the Wreck
- Paint Buzz
- Offline Trivia – Sleep
- Boost Fresh Check Day

#### Presentations:

The following topics were covered in presentations offered between August 2020 – July 2021. Each of the presentations resulted from an email request, request form submission, or from a collaboration with another office/department/organization.

- Alcohol/Drugs
- General Well-Being
- Introduction to HI
- Mindfulness
- Positive Psychology
- Resilience/Grit
- Sexual Health
- Sleep
- Stress/Self-Care

Building connections across campus through requested presentations has been a key aspect of increasing reach with students. Utilizing our request form has made it easy for other students and employees to request programs for their departments. We are well connected with GT1000, APPH (Applied Physiology) classes, and the College of Computing. Continuing to build our relationship with Housing and utilizing the Healthy Jackets for those programming requests would be a good step to take moving forward.

## **7. Actions Taken :**

### Wellness Coaching:

Moving forward, we will offer both virtual and in-person coaching appointments, as the virtual format greatly improved access and is more convenient for busy students who can't always make it to campus for a meeting.

As the program has gained traction, we became very busy and are worried about capacity moving forward. It will be beneficial to review the coaching program and update the coaching agreement with some additional information, including session limits. We have found that some students are treating it more like long term care which outside the scope of the wellness coaching model that we were trained in. Additionally, staffing capacity (# of trained wellness coaches) and spacing capacity (private office spaces available in Health Initiatives to conduct sessions) will need to be re-considered for the Fall Semester with the increasing numbers and re-opening of campus post-pandemic.

### Programs:

With Well-Being Weekly sessions, we had a core group of 4-5 people (mainly staff members) that would regularly attend the sessions. We struggled to reach students, especially undergraduate students and attendance fluctuated greatly from week to week. Most of the presentations that we offer in Well-Being Weekly are similar to other "stand-alone" presentations that we provide via presentation requests. Therefore, it would make sense to move Well-Being Weekly to a less frequent model, and really focus on integrating it into other systems – such as presentation requests or once-per-month topical health campaigns. Given that we had only 72 total participants over 12 sessions, we could accomplish the same reach with only 2-3 presentation requests with dedicated audiences. We can then dedicate the extra capacity to collaboration with other campus partners, which then result in more presentation requests and dedicated audiences for our programs.

### Presentations:

As mentioned above, continuing to build our relationship with Housing and utilizing the Healthy Jackets for those programming requests would be a good step to take moving forward. We will continue to advertise our program request system each semester, and regularly send reminders to partners of updates with our program offerings. We look forward to continuing to collaborate with new partners.

### **Progress:**

Completed

### **Providing Department:**

Health Education

# Increase the Number of Students and Employees that Receive our Messaging/Advertising

Number:

Goal 2

## 1. Operational/Learning Goal:

Increase the number of Georgia Tech students and employees that receive our messaging/advertising by 15%.

## 2. Outcome (s) :

GT students and employees that receive our messaging and advertising will increase by 15%.

## 3. Evaluation Strategy :

- Measurement 1: Track the number of people registered for the HI Monthly Newsletter
  - NOTE: @ 7/1/2020 - 935 subscribers
- Measurement 2: Track the number of followers on our social media accounts (Instagram & Facebook)
  - NOTE: @ 07/12/2020 - 1731 Instagram Followers
  - NOTE: @ 10/12/2020 - 2947 Facebook Followers

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

The results of this assessment will be shared with the Director of Health Initiatives and Vice President of Student Life/Dean of Students.

## 5. Summary of Results :

- Measurement 1: Track the number of people registered for the HI Monthly Newsletter
  - At the end of the fiscal year, we had 1,961 GT community members registered for our monthly newsletter. This was an increase of 1,026 individuals since July 2020.
- Measurement 2: Track the number of followers on our social media accounts (Instagram & Facebook)
  - At the end of the fiscal year, we have 1,948 Instagram Followers (increase of 217 people) and 2,990 Facebook Followers (increase of 43 people).

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

This year we greatly improved our social media content and frequency of posting as Health Initiatives had creative control of the pages. We began sharing more educational content, links to articles, and inspirational messages than we have in the past. We also tested out new ways of engaging our followers, such as story polls, trivia, and scavenger hunts. All of this work paid off as we saw an increase in followers and engagement. We also experimented with hosting Instagram Live sessions with events such as Hang with a Healthy Jacket, Mindful Moments, and Flavorful Fridays. This type of content did well, and people are able to go back and watch the content at a later date.

Without FASET, Week of Welcome, and all of the outreach events at the beginning of the semester, it was difficult to attract new followers at the beginning of the year like we normally do, especially first-year students. We did our best to reach people virtually and were always promoting our social media accounts when presenting, speaking to groups, and in our monthly newsletter.

We also continued improving our new monthly newsletter (sent via Mailchimp). We worked hard to share the registration link and make sure that we built up our following. The newsletter has performed well and is a great way to market our upcoming programs and events.

## **7. Actions Taken :**

We will continue with our monthly newsletter and work to add more people to our listserv.

Social media will continue in the same manner, and we will work to utilize our Healthy Jacket Peer Educators and interns to help create content that is fresh and relatable for the GT community.

### **Progress:**

Completed

### **Providing Department:**

Health Education

# **Increase Student and Employee Participation in Healthy Lifestyle Behaviors**

**Number:**

Goal 3

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

Increase student and employee participation in healthy lifestyle behaviors: managing stress, talking with someone supportive, and sufficient sleep.

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

As reported by respondents:

- 25% of respondents (students and employees) will sleep at least 7 hrs/night at least 3-4 days per week
- 30% of respondents (students and employees) will manage stress in a healthy way at least 3-4 days per week
- 25% of respondents (students and employees) will take a break to talk with someone supportive at least 3-4 days per week

## **3. Evaluation Strategy :**

Responses will be collected via the Campus Services Satisfaction Survey - Behavior Metrics.

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

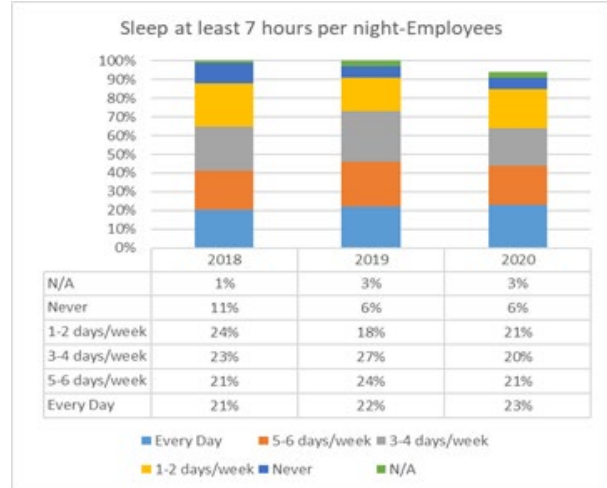
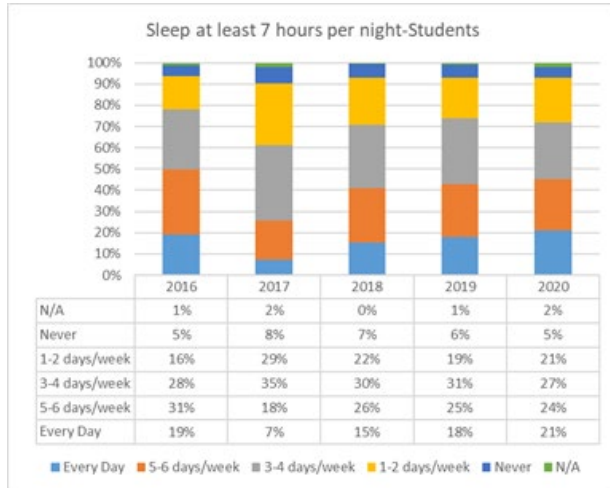
The results of this assessment will be shared with the Director of Health Initiatives & Vice President of Student Life/Dean of Students.

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

Results from the Campus Services Satisfaction Survey are illustrated in the charts below.

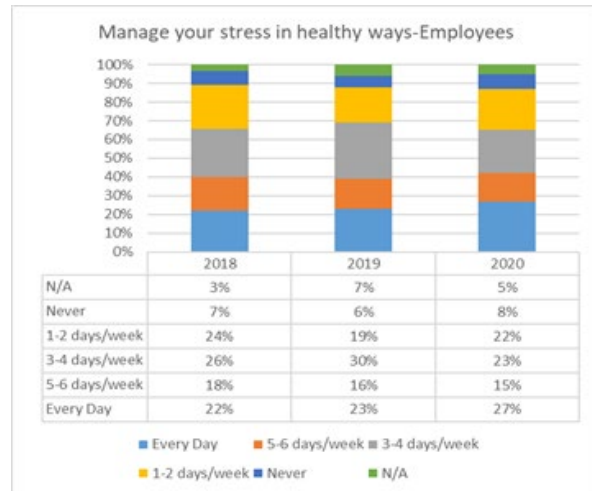
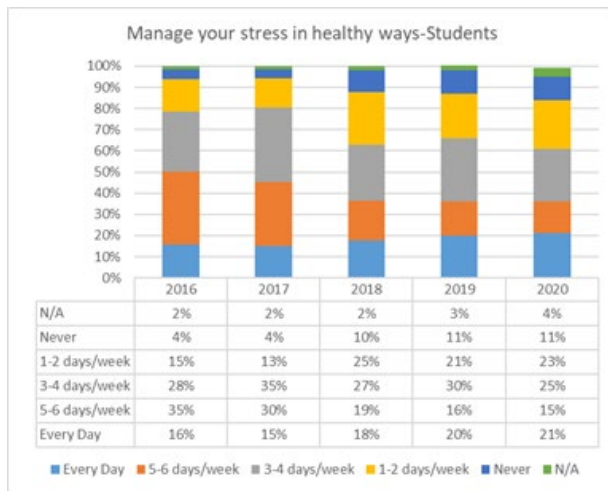
Charts 1 and 2:

25% of respondents (students and employees) will sleep at least 7 hrs/night at least 3-4 days per week



Charts 3 and 4:

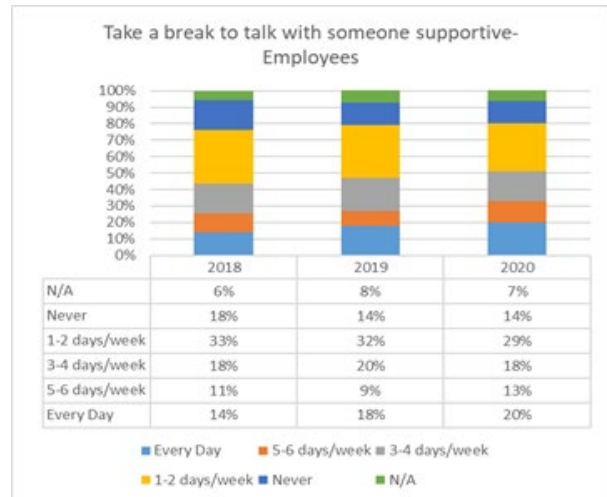
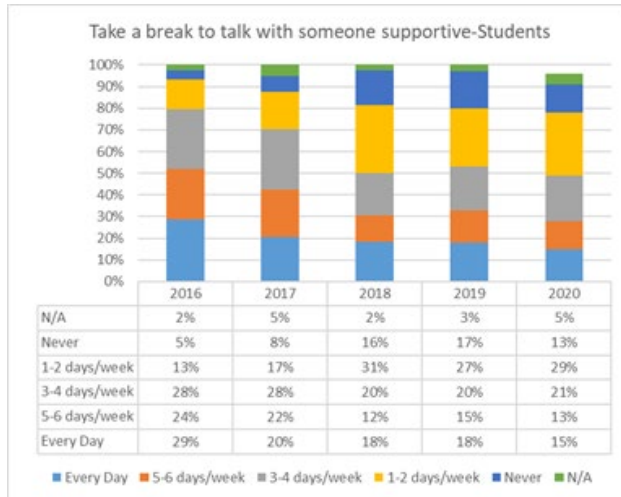
30% of respondents (students and employees) will manage stress in a healthy way at least 3-4 days per week





Charts 5 and 6:

25% of respondents (students and employees) will talk with someone supportive at least 3-4 days per week



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

For students, as we analyze the trends over the past 5 years, we are seeing that the number of days per week that students are engaging in healthy behaviors (such as 1. Sleep: Getting 7+ hours of sleep, 2. Stress: Managing stress in healthy ways, and 3. Support: Take a break to talk to someone supportive) is unfortunately going down. For nearly all 3 metrics, the 2020 year represents a lowest data point for nearly every category. Sleep has 1% difference in 2019 versus 2020.

For employees, as we analyze the trends over the past 3 years, we are seeing an inverse relationship in comparison to students for most data sets. For Stress and Support, we are seeing an increasing positive trend. In fact, 2020 represents the most positive data outcomes from previous years. Sleep numbers are inconsistent, and so more data is needed to determine a trend.

This leads us to conclude that resources and capacity should truly be focused on students' well-being needs, especially given the current environment. Students are likely experiencing more barriers to engaging in the healthy behaviors and need the education and environmental support to counteract that negative trend.

**7. Actions Taken :**

Given that this data is very high level, we cannot connect it directly to the effectiveness of only our programs. We will continue to keep track of this data and use it to inform Institute leadership and stakeholders to educate them on the data, and advocate for the needs of our students and employees.

**Progress:**  
Completed

**Providing Department:**  
Health Education

## **Maintain Engagement in Health Initiatives' Student Leadership Programs During COVID-19**

**Number:**  
Goal 4

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

Health Initiatives will increase engagement in student leadership programs, particularly Health Jacket Peer Educators & Well-Being Activators.

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

The engagement in Health Initiatives' student leadership programs will not decrease.

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

- Measurement 1 – Track the number of Peer Educators
  - NOTE: @ 7/1/2020 - 11 Peer Educators
- Measurement 2 – Establish a Peer Educator Signature Program
- Measurement 3 – Track the number of organizations that have at least 1 Well-Being Activator

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

The results of this assessment will be shared with the Director of Health Initiatives and Vice President of Student Life/Dean of Students.

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

The Healthy Jacket Peer Education program continued to thrive during COVID-19. We were able to make the switch to virtual meetings and programming. We created an online training in Canvas so that new peer educators could train and join the group virtually. It is a self-paced training with 9 modules that cover public health topics and content specific topics. Each module includes short readings, videos, and quizzes/short answer prompts for reflection. The biggest accomplishment this year was the creation of the Hang with a Healthy Jacket signature program.

Other notable work that the Healthy Jackets helped with included:

- Conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis for Health Initiatives
- Facilitated 4 presentations: 2 on mindfulness and 2 on Thriving at Tech
- Co-Facilitated 4 Flavorful Friday Instagram Live sessions
- Began a partnership with SKY to lead 10-minute mindfulness sessions on Instagram Live – 1 pilot session happened this semester on Instagram Live with 179 views
- Volunteered at 3 in-person events: Wellness Day, GT CARES4U, and Housing Block Party

Measurement 1 – Track the number of Peer Educators

We had a total of 14 peer educators during the AY 2020-2021. This was an increase from the 11 peer educators that we had in July 2020.

Measurement 2 – Establish a Peer Educator Signature Program

The biggest accomplishment of the year was the creation of the Hang with a Healthy Jacket signature program. This program occurred twice a month and was planned and facilitated by the Healthy Jackets on topics of their choosing, which included self-care, mental well-being, sexual health, mindfulness, body positivity, and social well-being. The sessions were held on Instagram Live due to the virtual requirements during COVID-19. The Healthy Jackets hosted great conversations and were able to share tips and resources via this program that were then able to be saved to Health Initiatives' Instagram TV (IGTV) page. Throughout the academic year, they held 12 Hang with a Healthy Jacket sessions, reaching 1,460 individuals.

Measurement 3 – Track the number of organizations that have at least 1 Well-Being Activator.

Due to COVID-19 and other difficulties, the Student Well-Being Activator program was put on hold. One meeting was held in the Fall 2020 semester with very little attendance and one presentation was given to the Greek Risk Managers about the program which resulted in few activator registrations.

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

We learned that the students are resilient and were able to make the best out of a difficult situation. Our Healthy Jackets participants continued to show excitement and passion for working on health and well-being topics on campus and highly appreciated having a space, even though virtual, to meet weekly with fellow students. This helped build connection and interaction, which was missing from their normal life because of

the pandemic. If anything, providing them with that space was a great benefit of the program.

For Activators, it is very challenging to maintain this program without connecting it to already existing systems of student leaders (e.g., Greek Risk Managers or Health & Well-Being positions). Additionally, the turnover of students graduating, studying abroad, or simply changing positions makes it difficult to maintain consistency.

## **7. Actions Taken :**

Moving forward, we hope to continue improving our marketing and outreach of the program to attract and train more students (6 Healthy Jackets participants graduated this semester), along with providing more professional development opportunities for the peer educators in the upcoming year. As we resume normal operating procedures, we hope to continue with the Instagram Live sessions and create a complimentary in-person program as well. For Activators in the upcoming year, we will focus on building the program from Greek Life first through connection to Risk Managers and Health & Well-Being positions and communicating with them to our monthly newsletter while highlighting ways to support their chapters.

### **Progress:**

Completed

### **Providing Department:**

Health Education

# **Nutrition**

## **Increase Participation-In/Attendance at Programs Offered by Community Nutrition**

**Number:**

Goal 1

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

Nutrition Staff will increase the participation in/attendance at programs offered by Community Nutrition.

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

The number of participants/attendees will increase to at least 11,000 people, compared to FY20's 10,684 people.

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

The number of program participants/attendees will be tracked.

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

The results of this assessment will be shared with the Director of Health Initiatives and the Vice President of Student Life/Dean of Students.

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

Our data show that we reached 2,166 individuals directly (live), and 4,327 indirectly (recordings), giving us a total engagement of 6,493 people.

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

The onset of the COVID-19 pandemic brought unpredictable changes as to how we reach students. Although we feel that we transitioned to a virtual environment quite well, the data show that we did not reach our goal of engaging 11,000 participants and attendees. We have learned that our in-person outreach generates considerably more engagement than our virtual programming.

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

Given that Fall 2021 is expected to look much like Fall 2019 as far as campus and delivery of services, with hope that our reach increases in the fiscal year. We are curious to see how students respond to in-person events, and plan to adapt programming to be more accessible to students, by offering both virtual and in-person programming.

**Progress:**  
Completed

**Providing Department:**  
Nutrition

## **Continue to Decrease the Wait-Times for a Student's First Appointment with a Registered Dietitian**

**Number:**  
Goal 2

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

Nutrition Staff will continue to decrease the wait-times for a student's first appointment with a Registered Dietitian.

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

The average wait-time for an initial appointment with a dietitian will be at most 8 days.

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

The average wait-time for a first appointment with a dietitian will be tracked.

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

The results of this assessment will be shared with the Director of Health Initiatives and the Vice President of Student Life/Dean of Students.

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

Our average wait time for student appointments increased to 11.31 days. This was primarily due to December and January's wait times, which were lengthened due to students scheduling for the following semester and one of the dietitian's extended family leave.

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

We learned that we have been doing well keeping wait times to a minimum, but there are months over which the demand for services and availability of the dietitians reaches a point where wait times are well beyond our goal.

## **7. Actions Taken :**

We have been in discussions to hire a part-time dietitian to support the full-time dietitians with clinical appointments and outreach events to ease the wait times and increase availability of nutrition services.

### **Progress:**

Completed

### **Providing Department:**

Nutrition

## **Improve Georgia Tech Community Awareness of the Non-Dieting Approach to Eating**

### **Number:**

Goal 3

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

Nutrition Staff will improve Georgia Tech community awareness of the non-dieting approach to eating.

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

There will be at least 10 presentations that discuss Intuitive Eating and/or Body Positivity from Nutrition.

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

The number of presentations discussing Intuitive Eating will be tracked.

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

The results of this assessment will be shared with the Director of Health Initiatives and the Vice President of Student Life/Dean of Students.

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

The data show that we offered or were invited to 41 events that discussed Intuitive Eating, Body Image, and/or Body Positivity.

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

We learned that, in a virtual environment, we were able to dramatically increase the number of opportunities we had to discuss a non-diet approach to health. While our

goal was to present on 10 occasions, we ended FY21 with 41 presentations and discussions.

## **7. Actions Taken :**

We plan to continue infusing our non-diet message into our programming. We understand that in a live environment, that this number could likely decrease due to time constraints.

### **Progress:**

Completed

### **Providing Department:**

Nutrition

## **Increase the Number of Collaborative Programs between Community Nutrition and Campus Partners**

### **Number:**

Goal 4

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

Nutrition Staff will increase the number of collaborative programs between Community Nutrition and campus partners.

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

There will be at least 20 collaborative programs and presentations.

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

The number of collaborative programs and presentations will be tracked.

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

The results of this assessment will be shared with the Director of Health Initiatives and the Vice President of Student Life/Dean of Students.

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

Our data show that Community Nutrition collaborated with 22 campus partners, as well as a longer-term collaboration with the Counseling Center on our co-facilitating of the Body Positive GT group. We collaborated with Greek Life, student groups, CARE,



Housing, academic departments, and the GTPD. We are pleased that we were able to build on our collaborative work to reach a wide variety of communities on campus.

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

We learned that, even in a virtual environment, collaboration can still happen well. The GT community was eager to reach out to campus partners to best serve students.

**7. Actions Taken :**

We will continue to support and encourage collaboration with GT faculty, staff, and students.

**Progress:**  
Completed

**Providing Department:**  
Nutrition

**Increase Student Awareness of Healthy Nutrition Options Available on Campus**

**Number:**  
Goal 5

**1. Operational/Learning Goal:**

Nutrition Staff will increase student awareness of healthy nutrition options available on campus.

**2. Outcome (s) :**

At least 70% of students will eat healthier food options on campus at least 3-4 days/week.

**3. Evaluation Strategy :**

Data will be tracked by the Campus Services Satisfaction Survey question asking students if they "Eat healthier food options on campus" 3-4 days/week.

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

The results of this assessment will be shared with the Director of Health Initiatives and the Vice President of Student Life/Dean of Students.

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

Due to the COVID-19 pandemic and the subsequent campus closure from March 2020-August 2020, the Campus Services Satisfaction Survey was not distributed. In addition, there were too few people on campus purchasing food to generate any reliable data.

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

As campus fully reopens in August, and the dietitians are a part of the new self-operated Tech Dining, we hope to have a larger voice in influencing and creating an environment where healthful choices are easily found and readily accepted.

## **7. Actions Taken :**

We will continue to work to maximize healthful choices on campus, promote and highlight these items, and work with Tech Dining to encourage a balanced variety of options.

### **Progress:**

Completed

### **Providing Department:**

Nutrition

# VOICE

## Increase Educational Programming to Students From Under-Represented Populations

**Number:**

Goal 1

### 1. Operational/Learning Goal:

VOICE Staff in Health Initiatives will increase educational programming to groups of students from under-represented populations, which will include Black students, South Asian students, and student athletes.

### 2. Outcome (s) :

Between July 1, 2020, and June 30, 2021, VOICE will complete 8 educational programs for 3 groups primarily comprised of students who identify with select under-represented populations.

### 3. Evaluation Strategy :

VOICE will collect data by keeping records of demographic information for each of the groups that will attend presentations.

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

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students, and other relevant VOICE stakeholders.

### 5. Summary of Results :

Underrepresented Groups and Number of Programs

- Black students: 6 programs
- South Asian Students: 2 programs
- Athletics: 1 program

### 6. What did you learn? :

We learned that Black students on our campus desire sexual violence prevention programming unique to their specific community's needs. We were able to capitalize on existing partnerships to expand VOICE reputation and network with Black student groups.

South Asian students reported feeling overlooked in VOICE programming on campus. A primary takeaway from programming with them this year was a request for more visual representation as well as scenarios and issues specific to their community within presentation content.

We learned from Athletics that VOICE programming is more effective in small group formats lead by a facilitator.

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

Moving forward, VOICE will maximize the new partnerships developed to sustain our relationships with Black and South Asian communities.

GT Athletics has decided to collaborate with VOICE for programming in this upcoming year.

**Progress:**  
Completed

**Providing Department:**  
VOICE

## **Achieve at Least a 4.0/5.0 for Outcome Performance Measurement on Each Survey Item**

**Number:**  
Goal 2

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

VOICE Staff will increase knowledge related to Criminal Justice. There are 8 separate surveys based on incident type and primary or secondary victimization.

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

Based on the Outcome Performance Measurement (OPMs) instruments created by the Criminal Justice Coordinating Council, VOICE will achieve at least a 4.0/5.0 for each item measured in the surveys.

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

VOICE will utilize and track 8 survey types for FY21.

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

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students and other relevant VOICE stakeholders.

#### 5. Summary of Results :

VOICE received responses for 4 survey types for FY21.

In Summer 2020, VOICE received a total of 17 responses for all surveys. The low response rate yields a challenge in analyzing the numbers. The pandemic may have had a negative impact on response rate.

These surveys were from the Victims of Crimes Act (VOCA) Outcome Performance Measurement surveys.

Title	Respondents	Number of Questions*	Number of Questions achieving 4.0/5.0
VOCA OPM Crime Victim Survey	3	18	17
VOCA OPM Sexual Assault Survey	7	15	15
VOCA OPM Stalking Survey	5	12	12
VOCA OPM Sexual Assault Survey-Secondary	2	14	13

\*Excluding "N/A" and unrelated questions.

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

Collapsing all the responses and excluding "N/A" responses, VOICE achieved this benchmark for all of the responses for 55 out of 57 of the survey items, or 96.5%.

#### 7. Actions Taken :

These surveys will be distributed again in Summer 2021, Fall 2021, and Spring 2022. VOICE plans to be more strategic in the timing of when the survey is sent to increase the response rate.

**Progress:**  
Completed

**Providing Department:**  
VOICE

## **Expand Educational Programming**

**Number:**  
Goal 3

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

VOICE Staff will increase the number of educational presentation programs offered.

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

Between July 1, 2020, and June 30, 2021, VOICE will complete more than 57 educational presentation programs.

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

VOICE staff will document and track all programs.

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

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students, and other relevant VOICE stakeholders.

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

VOICE offered 107 programs, which engaged 5,010 students and employees. This is 50 more programs and 1,400 more students and employees engaged when compared to FY20.

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

We learned the benefits of virtual program offerings. Without the limitations of transportation and having to physically report to a place, more people were able to participate in programs. Additionally, VOICE was able to offer more programs. We also learned how to maintain higher levels of engagement in an online setting.

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

In the upcoming 2021-2022 year, VOICE will utilize a hybrid programming model. There will be workshops offered in person and online.

**Progress:**  
Completed

**Providing Department:**  
VOICE

## **Increase Knowledge Gained by VOICE Presentations**

**Number:**  
Goal 4.

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

VOICE Staff will increase knowledge related to concepts, skills, and resources.

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

VOICE Presentation Participants will demonstrate a score of 4.0/5.0 on the program evaluation feedback surveys.

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

Instruments will be created to collect data associated with the acquisition of information pertaining to concepts, skills, and resources.

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

The information gained from this Assessment Goal will be shared with the Department of Health Initiatives, the Vice President of Student Life/Dean of Students, and other relevant VOICE stakeholders.

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

For the surveys completed between July 1, 2020, and June 30, 2021, the results were as follows:

Goal A) Can the participants now identify a new term they did not know prior to attending the presentations? The majority (4.6/5.0 on a Likert scale)\* of participants indicated that they are able to identify a new term.

Goal B) Can the participants now apply a skill learned to intervene in some way that they did not know prior to attending the presentations? The majority (4.5/5.0 on a Likert scale)\* of participants demonstrated that they are able to apply a new skill.

Goal C) Can the participants now identify new resources that they did not know prior to attending the presentations? The majority (4.6/5.0 on a Likert scale)\* of participants show that they are able to identify new resources.

\*The data above is based on the average score of survey questions relating to each of the topics listed.

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

Since we used the same Likert scale across programs this year, it was easier to compare specific benchmarks across the VOICE programs offered. Our model is to include one objective that measures if participants learned a concept, one that measures if participants learned a new skill, and one that measures if participants learned about resources. We also increased our programming and reach leading to higher numbers of people submitting evaluations.

## **7. Actions Taken :**

We will continue to be aggressive at gathering survey feedback. We will continue to have QR codes at the end of every presentation for someone to complete the survey. We will have surveys at every presentation. Lastly, we will inform participants of the opportunity to complete the survey at the beginning and once during the presentation.

### **Progress:**

Completed

### **Providing Department:**

VOICE



# Human Resources Business Partner

## Enhance Remote Working for Student Life Human Resources-Related Services

**Number:**

Goal 1.

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

Student Life (SL) Human Resources Business Partner (HRBP) will enhance the remote/hybrid working services for all Division staff.

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

Staff in Student Life will be able to work effectively and efficiently from home. HRBP will promote a Covid-safe working environment.

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

This assessment will be evaluated by the number of staff working remotely. Additionally, the actions taken to ensure a safe working environment will be tracked.

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

Information from this Assessment will be shared with Student Life leadership.

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

HRBP provided consultation to all staff during Covid-19 regarding leave options, Americans with Disabilities Act (ADA) Accommodations and flexible work options.

HRBP collaborated with Division leadership to move 120+ staff from on campus work to work from home. The HRBP also ensured offices and programs had in-person coverage when we returned to campus in July.

HRBP served on the Institute Covid Testing Promotions team and troubleshooted any issues with Affiliates' abilities to participate in testing upon request.

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

Transitioning to remote/hybrid working presented its challenges.

Staff required flexible work hours due to the pandemic.

**7. Actions Taken :**

HRBP will continue to support Staff during the remote/hybrid times.

**Progress:**

Completed

**Providing Department:**

Human Resources Business Partner

# **Inclusion, Support, and Advocacy Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center LGBTQIA Faculty Needs Assessment**

**Number:**

Goal 1

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

The Center will enhance services and resources that meet the needs of LGBTQIA faculty.

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

As the result of a survey with LGBTQIA faculty, Center staff will be able to identify at least two programs, services, or resources that the Center can provide to address LGBTQIA faculty needs.

## **3. Evaluation Strategy :**

A survey will be designed and administered to LGBTQIA faculty inquiring about their unique needs, concerns, and their suggestions for addressing them.

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

Center Staff will use the data from the survey to design and implement programs, services, and resources that better meet the needs of LGBTQIA faculty.

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

Center Staff switched the methodology of this project and administered an institute-wide survey in April 2021. Thirty-seven individuals completed the entirety of the survey. 98 individuals responded to the first question regarding their physical presence in the European Union. The decision was made to switch from focus groups to a survey because Tech was still operating primarily virtual in the spring semester and there were concerns with hosting virtual focus groups.

Chart 1:

Survey Question: Where have you found a sense of connection, around your LGBTQIA identity, while at GT? (select all that apply)

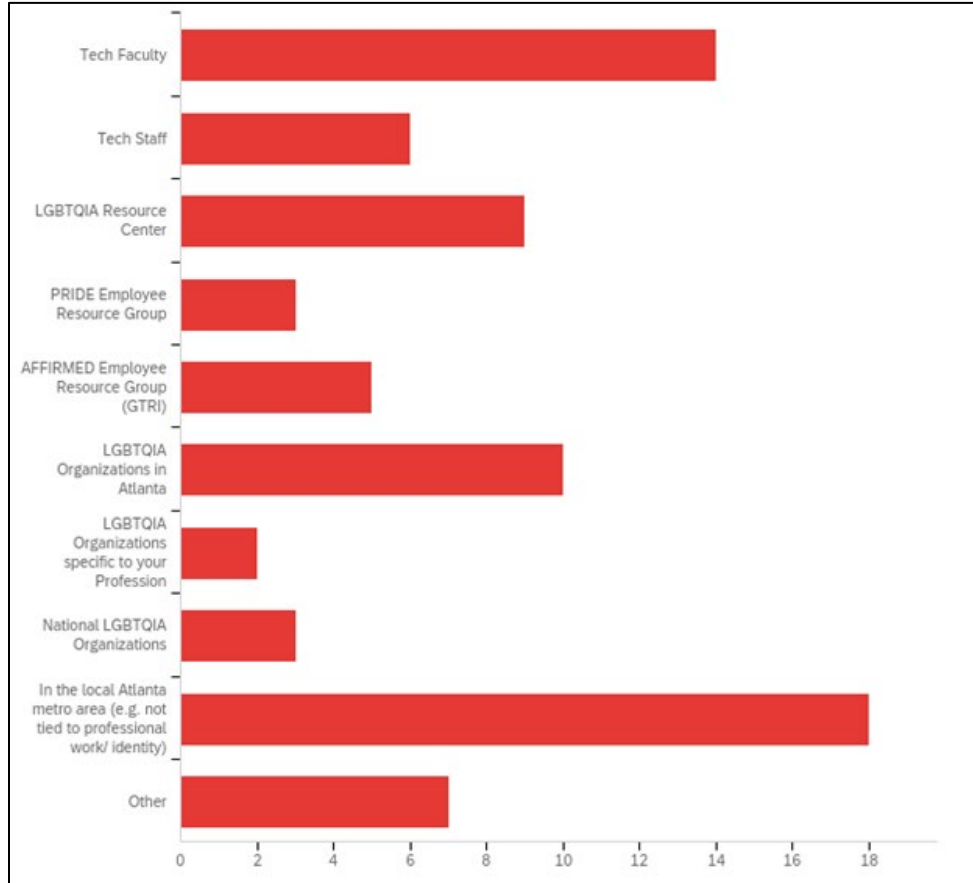
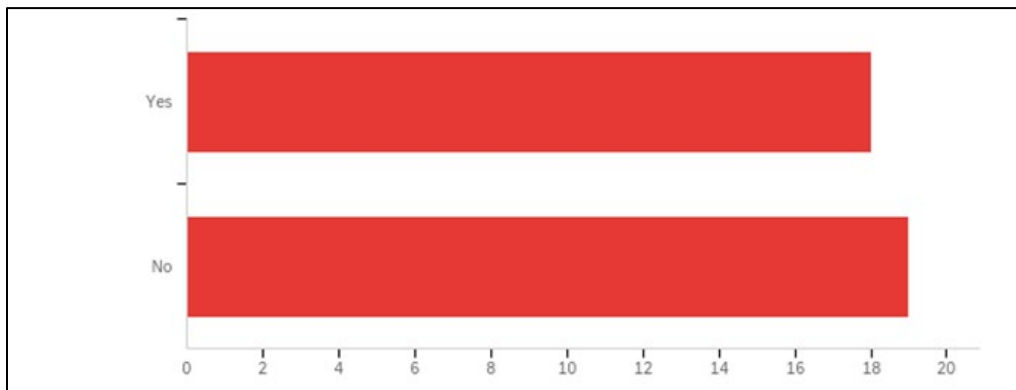


Chart 2:

Q30: Has your LGBTQIA identity had any impact on your relationships with students, faculty, or staff?



## 6. What did you learn? :

There were many lessons learned from the survey administered to LGBTQIA faculty. Based on the results, faculty are more strongly connected to the LGBTQIA Resource Center than they are with Georgia Tech's PRIDE Employee Resource Group. However, primary faculty engagement around an LGBTQIA identity happens with other faculty or in Atlanta.

Additionally, highlighted were the real experiences of faculty relating to harassment, discrimination, and other impacts of their LGBTQIA identity and the urgency for better support of trans and nonbinary individuals and expanded education across campus.

Participants reported a mixed reaction to the impact of their LGBTQIA identity on relationships with students, faculty, or staff. Many participants reported its negative impact while others said it allowed them to develop better relationships with students, particularly those who are LGBTQIA. Many employees agreed that knowing if their environment or colleagues were supportive was a barrier, as there was a lack of focus on education. That led to tangible actions that allies could take to improve the environment for LGBTQIA faculty.

## 7. Actions Taken :

**LGBTQIA Atlanta Resource:** The LGBTQIA Resource Center Staff will be working to create an LGBTQIA Atlanta resource for employees. This resource will include businesses, communities, and organizations that are run by or inclusive of queer and trans folks. This will be made available at on boarding and online for potential employees who are looking at Georgia Tech as a place to work and Atlanta as a place to live.

**Education:** Embed more concrete allyship behaviors for faculty and staff to employ in both Safe Space and Trans 101. This was also requested by GTRI Safe Space Facilitators, and that location will provide a great space to pilot a new training.

**Workshop for LGBTQIA Employees:** The Center will partner with Employee Resource Groups to provide a session on formal and informal ways at Georgia Tech to address microaggressions, bias, and harassment in the workspace.

**Progress:**  
Completed

### **Providing Department:**

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

## **Alumni Needs Assessment (Phase 1)**

**Number:**

Goal 2

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

The LGBTQIA Resource Center Staff will learn how Georgia Tech supports affinity alumni spaces AND to identify ways in which peer institutions support LGBTQIA alumni affinity spaces.

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

1. Information acquired will inform the LGBTQIA Resource Center's role in supporting LGBTQIA alumni and what our peer institutions are doing.
2. It will also provide needed information for Phase 2 of Pride Alumni Needs Assessment which will be conducted by LGBTQIA Resource Center Staff in the 2021-2022 Fiscal Year.

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

1. Center staff will create a survey to send to peer institutions to identify the ways in which their LGBTQIA Centers and Alumni Associations provide resources and support to LGBTQIA Affinity Spaces.
2. Center Staff will conduct information gathering interviews with Georgia Tech Alumni Affinity Spaces that Center Social Identity (e.g., Black, Women, Latinx, etc.).

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

Center Staff, in collaboration with Pride Alumni Group, will use the information gathered during Phase 1 to design and implement a needs assessment with Georgia Tech LGBTQIA Alumni.

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

Peer Institutions:

A 16-question survey based on the Council for the Advancement of Standards (CAS) standards for LGBTQIA Resource Centers in their work with Alum was administered to peer institutions LGBTQIA Offices or offices that focused on multicultural student programming. Thirteen institutions were contacted and only two filled out the survey with varying results from both institutions.

Affinity Spaces:

The Alumni Association assists with the management of five affinity spaces at Georgia Tech. Surveys were sent to three other groups (one group is not currently operational) and the affinity group for one alum community responded.

## 6. What did you learn? :

Neither survey yielded data that could be applied across either affinity alumni spaces or LGBTQIA Resource Center engagement with them. What we learned from our survey is that most affinity alumni groups include participation with allies, faculty, staff, and students.

Additionally, Resource Centers are working with identity-specific alumni groups in a variety of ways to expand alumni engagement with students and alumni connection to the institution. Student Affairs professionals surveyed felt that this engagement could be expanded by the institution's alumni association rather than having that work put on the Resource Center, which differs from how LGBTQIA alum affinity spaces were organized at their institution.

There also seems to be a difference in Center engagement if the Director of the center is also an alumnus. This could lead to inconsistent relationships when that person transitions out of their role.

Affinity spaces did play a role in Lavender Graduations and in the Institution's participation in area PRIDE events.

## 7. Actions Taken :

Continuing our engagement with the Georgia Tech Lavender Alumni (GTLA) is of the utmost importance. Ways in which we can continue this programming and have it mirror the examples from our data are provided below:

- **GTLA engagement in Atlanta Pride:** Pride Alliance and the Resource Center will collaborate with GTLA to include them in our contingent that walks in the Pride Parade. We will also work with them to identify an event/social that they would like to contribute to OUT Week.
- **OUT@Work:** With the expansion of our OUT@Work series with the Career Center, we will identify ways in which we can connect with GTLA to include them in this programming. One tangible connection is the spring semester session on finding an inclusive LGBTQIA work community and learning about LGBTQIA experiences in Graduate School.
- **Communication:** We will maintain regular communication with GTLA, with at least three meetings scheduled with Center Staff and the GTLA Executive Board

each year. Additionally, the Center Director will receive GTLA newsletters and engage in their social media platforms.

**Progress:**

Completed

**Providing Department:**

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

**Improve Safe Space Remote Training Effectiveness**

**Number:**

Goal 5

**1. Operational/Learning Goal:**

The Center Staff will evaluate the effectiveness of remote training sessions by comparing Safe Space post-tests from in-person and remote sessions.

**2. Outcome (s) :**

As the result of doing this comparison study, Center Staff will be able to identify if remote sessions are as effective as in-person sessions at equipping participants with information, terminology, and skills around LGBTQIA identity.

**3. Evaluation Strategy :**

Center Staff will host remote Safe Space sessions for employees and provide a post-test to gauge participants knowledge, confidence, and competence related to LGBTQIA inclusion. Center Staff will then compare this post-test data to previous in-person post-test data to determine the extent to which, if at all, learning is comparable.

Questions to compare:

- Q5 (only on post-test): As a result, of completing this training, I am more confident in my ability to be a good ally to LGBTQIA people
- Q9 (only on post-test): How will you use the information or skills you learned today when you return to your workplace/organization/residence hall/classroom?
- Q10-Q23: Terminology questions with a correct answer
- Q25: Please list three on-campus resources that are available



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

Center Staff will share the data from the remote post-tests with the Safe Space facilitator team. We will use this information to determine whether the remote sessions are as successful as in-person sessions at teaching participants to recognize and define LGBTQIA-inclusive terms and feel confident in their ability to be an ally. If the remote sessions are not as beneficial, additional assessment will be done to determine the best method for continuing this training.

#### 5. Summary of Results :

Based on pre- and post-tests given physically to participants in academic years 2018-2019 and 2019-2020 and given virtually in academic year 2020-2021, most all questions were accurately answered on the post-tests. For the 2020-2021 academic year, the virtual trainings saw a decrease in the number of attendees, but similar percentages of correct answers on post-tests (Tables 4 and 5). For pre-tests in 2020-2021, the initial percentage of correct answers on pre-tests was much lower for many of the measures compared to previous years, but by the post-test, the percentages of correct answers seem to be consistent with other years, when trainings were in-person.

Table 1. 2020-2021

Question	Pre-test Correct (N=71)	Pre-test Correct (%)	Post-test Correct (N=65)	Post-test Correct (%)	Percent Change
Q5	-	-	63	97%	-
Q9	-	-	63	97%	-
Q10	45	63%	63	97%	+34%
Q11	44	62%	65	100%	+38%
Q12	51	72%	57	88%	+16%
Q13	46	65%	61	94%	+29%
Q14	24	34%	45	69%	+35%
Q15	46	65%	55	85%	+20%
Q16	59	83%	62	95%	+12%
Q17	65	92%	60	92%	0%
Q18	45	63%	59	91%	+28%
Q19	50	70%	54	83%	+13%
Q20	51	72%	64	98%	+26%
Q21	41	58%	47	72%	+14%
Q22	63	89%	58	89%	0%
Q23	37	52%	53	82%	+30%
Q25	13	18%	48	74%	+56%

Table 2. 2019-2020

Question	Pre-test Correct (N=126)	Pre-test Correct (%)	Post-test Correct (N=119)	Post-test Correct (%)	Percent Change
Q5	-	-	106	89%	-
Q9	-	-	114	96%	-
Q10	106	84%	110	92%	+8%
Q11	108	88%	113	95%	+7%
Q12	97	66%	107	90%	+24%
Q13	103	82%	108	91%	+9%
Q14	41	33%	79	66%	+33%
Q15	86	68%	96	81%	+13%
Q16	112	89%	102	86%	-3%
Q17	114	90%	105	88%	-2%
Q18	81	64%	82	69%	+5%
Q19	86	68%	97	82%	+14%
Q20	91	72%	104	87%	+15%
Q21	71	56%	95	80%	+24%
Q22	110	87%	98	82%	-5%
Q23	63	37%	97	82%	+45%
Q25	30	24%	105	88%	+64%

Table 3. 2018-2019

Question	Pre-test Correct (N=151)	Pre-test Correct (%)	Post-test Correct (N=151)	Post-test Correct (%)	Percent Change
Q5	-	-	Q4 – 146	97%	-
Q9	-	-	Q8 – 139	92%	-
Q10	122	81%	140	93%	+12%
Q11	125	83%	138	91%	+8%
Q12	114	75%	131	87%	+12%
Q13	113	75%	134	89%	+14%
Q14	34	23%	97	64%	+41%
Q15	90	60%	133	88%	+28%
Q16	129	85%	142	94%	+9%
Q17	141	93%	147	97%	+4%
Q18	90	60%	117	77%	+17%
Q19	89	59%	140	93%	+34%
Q20	106	70%	140	93%	+23%
Q21	89	59%	128	85%	+26%
Q22	136	90%	139	92%	+2%
Q23	66	44%	126	83%	+39%
Q25	35	23%	125	83%	+60%

Table 4. Pre-Tests

Question	FY19 Total N=151 Correct N (Correct %)	FY20 Total N=126 Correct N (Correct %)	FY21 Total N=71 Correct N (Correct %)
Q13	122 (81%)	106 (84%)	45 (63%)
Q14	125 (83%)	108 (88%)	44 (62%)
Q15	114 (75%)	97 (66%)	51 (72%)
Q16	113 (75%)	103 (82%)	46 (65%)
Q3	34 (23%)	41 (33%)	24 (34%)
Q4	90 (60%)	86 (68%)	46 (65%)
Q5	129 (85%)	112 (89%)	59 (83%)
Q6	141 (93%)	114 (90%)	65 (92%)
Q7	90 (60%)	81 (64%)	45 (63%)
Q8	89 (59%)	86 (68%)	50 (70%)
Q9	106 (70%)	91 (72%)	51 (72%)
Q10	89 (59%)	71 (56%)	41 (58%)
Q11	136 (90%)	110 (87%)	63 (89%)
Q12	66 (44%)	63 (37%)	37 (52%)
Q18	35 (23%)	30 (24%)	13 (18%)

Table 5. Post-Tests

Question	FY19 Total N=151 Correct N (Correct %)	FY20 Total N=119 Correct N (Correct %)	FY21 Total N=65 Correct N (Correct %)
Q5	Q4 - 146 (97%)	106 (89%)	63 (97%)
Q9	Q8 - 139 (92%)	114 (96%)	63 (97%)
Q10	140 (93%)	110 (92%)	63 (97%)
Q11	138 (91%)	113 (95%)	65 (100%)
Q12	131 (87%)	107 (90%)	57 (88%)
Q13	134 (89%)	108 (91%)	61 (94%)
Q14	97 (64%)	79 (66%)	45 (69%)
Q15	133 (88%)	96 (81%)	55 (85%)
Q16	142 (94%)	102 (86%)	62 (95%)
Q17	147 (97%)	105 (88%)	60 (92%)
Q18	117 (77%)	82 (69%)	59 (91%)
Q19	140 (93%)	97 (82%)	54 (83%)
Q20	140 (93%)	104 (87%)	64 (98%)
Q21	128 (85%)	95 (80%)	47 (72%)
Q22	139 (92%)	98 (82%)	58 (89%)
Q23	126 (83%)	97 (82%)	53 (82%)
Q25	125 (83%)	105 (88%)	48 (74%)

## Questions Assessing:

- Q5. Please indicate your level of agreement with the following statements: - As a result of completing this training, I am more confident in my ability to be a good ally to LGBTQIA people.
- Q9. How will you use the information or skills you learned today when you return to your workplace/organization/residence hall/classroom?
- Q10. This refers to how we present our gender to the world and includes our speech, clothing, mannerisms, and hairstyle, among other things.
- Q11. This is determined at birth based on the appearance of a person's genitalia and then recorded on their birth certificate.
- Q12. This refers to the sexual, romantic, and/or emotional attractions that a person has or doesn't have to other people.
- Q13. This refers to a person's internal sense of gender.
- Q14. Individuals who do not fit the typical definitions of male or female because of the hormones, chromosomes, or anatomy they were born with.
- Q15. A term that describes people whose gender identity aligns with the sex or gender they were assigned at birth.
- Q16. Someone who experiences no sexual attraction.
- Q17. Individuals who identify as women and are attracted only to other women.
- Q18. An umbrella term that describes people whose gender identity does not align with the sex or gender they were assigned at birth.
- Q19. Individuals who are attracted only to the people of the same sex or gender. Usually used to refer to men who are attracted to other men.
- Q20. Someone who supports and advocates for a community that they may or may not belong to themselves.
- Q21. An umbrella term used to describe individuals who are not heterosexual or cisgender. Historically (and sometimes even now) used as a pejorative term but has been reclaimed by some groups who used it as a positive and empowering term.
- Q22. A term that has historically been used to describe individuals who are attracted to men and women. It is now sometimes used to describe individuals who are attracted to people of the same gender as themselves as well as people of a different gender.
- Q23. Individuals who are attracted to multiple sexes or genders. Was originally coined to be a more inclusive and expansive term than bisexual but is now sometimes used interchangeably with it.
- Q25. List three on-campus resources that support LGBTQIA people.

## 6. What did you learn? :

The participants of virtual settings entered the Safe Space training with a lower level of knowledge of gender and sexuality terminology than their counterparts from in-person sessions. Assessing the data, few answers on the pre-test for virtual sessions were answered correctly by more than 75% of the participants. However, results of the post-

test show questions were answered correctly by 75% or more of participants. In comparing the results from the virtual sessions to the in-person sessions, looking specifically at post-tests, the percent of correct answers have remained consistent from year to year.

One area for continued growth pertains to “intersex” (Q14 on the post-test). Even after a thorough training, a significant portion of participants are still failing to comprehend this term.

Overall, we have learned that the virtual training options are just as effective as in-person sessions. Participants learn, feel confident in their ability to allies to LGBTQIA colleagues and students, and appreciate the accessibility of a virtual training.

## **7. Actions Taken :**

The LGBTQIA Resource Center professional staff have decided to continue with offering virtual sessions of Safe Space moving into the Fall 2021 semester to offer flexibility and opportunities to engage for people who may not be on campus. Additional focus will have to be given to ensure quality training continues virtually. The Center will also continue to update the training based on feedback received from participants and as language/terminology/best practices continue to evolve. We will commit to hosting at least one virtual training a semester in order to continue to provide a service to employees who may not be on campus.

### **Progress:**

Completed

### **Providing Department:**

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

# Student Diversity Programs

## Perceived Division Commitment to Diversity and Inclusion

**Number:**

Goal 1.

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

Student Diversity Programs will escalate the degree to which Student Life staff demonstrate, through the provision of programs and services, a continuous commitment to diversity and inclusion.

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

Student Life staff will report an increase in observation of mindful, intentional evidence of its embracement of diversity and inclusion.

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

In collaboration with the Director of Research and Assessment for Student Life, Student Diversity staff, will develop a brief survey to measure the extent to which Student Diversity Programs' stakeholders perceive an increase in evidence of a movement forward of diversity and inclusion.

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

Information gained will be shared with Division of Student Life leadership, Student Diversity Programs staff and stakeholders.

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

Delayed due to COVID-19.

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

Delayed due to COVID-19.

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

Delayed due to COVID-19.

**Progress:**

Completed

**Providing Department:**

Student Diversity Programs

## **Staff Commitment to Diversity and Inclusion**

### **Number:**

Goal 2.

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

Student Diversity Programs will escalate the degree to which Student Life staff demonstrate, through the Multicultural Competence (MCC) Working Group, established in Fall 2019, an increased commitment to diversity and inclusion.

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

Student Life staff members of the MCC Working Group members will report findings of their MCC-related work.

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

Student Diversity Programs' staff will track the numbers of MCC-related trainings, programs, etc. In the event the MCC Working Group makes the decision to reignite the MCC Certification Program, participation of staff completion of programs toward certificate attainment will be recorded.

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

Information gained will be shared with Division of Student Life leadership, Student Diversity Programs staff and stakeholders.

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

Delayed due to COVID-19.

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

Delayed due to COVID-19.

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

The MCC Committee decided to delay this goal due to COVID-19, the need of baseline data, and the arrival of the new Vice President for Student Engagement and Well-Being.

### **Progress:**

Completed

### **Providing Department:**

Student Diversity Programs



## **Remote Engagement**

**Number:**

Goal 3.

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

The Office of Student Diversity Programs Staff will gain insight on how students, faculty, and staff prefer to engage remotely through participation in workshops, programs, and training sponsored by the department.

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

The Office of Student Diversity Programs will be able to identify which remote learning strategies impact student, faculty, and staff engagement.

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

In collaboration with the Director of Research and Assessment for Student Life, Student Diversity Programs Staff will develop a survey to administer to students, faculty, and staff to ascertain which remote learning strategies impact their engagement.

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

Information gained will be shared with the Division of Student Life Leadership, Student Diversity Programs Staff, Student Life Inclusion, Advocacy & Support Staff, and other stakeholders.

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

Student Diversity Programs administered surveys to participants who attended a virtual presentation Fall 2020. Seven programs out of twelve (58%) responded to the survey, netting 80 respondents. Here is a summation of key findings:

- 11% of respondents reported this was their first experience attending a virtual presentation.
- 60% of the respondents reported they would not like to be visible to the presenter or other participants.
- 75% of the respondents reported they would like to have a visual aid e.g., PowerPoint to accompany the virtual presentation.
- When asked how they would like to engage with the presenter(s) and other participants, they responded as follows:
  - 28% Chat Function
  - 26% Poll Function
  - 16% Audio Participation
  - 14% Video Participation

- 13% Small Group Breakout Rooms
- When participants were exposed to the poll function, 100% of the respondents “Strongly Agreed” or “Agreed” they liked the poll function.
- When participants were exposed to the chat function, 99% of the respondents “Strongly Agreed” or “Agreed” they liked the chat function.
- When participants were exposed to the breakout rooms, 44% of the respondents reported they liked the breakout room’s function.
- When asked what they required to meet accessibility needs, respondents reported the following:
  - 23.5% High Contrast Slides
  - 19.8% Email slides in Advance
  - 13.6% Closed Captioning

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

1. We learned that virtual workshop participants value engagement, and that polls are a simple way to involve the audience. In addition, we learned some virtual programs, like Zoom, incorporate polls in their program design. If the platform doesn't have a poll function, programs like Poll Maker or Kahoot can be utilized.
2. We learned that the Office staff should use virtual platforms that offer closed captioning. Not only is closed captioning necessary for those who are deaf or hard of hearing, it is a resource for audience members whose first language is not English. In addition, closed captioning is beneficial when presenters speak fast.
3. We learned that some participants prefer to have the slide deck in advance. While we find it difficult to share our intellectual property, we found it useful to provide participants with homework in advance to provide context for the program. For example, we provided some participants with readings in advance of the presentation.
4. We learned it was beneficial to have an additional person serve as a chat moderator since the chat function is the main mode of communication.

## **7. Actions Taken :**

Once we learned participants did not value talking, we incorporated polls, quizzes, or word clouds to engage the audience. Additionally, we met with program or organization leaders in advance of the presentation to gauge what resources increase engagement.

### **Progress:**

Completed

### **Providing Department:**

Student Diversity Programs

## **Improve Diversity, Equity, and Inclusion Efforts (DEI)**

**Number:**

Goal 4.

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

Student Diversity Programs staff will improve diversity, equity, and inclusion efforts within the Division of Student Life.

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

Division leadership will become more knowledgeable about staff perception regarding Departmental and Division commitment to diversity, equity, and inclusion.

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

In collaboration with the Multicultural Competence Committee, the Office of Student Diversity Programs will develop a survey to measure the extent to which staff in the Division of Student Life perceive the Division's and Departmental commitment to diversity, equity, and inclusion efforts.

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

Information gained will be shared with Division of Student Life leadership, the Multicultural Competence Committee, Inclusion, Advocacy & Support Staff, and key stakeholders.

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

A survey was administered to Student Life Staff Spring 2021. Forty-three staff, representing 16 departments and/or units, responded. Key findings include:

- 14% of the respondents reported their Department did not have a definition for diversity and/or inclusion.
- Another 14% of the respondents were able to articulate a diversity and/or inclusion mission and/or vision specific to their Department.
- 63% of respondents reported their Department does not have a separate diversity and/or inclusion statement and/or plan.
- 57% of respondents reported their Department was "Effective" or "Somewhat Effective" in defining short term goals.
- 65% of respondents reported their Department was "Effective" or "Somewhat Effective" in fulfilling its diversity and/or inclusion mission.
- 62% of respondents reported their Department was "Effective" or "Somewhat Effective" successful in responding to diversity and/or inclusion topics.

- 90% of respondents reported their department's leaders were “Supportive” or “Somewhat Supportive” in providing opportunities for them to participate in diversity and/or inclusion opportunities.
- 57% of respondents reported their Department has policies and/or practices in place to ensure that diversity and/or inclusion matters are integrated within their department.
- 50% of respondents reported their Department does not routinely or does not review current diversity policies or practices.
- 68% of respondents reported their Department to be “Effective” or “Somewhat Effective” in recruiting staff members from diverse backgrounds and experiences.
- 40% of respondents reported their Department to be “Effective” or “Somewhat Effective” in retaining staff members from diverse backgrounds and experiences.
- In order to enhance the recruitment of staff from diverse backgrounds and experiences, some departments do the following:
  - Post job position widely and offer interviews to candidates from diverse backgrounds.
  - Source job postings through list-serves and job boards that serve diverse populations.
  - Networking and advertising our position openings as much as possible to professional groups we know are connected with potential applicants from diverse backgrounds and experiences.
- 50% of the respondents reported that they do not know what their Department does to enhance the efforts to enhance the retention of staff from diverse backgrounds and experiences or denies Departmental effort to enhance the retention of staff from diverse backgrounds and experiences.
- 90% of the respondents rated their level of multicultural and/or cultural competence has as “Fully” or “Adequate” competent.
- 50% of respondents reported they are “Regularly” or “Sometimes” evaluated on their multicultural and/or cultural competence.
- 63% of the respondents reported they perceived their Department to be “Adequate” or “Somewhat Adequate” in offering training in areas of diversity, inclusion, and multicultural competence.
- 100% of respondents reported they have been involved with professional presentations and/or scholarly activities in the area of diversity and/or inclusion. Examples of involvement include:
  - Attending events like the MLK Speaker
  - Participating in the Inclusive Leaders Academy
  - Participating in training
  - Participating in book club discussions
  - Presented at a conference
  - Attended a conference
  - Serving on committees

- Assisted with the creation of a practice brief
- Co-facilitated Division and Departmental training
- Employee Resource Groups
- 68% of respondents reported the Division was “Effective” or “Somewhat Effective” in providing diversity and inclusion programming and inclusion competency training for staff.
- 79% of respondents reported they “Strongly Agreed” or “Agreed” they perceived the Division as a welcoming and culturally inclusive environment.
- 72% of respondents reported they “Strongly Agreed” or “Agreed” they perceived their Department as a welcoming and culturally inclusive environment.
- 65% of respondents reported they perceive their Department to be “Adequate” or “Somewhat Adequate” in evaluating the effectiveness of its multicultural and/or cultural services to students.
- 54% of respondents reported they perceive their department to be “Adequate” or “Somewhat Adequate” in evaluating student satisfaction with regard to the multicultural and/or cultural competence of their Departmental staff.
- 59% of the respondents reported they perceive their Department to be “Adequate” or “Somewhat Adequate” in assessing the needs of underrepresented or underserved students.
- 49% of respondents reported they perceive their Department to be “Adequate” or “Somewhat Adequate” in assessing the needs of underrepresented or underserved staff.

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

- Most departments do not have a separate diversity and/or inclusion mission specific to their department. In addition, members of the same Department did not share the same mission. There is a need for clarity and alignment around diversity and inclusion at the Departmental level.
- There is a need to review policies, procedures, and practices on a regular basis with respect to diversity and inclusion.
- There is a 28-point difference when it comes to effectively recruiting (68%) and retaining (40%) staff from diverse backgrounds and experiences.
- When it comes to recruitment, some departments reported posting job positions widely through list-serves and job boards that serve diverse populations.
- There is a perceived lack of awareness of Departmental efforts to retain staff from diverse backgrounds and experiences.
- Only one-half of respondents reported being evaluated on their cultural or multicultural competence.
- There is a perception that the Division is a more welcoming and culturally inclusive environment than departments, but there is a perception the Division can be more effective in ensuring that all offices are welcoming and culturally inclusive.
- More staff members are engaged in scholarly activities in the area of diversity and/or inclusion through attendance rather than leadership.

- There is room for improvement when it comes to training by:
  - Offering more training
  - Bringing in outside facilitators
  - More offices can facilitate training efforts

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

The MCC wanted to bring in an outside facilitator, however thought it best to wait for the new Vice President for Student Engagement and Well-Being.

#### **Progress:**

Completed

#### **Providing Department:**

Student Diversity Programs

# **Veterans Resource Center**

## **Improve Veterans Resource Center Programming**

**Number:**

Goal 1

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

The Veterans Resource Center (VRC) Staff will improve programming for Student Veterans.

### **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 for programming.

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

An online survey will be administered to student Veterans during the Spring 2021 semester. The survey will be repeated during the Summer and Fall 2021 semesters with new students.

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

Results will be shared with Admission Office Staff, Bursar's Office Staff, Registrar's Office Staff, and campus partners who support student veterans with direct services. Additionally, data will be shared with departments which have the potential to support student Veterans. Additionally, the results will be used to inform the programming of the new VRC.

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

The needs assessment survey was administered during the semester. There were 25 respondents. The significant findings from the survey were:

- 85% of respondents reported Tech was military friendly
- 80% indicated an easy transition into the Tech community; however, 60% did not feel a connection to Tech
- 90% of participants indicated an interest in career and internship opportunities

Although participants indicated Tech as Military Friendly, some respondents indicated having difficulty applying to Tech and were not aware of support and services available to them. Additionally, respondents reported they are looking for more opportunities to meet and network with other Student Veterans.

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

The VRC staff learned that Student Veterans were not aware of all of the support and services available on campus. And that students are looking for opportunities to meet and network with employers and with other Student Veterans.

## **7. Actions Taken :**

With the return of students for Fall 2021, in the new Veterans Resource Center, the Staff will provide new opportunities for career and employment. Additionally, to increase student Veterans' knowledge of campus resources and services, the VRC Staff will continue to collaborate with the Office of Admission Staff, Center for Academic Success, and other student support offices to increase awareness of services to student veterans. Additionally, the VRC Staff will continue to pursue new ways to encourage student veterans' meetings and provide career opportunities. For example, the VRC will host visits from potential employers and provide opportunities for student veteran meet-and-greet outings on and off campus. In addition, VRC Staff will continue to partner with an external organization such as FourBlock, a career service company that assists veterans with employment networking, resume writing, and interviewing skills. The VRC Staff will add new employers to the VRC's website to include career opportunities for military and veterans.

### **Progress:**

Completed

### **Providing Department:**

Veterans Resource Center

## **Improve Accessibility Services**

### **Number:**

Goal 2

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

The VRC Staff will improve services related to Accessibility.

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

As a result of hosting a focus group with Student Veterans, the VRC will identify at least 2 areas of improvement for accessibility within the new Center.



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

VRC Staff will facilitate a Student Veteran focus group. Student veterans will be able to articulate two accessibility programs and/or services requiring improvement in the new VRC.

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

Results from the focus group will be used to improve accessibility within the new Veterans Resource Center and to improve services specific to student veterans. Results will be shared with key stakeholders across campus who support student veterans as well as the Vice President of Student Life/Dean of Students.

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

As a result of remote learning during COVID-19 and later opening of the new VRC, the focus group was not conducted this year. This assessment will be moved to FY'22.

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

N/A

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

Assessment goal moved to next year.

#### **Progress:**

Completed

#### **Providing Department:**

Veterans Resource Center

## **Increase Student Veteran Knowledge Related to Civilian Workplace Ethics**

#### **Number:**

Goal 3

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

Student Veterans will learn about the similarities between military and civilian workplace ethics.

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

As a result of attending the Military to Civilian Ethics Workshop, participants will be able to identify 3 areas of similarities between military and civilian workplace ethics.

## **3. Evaluation Strategy :**

At the conclusion of the Student Veterans Military to Civilian Ethics Workshop, participants will receive a brief survey to assess learning.

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

Information will be shared with VRC stakeholders, Associate Dean of Students, and the Vice President of Student Life/Dean of Students.

Data will be used to assess participant learning and improve future workshops. Results will be shared with Ethics Week Committee and other relevant departments.

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

The workshop was conducted during the Fall 2020 semester, with 11 total participants. Participants indicated that they gained knowledge about the similarities between civilian workforce and military. Additionally, feedback from participants indicated that they identified with the presenters and shared similar experiences starting out in the civilian workplace.

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

The VRC staff learned that the participants and presenters all shared similar experiences with transition into the civilian workforce.

## **7. Actions Taken :**

The VRC Staff will use the assessment results to develop a workshop highlighting tips and suggestions to help aid participants with transition into the civilian workforce.

### **Progress:**

Completed

### **Providing Department:**

Veterans Resource Center

# **Women's Resource Center**

## **Programs and Services for Graduate Women**

**Number:**

Goal 1.

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

The Woman's Resource Center (WRC) will staff will further educate themselves by learning about specific programming and supportive resources desired by Graduate women.

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

As a result of participating in a focus group, graduate women will be able to articulate two additional programs, resources, or services the Women's Resource Center can offer to Graduate women.

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

In collaboration with the Director of Research and Assessment for Student Life, the WRC will conduct focus groups with graduate women about resources and programming.

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

Information gathered from focus groups will be shared with the Women's Resource Center staff and stakeholders and be used to inform program planning for FY'22 and the WRC's strategic plan. If relevant, assessment data will also be shared with campus partners who we collaborate with to serve graduate women.

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

As a result of COVID-19, this assessment goal was delayed and will be scheduled in FY'21-'22

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

As a result of COVID-19, this assessment goal was delayed and will be scheduled in FY'21-'22

## **7. Actions Taken :**

As a result of COVID-19, this assessment goal was delayed and will be scheduled in FY'21-'22. This will become part of a larger needs assessment for graduate women conducted by the WRC.

### **Progress:**

Completed

### **Providing Department:**

Women's Resource Center

## **Accessibility of Social Media and Website**

### **Number:**

Goal 2.

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

WRC Staff will educate themselves; improve social media platforms, using a standardized tool or guide, to examine the Americans with Disabilities Act (ADA) accessibility of our social media (Facebook and Instagram posts and profiles).

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

As a result of a self-assessment, staff members will gain knowledge of the ADA Standards and be able to describe how the Office adheres to the standards as well as identifying gaps and needed changes.

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

Based on the results from a self-assessment instrument, Women's Resource Center Staff will be able to articulate 2-3 specific areas for further development or improvement in our social media communication.

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

Results will be used to further develop the Women's Resource Center social media communication. Best practices learned will be shared with Inclusion, Advocacy and Support team and student organizations that the WRC staff advises.

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

Women's Resource Center staff reviewed Web Content Accessibility Guidelines (WCAG), the Federal Social Media Accessibility Toolkit, and Hootsuite's inclusive design for social media for standards and recommendations. In reviewing our social media

content from 2019- June 2021, we now use closed captioning for some of our content, considered color contrast and size of font in some of our postings. Based on the recommendations and standards set forth by WCAG, we could strongly improve the accessibility of our social media.

For example, here is a typical post from our Instagram account about an upcoming program:



To make this post accessible, we should have used camel case for our hashtags (instead of #craftcircle, use #CraftCircle), used an alt-text description of the image in the post (Alt text: This post has a carousel of images. In the first, supplies used in bullet journaling are scattered on a table. At the top, there is a small, white box holding many spools of washi tape in stripes and polka dot patterns. On the bottom, there are several sheets of stickers, including one in the forefront that is a custom sticker sheet with six round stickers. To the right of the sticker sheets are a black pen and eight markers in shades of blue and purple.), eliminated or reduced the number of emojis and eliminated all caps "LINK TO REGISTER IN THE BIO."

In another post, we feature a video from our Director welcoming new students to Georgia Tech. We should have captioned this video and used alt-text to explain what was happening in the video (Alt-text: A white woman with wavy blonde hair, wearing a blue stone necklace and black long-sleeved sweater is standing outside, under green trees, on a sunny day and is speaking directly to the camera.). In this case, we did use

camel case for our hashtags, but the accessibility of this post would have been much greater if we had used alt-text and closed captioning.



## 6. What did you learn? :

The Women's Center staff reviewed several best practice tools and documents to learn more about how we can make our social media accessible to the widest range of users. This was important to us because social media is the primary mode of communication we use to share with our community about upcoming programs or to share information of importance to our Office staff. We reviewed information about inclusive design, which requires a shift in thinking from average users to thinking about "edge cases," which can include differences in how a user interacts or receives information based on differences in ability, age, gender, language, and other factors. Inclusive design requires that content creators and communicators: 1) recognize exclusion, 2) solve for one and extend to many; and 3) learn from diversity. This was an important and meaningful framework for us because it is how we approach our programming. We learned that we could apply a practice to our social media communications using a framework for accessibility, that doesn't just focus on ability, but focuses on the wide range of a person's experience and identities, and this expanded our focus and evaluation of our communications practice.

We further learned that closed captions on videos can serve to assist people with hearing impairments but can also be beneficial to help language learners and viewers with language comprehension.

We focused our learning about inclusive design tips for text and video.

### For text:

- 1) Write in plain language. To improve our accessibility, we should avoid jargon or slang and write at an 8th grade or lower reading level.
- 2) Limit the use of all caps, because of their difficulty to read and they are often misinterpreted by screen readers.
- 3) Put hashtags at the end of posts, limit their use, and use camel case.
- 4) Avoid saying click here, provide in text links. So, if you tell your readers that the link is in your profile, also provide it in the text so that screen readers will capture it.
- 5) Limit emoji use and do not use emoticons, because they are read aloud by assistive technology (loudly crying face, two circling hearts), and can disrupt meaning and comprehension.
- 6) Use inclusive language. Share diverse voices and imagery, evaluate text for assumptions, include pronouns, avoid ableist language.
- 7) Use adequate font size and avoid special characters.

### For video:

- 1) Include captions.
  - Facebook: Auto-generate captions, write them yourself, or upload a SubRip (.srt) file. Automatic closed captioning is also available for Facebook Live.
  - YouTube: Auto-generate captions, transcribe them, or upload a supported file. Errors can be corrected with the caption editor.
  - Instagram: Automatic closed captioning is for IGTV Live and IGTV. Otherwise, video captions must be encoded in advance. Add captions to your Instagram Stories, and TikTok and Snapchat videos, with custom text. Cliptomatic helps with this.
- 2) Use video descriptions.
  - Live described video. Live video hosts should be familiar with descriptive video techniques, taking pauses to describe what's happening on screen. Accessible Media Inc. has a good best practices guide.

## **7. Actions Taken :**

Moving forward for all of our social media posts we will use the guidelines identified in our findings. With specific attention paid to alt-text and captioning. Additionally, we will

train our WRC student leaders and the organizations we advise about the importance of these guidelines and how to implement them in their communications.

**Progress:**

Completed

**Providing Department:**

Women's Resource Center

**RISE: Feminist Leadership Learning Outcomes**

**Number:**

Goal 3.

**1. Operational/Learning Goal:**

Re-Imagine, Inspire, Serve, Empower (RISE) members will increase their awareness and application of leadership practices centered in social justice and gender equity.

**2. Outcome (s) :**

As a result of participating in RISE during their first year at Georgia Tech, members will be able to....

1. List 3 values of Feminist Leadership.
2. Apply 3 values of Feminist Leadership to their personal leadership practices.

**3. Evaluation Strategy :**

In April 2021 (after a full year of participation in RISE programs, meetings, and events) all RISE members will receive a digital survey with open-ended questions evaluating the specific learning outcomes listed below:

1. List 3 values of Feminist Leadership.
2. Apply 3 values of Feminist Leadership to their personal leadership practices

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

The results of the survey will be used by WRC staff and RISE Student Advisers to assess the effectiveness of RISE programs on participant's leadership development. Results will also be shared with the First-year Leadership Organization (FLO) Advisory Board as part of the FLO probationary evaluation to determine if RISE will become an officially sanctioned First-year Leadership Organization. If funding is received from Institute organizations (example: Division of Student Life, SGA, Student Foundation, Parents Fund, etc.) results will be shared directly with sponsoring departments and other WRC stakeholders.



## 5. Summary of Results :

Q1. Please list 3 feminist leadership principles you have developed through participating in RISE:

- *ability to understand systemic issues*
- *Being aware of everyone's background and where different people might be coming from*
- *Confidence*
- *Cultural awareness*
- *Inclusion*
- *Self-awareness - making sure that my words and actions are guided by empathy and understanding*
- *sharing power*
- *uplifting often overlooked and marginalized voices*
- *Communicating importance of feminism for all genders*
- *Confidence*
- *Developing a voice to speak out on injustices*
- *Empathy*
- *honoring diversity*
- *intersectional feminism*
- *leading with empathy*
- *Not being afraid to speak up*
- *Working through bias - within oneself and in their respective communities*
- *Accountability*
- *advocacy for marginalized voices*
- *Determination*
- *peace*
- *Presentation skills*
- *recognizing internalized biases and privileges and working to dismantle them*
- *Sharing a platform and collaborating with diverse voices*
- *Sharing power*
- *Working together towards the common good*

Q2. Describe how you have demonstrated these principles in your personal leadership practices.

- *As a student advisor in RISE and as a leader in other student groups, I demonstrate these leadership principles by giving everyone an equal opportunity to contribute to the group and treating all members with respect and dignity. Each person can bring a very unique aspect to a team, but you aren't able to see that if you discourage people's differences.*
- *I believe that in order to be a leader you have to practice inclusion and inclusivity. To lead a group of people, you have to ensure that every voice is not only heard, but welcomed regardless of background. Confidence is importance in all aspects of*

*life, but specifically in leadership. Leadership can help build confidence. Accountability is important because I have to hold not only myself accountable but others as well.*

- I have worked on my own self-awareness by being mindful of the words I use to promote inclusion. In a similar way, I work through bias by questioning the assumptions I make based on premature observation. Furthermore, in terms of sharing a platform and collaborating with diverse voices, I have made sure to be more cognizant of other people when in group settings, and to encourage those with quieter or subdued voices to have a seat at every table.*
- I practiced them when we were planning our event*
- In conversations and daily interactions, I am more aware of my role in society and how I impact others. I am more careful when implementing consequences in my leadership roles and bring an intersectional feministic approach to my life.*
- In every leadership opportunity I have had in my time at Tech, I have made sure to incorporate the principles into my leadership style. Whether it be remembering to ask for peoples pronouns, figuring out how to work better collaboratively, or simply just practicing different ways to lift others up.*
- One of the most important principles that I developed throughout RISE was understanding how to create inclusive spaces for individuals, regardless of race, gender, or sexual identity. I have become more aware of the language I am using, and aimed to change the way I market different events. This leads directly into the second principle, where I have begun speaking out on some of these issues. A couple of my friends consistently use the term "female", so I have attempted to educate them on the negative connotations that this word implies. In terms of sharing power, I believe it is imperative to disperse power to those who are best suited for it, rather than hoarding power out of a misplaced sense of self-importance. Thus, when I have helped coordinate other workshops outside of RISE, I have delegated different tasks to my group members, rather than trying to take on all of the responsibility myself.*
- Working as the DEI Chair within the Content and DEI committee, I demonstrated these principles through the development of our presentation and through my delivery of the presentation.*
- Working on the RISE service project Red Goes Green allowed me to integrate these principles into my leadership practices. First, it was important to recognize my privilege of having access to menstrual products and how that has shaped what I have and have not experienced in life. After recognizing that, I chose to lift the voices of individuals who do experience period poverty and make their experiences heard. Finally, I learned the importance of using neutral language when talking about menstrual health and menstrual product users so as to create an inclusive and empathetic environment.*

## 6. What did you learn? :

As a core part of the curriculum for this program, we focused on training students using Feminist Leadership principles. All of the survey respondents were able to identify at least three principles and an application to future leadership (sharing power, leading with empathy, centering marginalized voices/people, identifying bias, etc.). Some of the students were able to articulate these principles more clearly, while others were able to give a more general answer. These results will help us to better hone and refine our curriculum and help students make clear connections to how this intensive leadership experience in their first year can be applied to later leadership experiences.

Based on their survey responses, it is clear that the survey respondents are able to identify how they apply what they learned through RISE to their leadership.

- "I have worked on my own self-awareness by being mindful of the words I use to promote inclusion. In a similar way, I work through bias by questioning the assumptions I make based on premature observation. Furthermore, in terms of sharing a platform and collaborating with diverse voices, I have made sure to be more cognizant of other people when in group settings, and to encourage those with quieter or subdued voices to have a seat at every table."
- "One of the most important principles that I developed throughout RISE was understanding how to create inclusive spaces for individuals, regardless of race, gender, or sexual identity. I have become more aware of the language I am using and aimed to change the way I market different events. This leads directly into the second principle, where I have begun speaking out on some of these issues. A couple of my friends consistently use the term "female", so I have attempted to educate them on the negative connotations that this word implies. In terms of sharing power, I believe it is imperative to disperse power to those who are best suited for it, rather than hoarding power out of a misplaced sense of self-importance. Thus, when I have helped coordinate other workshops outside of RISE, I have delegated different tasks to my group members, rather than trying to take on all of the responsibility myself."

Additionally, the survey responses have shown that RISE helped students feel connected during a difficult year.

- "Before coming to Tech, I was worried about the competitive environment and bad reputation of mental health. RISE really helped me see and be a part of an incredibly supportive feminist environment, one that genuinely cares about students' mental health, encourages better overall holistic practices, and strives to support change for gender equity and social justice in the Atlanta community."
- "Due to COVID, I think RISE was an extremely beneficial introduction to Georgia Tech. It allowed me to find a community of like-minded women who all share a passion for feminism and social justice, and beyond that, who want to make a legitimate change to the Tech community. The "Red Goes Green" workshop was

a wonderful opportunity to impact my peers and educate them on a topic that I truly care about."

- "I consider myself fortunate to have participated in RISE, because it got me into a leadership position early on in my college career, and it connected me with students with incredible passions and visions. Being introduced to feminist leadership principles through RISE was really impactful, because now I know what leadership qualities I want present in other clubs and organizations I participate in as a student."
- "RISE has been a foundational part of my first year at GT. By teaching me to further my goals surrounding leading with empathy and allowing me to practice feminist leadership, RISE has set me up to continue to be a student leader at Georgia Tech. I feel more confident in my ability to effectively lead my peers and ensure the presence of equity in the events I am part of."

## **7. Actions Taken :**

RISE has become an officially sanctioned first-year leadership organization and we have recruited 4 new Student Advisors to lead the organization in its second year. These students will work with WRC staff to strengthen the feminist leadership principles curriculum for the incoming RISE cohort. We won't make major overhauls to the curriculum, but we will do a pre- and post-evaluation with the students in the coming year to determine what feminist leadership principles they feel they already have a grasp on prior to the beginning of the program and what they learn as a result of the program, and we will determine methods for helping students name feminist leadership principles as they use them.

### **Progress:**

Completed

### **Providing Department:**

Women's Resource Center

# Leadership, Education, and Development

## Global Leadership Practice

**Global Leadership Practice | Working Across Cultures (Tokyo Tech) - International students will develop individual and team leadership skills within a multi-cultural learning environment**

**Number:**

Goal 1.

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

In partnership with Tokyo Institute of Technology, GT Leadership Education and Development (LEAD) was invited once again (for a 4th year) to refine and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 60 students and 12 graduate student teaching assistants (4 – Georgia Tech students). It is important to note that this course was delivered in a remote format for a 2<sup>nd</sup> year due to travel restrictions around COVID-19.

LEAD will measure learning outcomes related to the development of individual and team leadership skills by analyzing student individual written reports at the end of the course.

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

Global Leadership Practice students will show leadership development gains in areas of multi-cultural perceptions of leadership, reflective writing, self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives, effective multi-cultural team development, team health and systems of multi-cultural leadership that seek to innovate, change, grow and improve future organizations.

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

LEAD will measure learning outcomes related to the development of individual and team leadership skills by performing a qualitative analysis on participating student individual written reports at the end of the course.

A qualitative analysis was performed on the students' individual written report submissions at the end of the course and then compared to the learning outcomes of the course:

1. Identify similarities and differences in multi-cultural perceptions of leadership

2. Write reflectively on topics related to leadership, experience, and professional goals.
3. Build/enhance leadership skills through gaining self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives.
4. Illustrate what makes multi-cultural teams effective, high performing while testing solutions to common team challenges.
5. Construct a system of multi-cultural leadership that seeks to innovate, change, grow and improve future organizations.

The individual written report (3-4 pages) is a culmination of learnings during the Global Leadership Practice experience. The report contains the following sections:

- My Perception of Leadership | Think about your definition of leadership before you started this class. Review your blog entries, class notes and learnings from your team project. How has your perception of leadership evolved?
- Who Am I? | Based on the Values Card Sort, the Student Leadership Practices Inventory, and the leadership experiment reflection, what did you learn about yourself (e.g., strengths, values, passion, and purpose, etc.)?
- The Secret to Multi-cultural Teams | What are some of the common elements to multi-culture teams that make them cohesive and high performing? What needs to be avoided? What are the skills you need to continue to develop to improve your collaboration skills? Reference our speaker's presentation, blog entry, reflection on how you and your team performed on your team project, etc.
- A Vision for My Leadership Future| Identify 3-5 major lessons you learned about leadership from this global leadership experience and outline concrete ways that you will apply what you learned in your daily leadership life (e.g., in future teams, places of employment, the classroom, etc.). Be sure to include references to your "system" of leadership and one or more of the five exemplary practices.

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

Report will be disseminated among LEAD and Tokyo Tech stakeholders as well as the Vice President of Student Life/Dean of Students. Articles will also be written at Tokyo Tech to highlight the benefits of the course and attract new participants.

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

Overall, students' perception of leadership continues to evolve over the course of the class sessions. This year, we began to see the shift of students' leadership perspective from one directional, a position of power and authority, evolving into more collaborative leadership that involves trust, investment in others and potentially taking a step back as a form of leadership. Leaders strengthen others by enhancing self-determination and developing competence.

Students also focused on seeking understanding of different cultural views and backgrounds and the importance of having multicultural perspectives on a team. They also highlighted the importance of developing and practicing the exemplary leadership practices as outlined by Kouzes and Posner's research – model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. The students clearly demonstrated increases in their leadership self-efficacy and the importance of leading from an informal place on the team.

"The biggest change through this course was that I changed my consciousness to want to exercise leadership rather than the concept of leadership itself. Before this course, I had thought that leadership had nothing to do with me. I had also vaguely thought that the concept of leadership was "being able to stand in front of others and speak. I was not confident in my leadership skills because I had never stood in front of others to express my opinions or participated in a large project with my peers in my experience. However, ... I learned that leadership is not necessarily a power that is demonstrated in a large group, and that it is a skill that is necessary even if you are not the one leading the group. Personally, after rethinking the concept of leadership I feel that the hurdle of being a leader has been lowered."

Students learned a lot about themselves and were consistently growing throughout the two-week intensive. Through increased self-awareness, consistent leadership growth and development and learning from others' perspectives, students increased in self-confidence, leadership self-efficacy and English language skills. As one student indicated,

"I found what skills should I improve in collaborating with others from the team activities in this class. One of them is making a statement without hesitation. I am good at listening, but I tend not to give an opinion in discussions or communicating with others. I am hesitant to [make my point] in group discussions, and I wait for the time when someone asks me to give my opinion. In this class, I learned it is important to let others know my culture map for working for a multicultural group. Therefore, I want to continue to make [opinions heard] in future group work."

The students have a strong understanding of the common elements of effective multicultural teams; especially the importance of fostering psychological safety within their groups and the class. They seek understanding of team member diverse cultural perspectives and step into the discomfort of feedback, even though direct feedback may go against cultural norms. They are developing into more compassionate (empathy + action) and respectful leaders.

As one student expressed – "I believe that the most necessary leadership in multi-cultural teamwork is to "respect others". In the final team presentation, we studied the way of thinking and leadership of leaders active in the world and local leaders, but there were points that were common to all leaders. I felt that it is important to accept the background and culture of our colleagues first. When it comes to multi-cultural

teamwork, we must work with members who have different values to achieve the same goal. I learned that good teamwork can be achieved by first learning about the culture we don't know and then respecting each other.”

In identifying key lessons learned from the experience, we have captured a few quotes from our students’ submissions that outline the overall themes and trends:

Students highlighted the importance of setting the example, ensuring their actions displayed their values and developing a shared vision. As one student expressed, “I found that modeling the way needs a lot of energy and shows seriousness about the vision to others by practical lesson.”

The importance of understanding themselves more deeply assisted the students in being more confident to lead their teams. “I can identify the strengths and weaknesses of my current leadership style and how this impacts my communication with other group members. By understanding the culture maps of each team member, we can avoid or seek to overcome unnecessary conflicts.”

Students learned about the impact of unconscious bias and how increased awareness is an important step to reducing bias – “we should be considerate of [cultural] bias, backgrounds and perspectives...and we can make a good team and accomplish great things if we consider how bias plays into our decisions. I have never been a “formal leader” but if I am, I have the confidence to accomplish in any situation and build an effective team.”

Many students have the desire to work in a multi-cultural organization when they graduate from Tokyo Tech and identified the importance of effective collaboration. “In order to achieve this goal, it is essential to collaborate with others. Especially when working in the society after graduating from university, better teamwork is required. I have a dream to work not only in Japan but also overseas with people from various countries.”

Students learned a lot through this course, especially around establishing strong relationships, communication skills, inspiring a shared vision, collaboration, challenge, and a cross cultural and open mindset. “A leader should be open-minded...Being open-minded as a leader is necessary to take advantage of team’s diversity. In order to acquire such abilities, again, it is important to have many leadership experiences. It is especially important to put myself in a multicultural team.”

In addition, we implemented the following innovative changes to the structure of the online course because of last year’s assessment:

Incorporated a clear definition of what class participation means in the course manual. We focused on demonstrating engagement and fostering psychological safety. We saw immediate results with this change and students immediately started to engage at an



increased level. We also took the opportunity to develop vulnerability-based trust through immediate displayed vulnerability from teaching team in introductions.

Extended the session on Overcoming Team Challenges so students could develop more strategies and have the conduct action steps within their teams. The results of these discussions were captured in a google spreadsheet so they can reference at another time.

Implemented music play lists, culture sharing time and online games outside of the learning time which many of the students participated in and enjoyed.

We had originally intended to implement a clear assessment for individual and team leadership growth incorporated into the student's final grade. We piloted the individual development plan within PUBP 4140 Foundations of Leadership and the Leadership Fellows program. Having completed this pilot successfully, we plan to implement this assessment in Summer 2022.

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

The students clearly continue to learn a lot from the two-week intensive and learnings are aligning with the stated learning outcomes:

- Identify similarities and differences in multi-cultural perceptions of leadership
- Write reflectively on topics related to leadership, experience, and professional goals
- Build/enhance leadership skills through gaining self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives
- Illustrate what makes multi-cultural teams effective, high performing while testing solutions to common team challenges
- Construct a system of multi-cultural leadership that seeks to innovate, change, grow and improve future organizations.

Reflecting on the experience this year, we have learned that taking the time to build a strong teaching team that supported each other well was key to creating a rich learning environment. Many of the members of our team were returners so they were trained in moderation, assessment and feedback and rotated roles allowing everyone to grow in the process. *Students commented that the course was well structured, engaging, fun, and they learned a lot about exemplary practices of leadership and what it takes to create a cohesive, high-performing team. They also realized that leadership is hard work and that teams will face challenges, but challenges can be overcome through building trust, engaging in productive conflict, committing to decisions, holding one another accountable and focusing on collective results.*

## **7. Actions Taken :**

Reflecting on the results achieved, we are encouraged to see the students learning in this extremely rich learning environment where they have opportunities to learn from their peers around the world. Some areas of improvement I see are in the following areas – developing a clear assessment for individual and team leadership growth with the individual development plan incorporated into the student’s final grade. We would also like to see more in-depth systems of leadership from the teams. This requires a lot of synthesis and risk-taking and one in which we may develop an example to help the students visualize what one could look like.

In the Fall of 2020, we implemented a 2-part workshop learning series on Collaborating in Multi-Cultural Teams with Professor Kumara’s Cultural Class | Stacey’s Foundations of Leadership Class.

In the Spring 2021: Advanced Course for Global Scientists and Engineers was launched – 2-part workshop series with US, Japan, Sri Lanka, and Thailand focused on Education: Career Paths and Collaborating within Multi-Cultural Teams. We had over 55 students participating in these workshops and the program was met with success. We are looking at initiating assessments for these workshops formally in Spring 2022.

Here is what is on the horizon:

- Spring 2021/2022 - Language Tandem with Georgia Tech Japanese class and Tokyo Tech GSEC students and beyond
- New Course Spring 2022: Sustainable Development Goals – Collaborative problem solving while working to solve a global issue/sharing cultural perspectives on the issue/multi-cultural collaboration
- Inclusion of current Global Leadership Practice course in the leadership development program at Tokyo Tech

It is important to note that over the course of the FY 2022 we will be conducting our analysis of the Multicultural Leadership Assessment and the Leadership Capacity Survey over the past four years to gain more insight into learnings – specifically around exploring the degree to which participants in The Global Leadership Practice course report changes in leadership self-efficacy, motivation to lead and leadership skills, as well as multicultural effectiveness – including Cultural Empathy, Open-mindedness, Emotional Stability, Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

### **Progress:**

Complete

### **Providing Department:**

Global Leadership Practice

# Grand Challenges

## Increase Students in Grand Challenges Engagement with Faculty

Number:

Goal 1

### 1. Operational/Learning Goal:

Grand Challenges staff will increase engagement with faculty both inside and outside the classroom. By teaching students how to utilize servant leadership, the Grand Challenges Living Learning Community (GCLLC) creates change makers who seek empathy and who have an unparalleled opportunity to change the world most effectively.

### 2. Outcome (s):

All 220 Grand Challenges participants take Public Policy 1142 “Teams and Collaboration” in the fall term and Georgia Tech 1201 “Exploring Grand Challenges” during the spring term. These courses were curated specifically for the Grand Challenges Living Learning Community by the faculty co-directors and are only available to GCLLC students each semester. With the expansion from 110 to 220 students, the faculty co-directors teach two sections of each course and students are assigned their section based on their residence hall. The co-directors take turns leading the course in the fall and in the spring, but both professors are present in all sections.

Public Policy 1142 focuses on students developing the interpersonal, team, and design thinking skills necessary for making progress against wicked problems. Through simulations, collaborative assignments, team challenges, and constructive feedback, this class creates an environment where students learn how to succeed in multidisciplinary teams. The design skills taught in the fall semester serve as the building blocks for the spring course, which is comprised of the teams exploring and learning more about their problem space. Throughout the semester, the teams interview experts, go on field trips, and design innovative experiments to test key assumptions. By the end of the first year, the teams will create a pitch to receive funding to continue their ideas and to explore possible solutions.

### Faculty Engagement

Grand Challenges students are able to engage with the co-directors during virtual office hours each week. Students are also able to meet with multidisciplinary faculty from across campus through the virtual “Faculty Fellows” program, where students meet and engage with faculty in small groups through video chats. With a maximum of six students per faculty engagement, students are able to forge relationships and create on-campus connections which can lead to various research opportunities for our undergraduate students.

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

Method 1: To assess this outcome, four Grand Challenges students participated in a focus group and Assessment for Student Life. Participants consisted of three males, one female, from Georgia (2), Texas(1), and California (1). Students' majors represented Electrical and Mechanical Engineering, and Psychology.

Students were asked questions regarding their experiences in Grand Challenges. The focus group was audio recorded and transcribed verbatim. The moderator, using qualitative content analysis to look for themes regarding student-faculty engagement, then analyzed transcripts. This same focus group data is used in Outcomes two, three, four, and five.

Method 2: Of the 200 first-year students in Grand Challenges, 67 students completed a survey in mid-spring semester 2021 regarding their experience in Grand Challenges over the past two semesters. Students were asked to respond to questions about their interactions with instructors both inside and outside of the classroom, as well as given the opportunity to provide additional comments.

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

Final report distributed among Student Life administration, Grand Challenges faculty, staff, and GC stakeholders.

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

Method 1: The focus group data did not produce enough content to provide a conclusive analysis on Outcome 1 and therefore could not be used in the results.

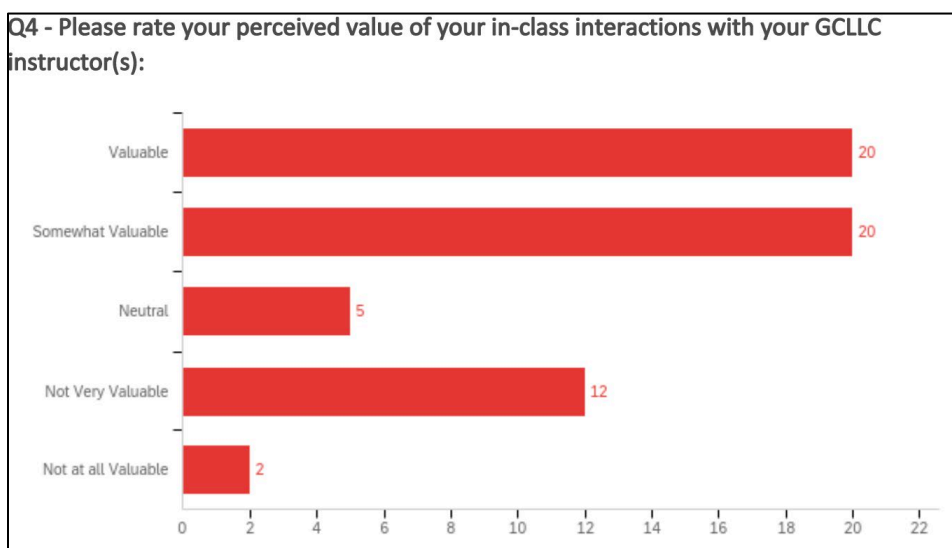
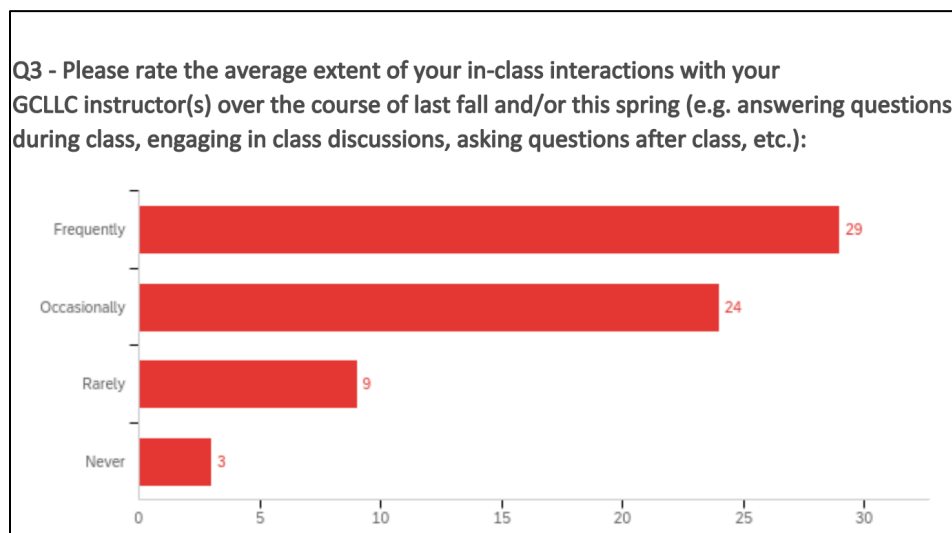
Method 2: The number of respondents to Goal 1 ranged from 76 to 95 students.

Students were asked to reflect on the extent of their interactions with the LLC instructors both inside and outside of the classroom. Of the 65 respondents, 29 students reported their in-class interactions with the LLC instructors as "Frequently" and 24 students reported "Occasionally". Regarding their interactions with the LLC instructors outside of the classroom, but still pertaining to the course, 7 students reported "Frequently", and 18 students reported "Occasionally" out of 63 respondents. Of the 61 respondents, 15 students reported with interactions with the LLC instructors outside of the classroom and course discussions occurred "Rarely" and 17 students reported "Never".

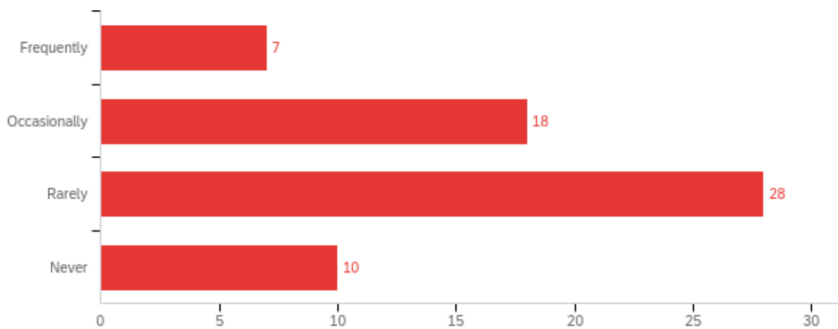
Students were then asked to respond to their perceived value of their interactions with the LLC instructors inside and outside of the classroom and course discussions. Of the 59 respondents, 40 students (67.8%) reported their in-class interactions with the LLC instructors were "Valuable" or "Somewhat Valuable". Of the 50 respondents, 30

students (60%) reported their interactions with LLC faculty outside of the classroom (but still pertaining directly to the course) were “Valuable” or “Somewhat Valuable”. Of the 42 respondents, 27 students (64.28%) reported their interactions with LLC faculty beyond the course were “Valuable” or “Somewhat Valuable”.

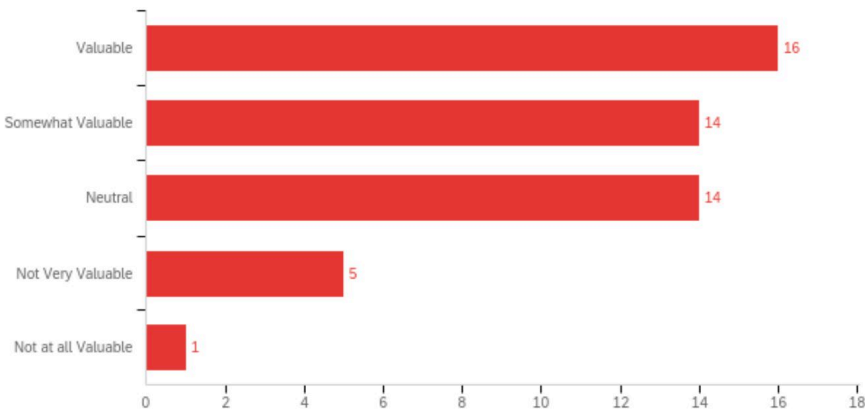
Students were also asked to provide additional comments on their interactions with the LLC faculty inside and outside of the classroom. One student stated, “Wes and Jeff both bring two very different perspectives on the topics of the class. It is really nice to receive advice from both sides of the spectrum.” Another participant said, “Instructors are very approachable and are keen to help out students.” Regarding our Faculty Fellows program, one student stated, “Faculty Fellows gave me perspective on being a student outside of class I didn’t expect.”



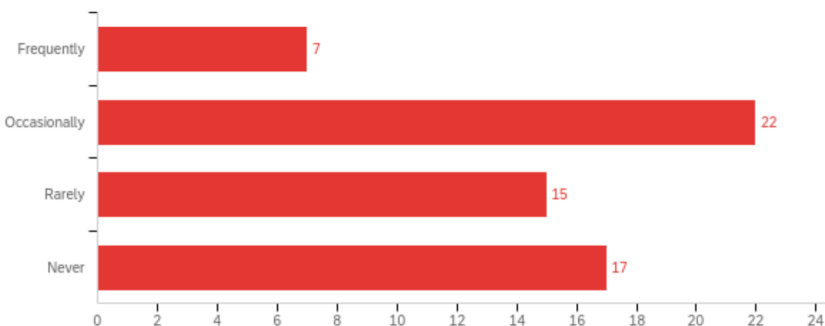
**Q5 - Please rate the average extent of your interactions (in-person or electronic) with your GCLLC instructor(s) outside of the classroom (but pertaining directly to the class you were taking) over the course of the last fall and/or this spring (e.g. visits to ask questions during office hours or asking questions via email):**

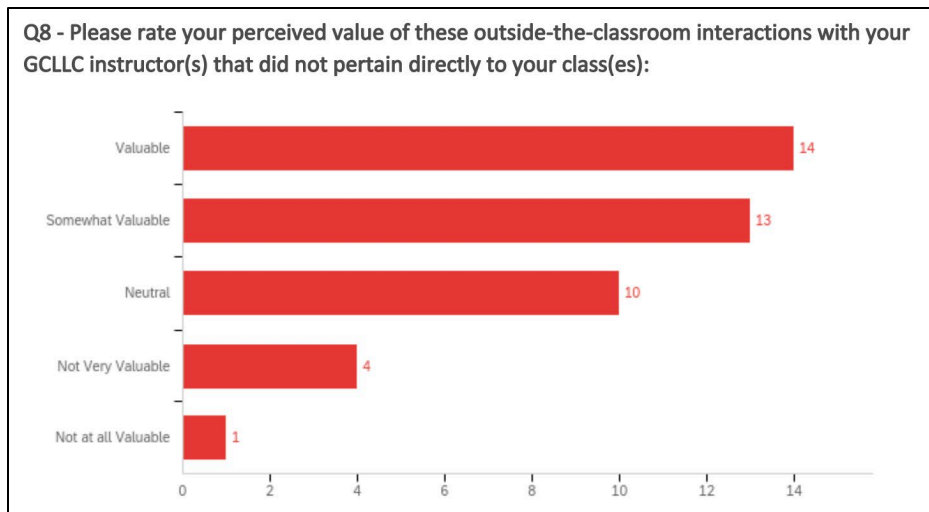


**Q6 - Please rate your perceived value of outside-the-classroom interactions with your instructors pertaining to your GCLLC class(es):**



**Q7 - Please rate the frequency of your interactions (in-person or electronic) with your GCLLC instructor(s) that did not pertain directly to your GCLLC class (for example, attending an GCLLC sponsored event, chatting with your instructor on or off campus, requesting letters of recommendation, discussing graduate or professional school or career options):**





## 6. What did you learn? :

Student responses to faculty engagement were overall positive; however, we would like to increase student satisfaction with the LLC directors outside of the classroom. To increase the outside-the-classroom interactions (both pertaining to class and in a social setting) with the Grand Challenges faculty co-directors, we plan to provide more structured opportunities through including the LLC faculty and staff into the rotation of Faculty Fellows interactions and holding official office hours. The Faculty Fellows provides a variety of engagements with multi-disciplinary faculty throughout the semester, but we will be more cognizant to arrange meetings during non-peak course times and provide more information on the faculty they are meeting. By publicizing more on social media and within the classroom, we hope to increase participation to all meetings. We are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty Co-Director.

## 7. Actions Taken :

We plan to decrease repetitive events, increase in person events (COVID precautions regarded) and we are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty Co-Director.

### Progress:

Completed

### Providing Department:

Grand Challenges

# **Increase Collaboration Between Students in the Grand Challenges Living Learning Community and Other Students**

**Number:**

Goal 2

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

Students in the Grand Challenges Living Learning Community will increase opportunities to work collaboratively with other students.

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

Collaboration will be fostered among students. Students have the ability to choose their first-year course teams based on areas of interest, where they learn how to work with people who are different from themselves and begin to develop the skills of highly effective teams. They learn that effective teamwork and collaboration results from three things: honest communication, an understanding of each team member's strengths and weaknesses, and frequent team evaluation. Outside of the classroom, students are encouraged to develop programming with the Grand Challenges coordinators to increase the feeling of community.

## **3. Evaluation Strategy :**

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 2: foster collaboration among students consisted of 65. For more information on this method, see Goal 1, Method 2.

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

Final report distributed among Grand Challenges faculty, staff, and GC stakeholders.

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

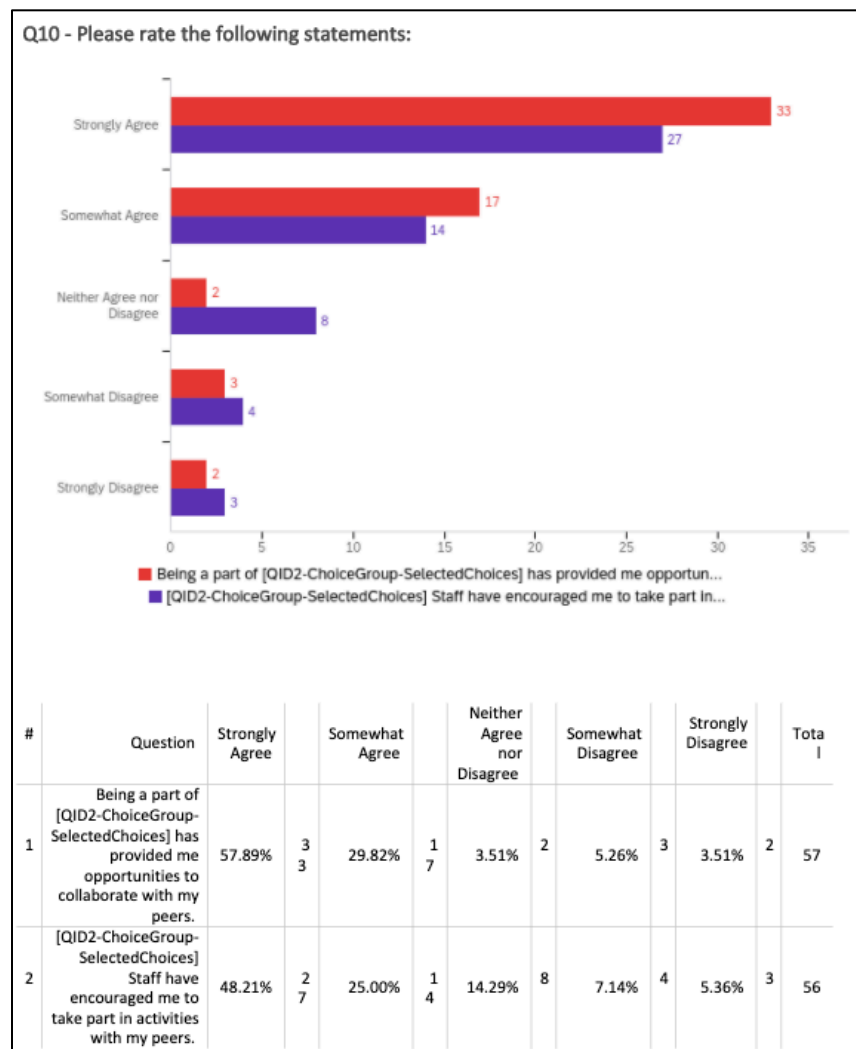
Method 1: The focus group data did not produce enough material to provide a conclusive analysis on Outcome 2 and therefore could not be used in the results.

Method 2: Students were asked to reflect on their interactions with peers, through collaboration and the ability to participate in activities. Of the responses, 33 (57.89%) students reported they "Strongly Agree", and 17 (29.82%) students "Somewhat Agree" that by being a part of Grand Challenges they were provided opportunities to collaborate with their peers. Regarding being encouraged to take part in activities with their peers,



27 (48.21%) students reported they “Strongly Agree” and 14 (25%) students “Somewhat Agree.”

Students were also asked to provide any additional comments on their interactions with their peers in the survey. Throughout the comments, many students reiterated the tight-knit community and valuable friendships they made over the year. One student stated, “My relationships in GC are a lot stronger than [my relationships] outside [of] GC because we all have a similar drive that brings us together.” Another participant stated, “Nearly everything we do is based around cooperation and interaction with our peers. That has been one of my favorite things about Grand Challenges.”



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

Based on student feedback and witnessing a sense of competition between the two cohorts the previous year, the program directors and staff allowed students to choose their course time based on their personal schedules to allow for a combination of Howell and Cloudman residents in both course cohorts. Through this, we witnessed a decrease in the level of competition between the two cohorts and sensed more cohesiveness in the community.

## **7. Actions Taken :**

The Directors and Staff would like to instill a heightened sense of community across buildings in both the academic and co-curricular realms of the program. We will be implementing "student teams", in which the GC First Years can volunteer to participate in different student committees. These committees will be divided into three sections: event-planning team, service team, and sustainability team. The students who are taking part in these committees will have an integral role in planning and executing events for the community, community service opportunities, and sustainability education and incentives. By having GC First Year students be so involved in the planning process, we will have more of a connection to what the students need and want to see out of the Grand Challenges community, giving them more of a hand in shaping their GC experience.

### **Progress:**

Completed

### **Providing Department:**

Grand Challenges

## **Improve Support for the Academic and Social Transition to College**

### **Number:**

Goal 3

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

Grand Challenges will improve student support for the Academic and Social Transition to College.

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

Ease both the social and academic transition to college. Grand Challenges facilitates the academic and social transition to college for its students through opportunities of community and campus engagement. Grand Challenges faculty and staff meet with students during their first-year orientation to begin the discussion on course requirements, prepare them for retreat and programming engagements, answer

unresolved questions/concerns, and assist with registration. Grand Challenges staff assists with move-in, and the staffs' offices are located within the residence hall to assist the students with LLC and Georgia Tech needs. Each residence hall has created separate study and community lounges to provide students with ample study space, complete with printers, 3D printers, and writable walls to encourage collaboration. The LLC also shares campus academic and non-academic opportunities, as well as where to locate the necessary campus resources.

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

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 3: ease both the social and academic transition to college consisted of 65 students. For more information on this method, see Goal 1, Method 2.

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

Final report distributed among Student Life administration, Grand Challenges faculty, staff, and GC stakeholders.

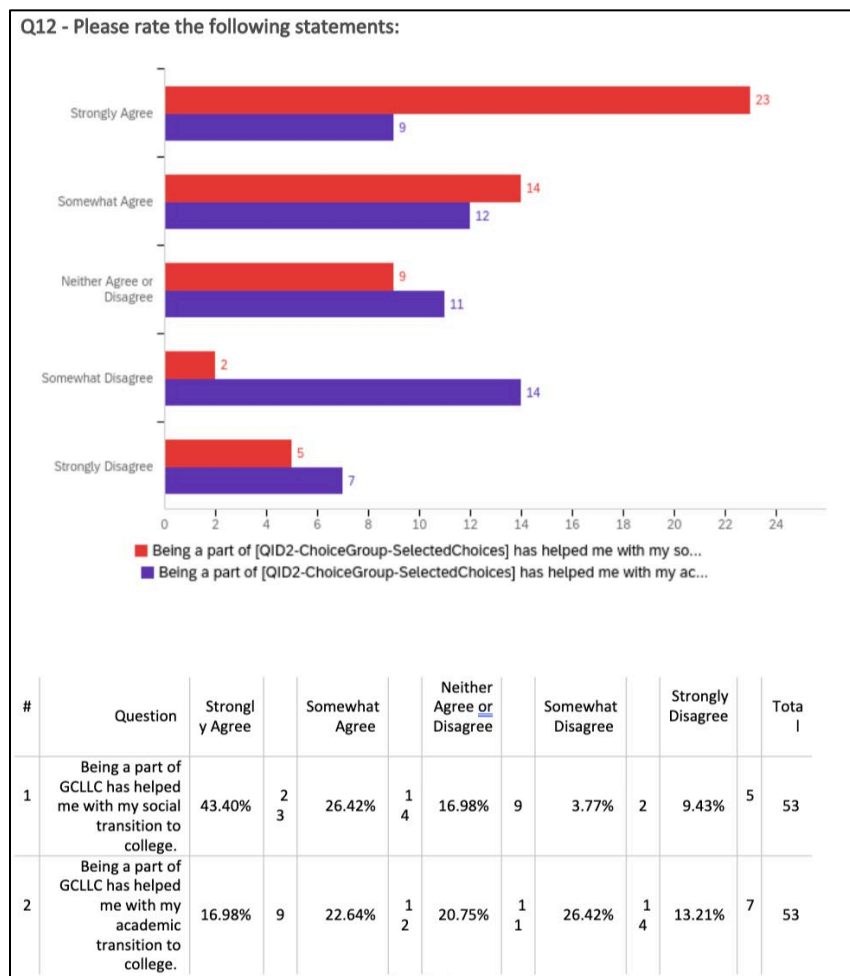
### **5. Summary of Results :**

Method 1: The focus group data did not produce enough material to provide a conclusive analysis on Goal 3 and therefore could not be used in the results.

Method 2: Students were asked to reflect on how their participation in the Grand Challenges Living Learning Community impacted their academic and social transition to college. Based on the student survey results, Grand Challenges participants felt that by being a part of this living learning community positively impacted both their academic and social transition to college. Of the 53 respondents, 69.82% either "Strongly Agreed" or "Somewhat Agreed" that Grand Challenges helped with their social transition to college. The data shows that Grand Challenges had less of an impact on the students' academic transition to college. 39.62% of students either "Strongly Agreed" or "Somewhat Agreed" that Grand Challenges helped with their academic transition.

Students' comments on their transition to college related to their participation in Grand Challenges. "It has provided a great environment to be forced to meet people and make friends, which is often the most difficult part of starting college." one student commented. Another student said, "Having a group right-off-the-bat was extremely helpful in my entire transition to college." However, one student stated, "The social environment with Grand Challenges was exceptional and definitely had a positive impact on my social transition. I can't really say there was an academic impact outside

of the Grand Challenges class itself, although I did learn things about leadership and working on teams that could be useful in other classes."



## 6. What did you learn? :

According to the survey data, Grand Challenges did not adequately support the academic transition to college as well as the social transition.

## 7. Actions Taken :

To address the differences, we plan to re-implement the mentorship program to provide academic resources from upperclassmen that also participated in GC. The program will introduce upperclassmen Grand Challenges students into the classroom to better support the problem development and solution direction process through help with best practices and help navigate common team dynamic issues.

**Progress:**  
Completed

**Providing Department:**  
Grand Challenges

## **Increase GC Student Participation in Campus and Civic Activities**

**Number:**  
Goal 4

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

Students in the Grand Challenges Living Learning Community will increase participation in campus and civic activities.

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

Enhance campus and civic engagement. Grand Challenges students attend both a fall and spring semester retreat as an opportunity to bond and build community with their 220 peers. During the mandatory fall semester retreat, students participated in a community service activity, proposed their ideas to create a tight-knit community, engaged in design thinking, and went white water rafting. The spring semester retreat was proposed by an upperclassman years ago to reconnect the students after the winter break and serves as a community builder. This year, students came together and went to a complex that had a trampoline park, an obstacle course, go-kart track, and many other fun team activities. Grand Challenges students also have the opportunity to participate in a large-scale community program per month and additional activities within their space and on campus. These activities included: group hiking, Atlanta sporting events, museums, service opportunities and holiday celebrations. Many activities are proposed by the students, working with the coordinators and student assistants to meet the needs of the community.

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

Method 1: To assess this outcome, eight Grand Challenges students participated in a focus group. For more information on this method see Goal 1, Method 1.

Method 2: The number of Grand Challenges student survey respondents to Goal 4: enhance campus and civic engagement consisted of 65. For more information on this method, see Goal 1, Method 2.

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

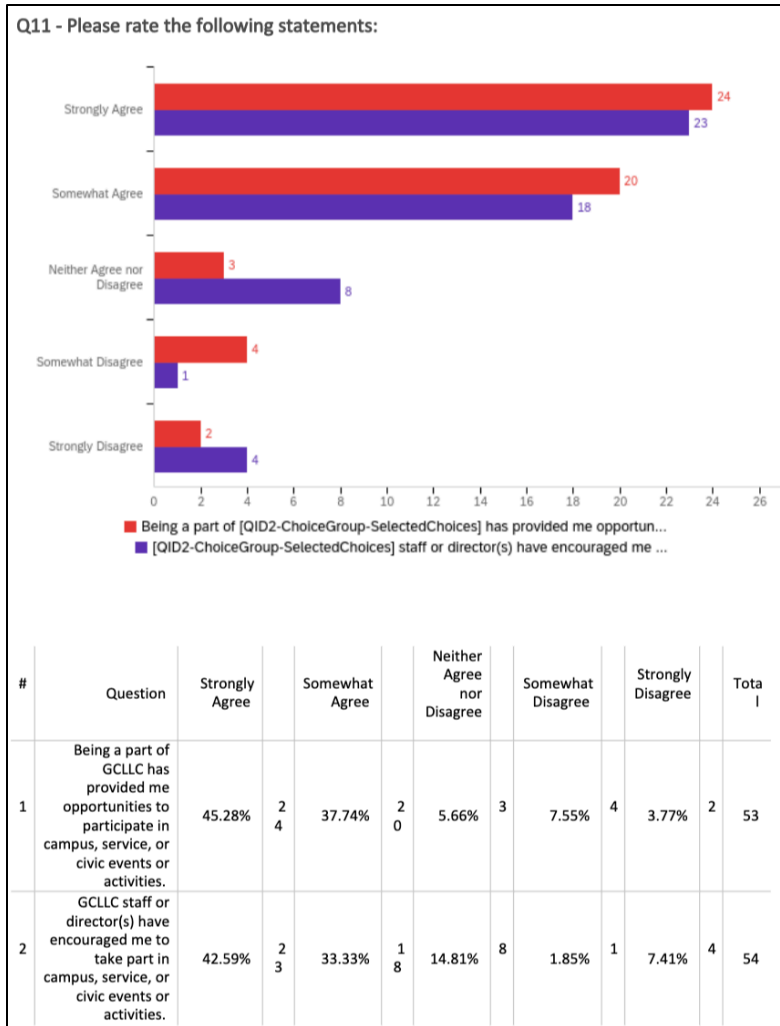
Final report distributed among Student Life administration, Grand Challenges faculty, staff, and GC stakeholders.

## 5. Summary of Results :

Method 1: The focus group data did not produce enough content to provide a conclusive analysis on Goal 4 and therefore could not be used in the results.

Method 2: Students were asked to reflect on the campus, service, and civic events and activities that were provided and/or encouraged through participating in Grand Challenges. Based on the survey results, students felt that by being a part of Grand Challenges provided them with opportunities beyond the living learning community. Of the 53 respondents, 83.02% either “Strongly Agreed” or “Somewhat Agreed” that the community provided them with opportunities across campus and Atlanta. 75.92% of the respondents reported they “Strongly Agreed” or “Somewhat Agreed” that LLC directors or staff encouraged them to participate in campus, service, or civic events.

The students were also asked to provide additional comments on their campus involvement in relation to their participation in Grand Challenges. “While I haven’t partaken in much personally, the Grand Challenges team is always presenting new opportunities to get involved and get experience, which I really appreciate.” said one student. Another stated, “I am amazed by the depth and number of opportunities this program has provided me with this year.” Though, one student did mention, “We do a ton of stuff within the Grand Challenges community. I feel like there could definitely be a push to involve us in campus involvement experiences outside the “bubble” our LLC provides us.”



## 6. What did you learn? :

Overall students felt Grand Challenges provided and encouraged civic and campus activities but requested more encouragement from staff to get involved elsewhere.

## 7. Actions Taken :

To help students feel more supported in their across-campus activities, GC coordinators plan to strengthen our partnerships with departments across campus, so that we may have a better grasp of events that we can encourage our students to take part in.

**Progress:**  
Completed

**Providing Department:**  
Grand Challenges

# Leading Edge

## Paired Diary Study for Coach-Coachees

Number:

Goal 1

### 1. Operational/Learning Goal:

LEAD staff will enhance understanding of coach and coachee perspectives of coaching sessions from reflections during a short period of active engagement. Our goal is to A) assess change in self-confidence for LEAD 1:1 coachees towards the overall goal of self-efficacy B) identify areas of improvement for coaches and C) inform training needs to provide a consistent LEAD coaching experience in the future.

### 2. Outcome (s) :

Leading Edge (One-on-One Leadership Coaching) is a leadership development experience for currently enrolled undergraduate and graduate students at Georgia Tech where participants work with a leadership coach to intentionally explore and grow their leadership skills. Leadership Fellows (Coaches) sharpen and enhance their existing leadership and coaching skills by assisting in the development of GT students who are also eager to improve their leadership abilities. Fellows will also have the opportunity to learn from their peers at regular training sessions. In this environment, Fellows are able to actively reflect on their own previous leadership experiences and identify areas of improvement within themselves while coaching others. The reason for becoming a Leadership Fellow is quite simple: Develop yourself while developing others.

We anticipate that the Coaches and Coachees will experience increases in self-confidence and therefore, in leadership self-efficacy and we will be able to identify areas of overall improvement to enhance coaches training, and also provide an even more consistent LEAD coaching experience in the future.

### 3. Evaluation Strategy :

Recruitment: Up to 20 coaching pairs.

- We will include at least 10 first time coaches and coachees.
- They will be recruited based on their initial challenge.
- Expected completion rate of 10 Coachee-Coach pairs.

Duration: 2-3 sessions of coaching between Sept 10 to Nov 15.

Procedure:



- Informants will record their responses through an online form (canvas) with prompts.
- The form links will be sent on the morning of that day's session; reminders in 24 hours.
- Each entry will be to collect data on their expectations, preparation, and actual session experience.

Protocol: Links to 4 surveys

Prompts for Coaches	Prompts for Coachees	Timing
What does the coachee want to accomplish in this coaching session? (e.g., stage of the experiment or challenge)	What do you want to accomplish in your coaching session?	Pre-session
Pick tools you used for this session to track coachees' expectations. (e.g., agenda setting, probing questions)	Pick tools you used for this session to communicate your expectations (e.g., agenda setting, previous session discussion)	Pre-session
On a scale of 1 to 10, rate your preparedness for the upcoming session	On a scale of 1 to 10, rate your preparedness for the upcoming session	Pre-session
On a scale of 1 to 10, rate your satisfaction with the coaching session today	On a scale of 1 to 10, rate your satisfaction with the coaching session today	Post-session
Describe what went well. Focus on tools and questions you used in the session.	Describe what helped you. Which insights, questions or tools did you find useful?	Post-session
In what way did you make progress in this coaching session? Describe a) your rapport, b) the experiment, c) the agreed next steps.	In what way did you make progress in this coaching session? Describe the experiment with the agreed next steps.	Post-session
What is an area you could improve upon based on this session's interaction?	What will you change in the next session based on this interaction?	Post-session

Sample email

*Hello Coach/Coachee,*

*Thanks again for your interest in the Coaching Feedback Study. In order to begin this study, please follow these next steps pre and post coaching session for up to 3 sessions:*

1. *Fill this survey 24 hours before your bi-weekly session: Link to Pre-Session Journal*

2. *Fill out this survey up to 24 hours after the session: [Link to Post-Session Journal](#)*

*Note: We have sent a similar email to your (coach) coachee as well.*

*As a heads up, this is a reflexive study –our goal is to harness your views for collective growth. It is not an assessment. You're doing great. Do help us understand how :)*

*We really appreciate your time and commitment. Thanks again for your participation and please let us know if you have any questions/concerns.*

*LEAD Staff*

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

Report will be disseminated among LEAD Stakeholders and the Vice President of Student Life/Dean of Students.

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

We initiated the survey with 8 Coach/Coachee pairs, as our participant rate was lower than we expected. Unfortunately, we were unable to gather enough data to effectively analyze the study.

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

The lack of enough data to effectively analyze the study presented us with several learnings. Completing the pre-and post-session surveys over the course of a series of coaching engagements proved to be a cumbersome task for all involved; especially given the impact of COVID-19. Students were also subject to survey fatigue. Monitoring and tracking survey responses was originally the responsibility of the coaches and Coachees which in hindsight should have been handled by LEAD staff. We also believe a more comprehensive explanation of the study upfront to all Coaches and Coachees would have increased the number of the participants in the study.

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

We will be attempting this study again in Spring 2022 with the following changes based on our learnings from Spring 2021:

LEAD Staff will conduct a quick review of the questions to ensure that we don't require any edits.

LEAD Staff will introduce the study at the beginning of the semester in the first Leadership Fellows Monthly Meeting and the Leading Edge Kick-Off with the goal of signing up at least 20 coaching pairs.

An incentive will be provided for participation and completion of the pre-and-post session surveys to motivate Coaches/Coachees throughout the study.

LEAD Staff will monitor and track response rates with a follow-up strategy to ensure we reach optimal survey response.

**Progress:**

Complete

**Providing Department:**

Leading Edge

**Improve Understanding of Leadership Fellow (Faculty, Staff and Student Coaches) Development and Motivation to Return**

**Number:**

Goal 2

**1. Operational/Learning Goal:**

LEAD staff will improve their understanding of the leadership skills Leadership Fellows (Faculty, Staff and Student Coaches) have gained through the program that have positively impacted their growth and development as a coach, what prompted them to return for another year, along with growth areas they would like to focus on for AY21-22.

**2. Outcome (s) :**

The Leadership Fellows will show leadership development gains in areas of increased self-awareness related to strengths and weaknesses, active listening, curiosity, reflective inquiry, intuition, deepening and forwarding the action, self-management, empathy, etc.

We anticipate that Leadership Fellows are returning to Leading Edge as Coaches due to their impact on others' growth and development as well as their own with the ability to apply what they learned in their everyday context.

**3. Evaluation Strategy :**

The LEAD Staff will conduct interviews with all returners for AY21-22. The interview questions to be asked are as follows:

What prompted you to return as a coach?

What do you know now that you didn't know when you started the program last year (Digital Explorer Exercise)?

What will you do differently in AY21-22?

Thinking back to LEAD Essentials Training and monthly meetings throughout the year, what is one skill that has positively impacted your development as a coach [active listening, reflective inquiry, intuition, deepening and forwarding the action, self-management, empathy, etc.] and what will be a growth area you would like to focus on in AY21-22?

In reference to coaching, what worked well and what would you like to see improved in AY21-22?

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

Report will be disseminated among LEAD Stakeholders and the Vice President of Student Life/Dean of Students.

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

We interviewed a total of 26 returning Coaches (12 Faculty/Staff/Alumni and 14 undergraduate and graduate students). We achieved a 100% response rate since we were considering returners for a position in the upcoming academic year.

While they did mention the impact of the program as a "foundational aspect of their leadership development experience at Georgia Tech", the biggest motivator for returning was giving back ("an act of service") and seeing their Coachees grow and develop. Many coaches described the experience as rewarding and impactful to both them and their coachees highlighting that they were able to apply a lot of what they learned to their own leadership lives within their labs, classrooms, workplace, etc.

Coaches indicated that they appreciate the LEAD community and connections that are made throughout the year long program and one student said, "this program had a positive effect on my mental health, during a time that was difficult for us all". Meeting students where they are at is important in our program and our Coaches continued to help their Coachees overcome their specific challenges and enhance their skills covering a wide range of leadership competencies. They believed that their students were resourceful, creative, and whole and had the capability of solving their own challenges. The diversity of perspectives within their coaching cohort improved learning across the board; especially related to multi-cultural collaborative environments.

The skills that made the most impact were active listening, trusting your intuition as a coach, reflective inquiry and the importance of sharing open and honest feedback, asking powerful questions and being empathetic to Coachees as they are going through

the journey. The areas of growth and development over the next academic year centered on aiding students in experiment development (e.g., what questions do I ask to get my Coachee to a solid experiment, etc.), emotional intelligence, increasing self-confidence, and challenging themselves and their Coachees.

As far as improvements were concerned, Coaches wanted to see more training sessions to enhance their coaching skills, peer coaching and more in-person sessions/meetings. Tiredness and burnout associated with the overuse of virtual platforms was apparent throughout the interviews.

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

The Leadership Fellows (Coaches) did show leadership development gains in areas of increased self-confidence over the course of the academic year. Active listening, curiosity, reflective inquiry, intuition, and empathy were skills that made a positive impact in their coaching. All of these are skills that were intentionally covered in the LEAD Essentials training in Summer 2020. Looking at areas of growth and development needs, it is apparent that we need dedicated accelerated training beyond the Leadership Fellows Monthly Meetings and Group Coaching Sessions.

As we suspected, Leadership Fellows were returning to Leading Edge as Coaches due to their impact on others' growth and development as well as their own with the ability to apply what they learned in their everyday context. What was especially rewarding was the mention of the positive impact to their own mental health, especially during the pandemic.

## **7. Actions Taken :**

Based on our learnings from the Coach interviews, we plan to take the following actions:

Create an Accelerate Conference Style Training for Spring 2022. We will develop a 4-hour leadership development program for Leadership Fellows and Facilitators that focuses on enhancing skills as a coach and facilitator. Multi-tracks and offerings will provide participants with training options to suit their specific needs

Enhance the Leadership Fellows Monthly Meetings to include challenge sessions (how to coach through specific challenges), role plays and toolbox trainings

Conduct group coaching sessions in 2020 Fall Semester around the following topics: Increasing Self-Confidence and Developing Strategies to Deal with Imposter Syndrome; Unleashing Emotional Intelligence to Work Better, and Overcoming Common Team Challenges

## **Progress:**

Complete

**Providing Department:**  
Leading Edge

# **Minor in Leadership Studies**

## **Increase Enrollment in the Business, Global Engineering, and Public Policy Tracks**

**Number:**

Goal 1

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

LEAD aspires to increase enrollment in the Business, Global Engineering, and Public Policy Tracks. Staff will continue to 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) :**

Data will demonstrate an increase or sustainability in student enrollment in the Minor of Leadership Studies; with a detailed analysis of tracks/majors.

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

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

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

Reports will be disseminated among Student Life administration, LEAD partners (Ivan Allen College of Liberal Arts, Scheller College of Business, and Civil and Environmental Engineering) and other Institute stakeholders.

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

Since LEAD starting tracking in 2013, we have admitted more than 360 students in the Minor in Leadership Studies with nearly 80% of them graduated. We graduated 17 students from various majors (Business Administration, Biomedical Engineering and Civil and Environment Engineering comprising the top graduate stats). The Global Engineering Track has prepared these engineers to contribute and lead effectively in domestic and global contexts in solving global grand challenges and other societal problems, working effectively across cultures while the Business Track has provided our recent graduates with in-depth knowledge of leadership theory, skills, and practical experience through a rigorous, multi-disciplinary program of study.

The Business track continues to have the highest current enrollment at 28 students. The second highest is Global Engineering at 20 and rising in 2021 Fall Semester. We will

need to increase our goal for applications/admissions in AY21-22. This is critical as we have maintained enrollment in the past year. Within the business track, the strongest percentages of enrollment are coming from Business Administration (27%); Industrial Design, Civil and Environmental Engineering, Computer Science and Chemical Engineering all coming in at 9%. This would indicate that awareness continues to increase outside of the College of Business. Within the Global Engineering track 75% of the current enrollment are Civil and Environmental Engineering (CEE) majors with Environmental and Industrial Engineering students representing 25% of the total. The awareness continues to be highest within our Minor partner colleges, however, we continue to see an increase in enrollment from other colleges as well.

In AY20-21, 13 students graduated in Business, 3 students in Global Engineering and 1 in Public Policy Tracks. The highest percentage of graduates from the business track came out of Business Administration (BA) (23%) and Biomedical Engineering (BMED) (23%), with CEE making up the majority for the Global Engineering Track.

In AY20-21, we found that the majority of students are learning about the Minor through GT Staff and Professors, Academic Advisors, the Eastern and Central Student Abroad experience, other students, and a small percentage from the Minor Fair and Showcase. We are continuing to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomores); however, the majority of students declare the Minor when they are in their Junior and Senior year. What is interesting to note is that more students are aware of the Minor in Leadership Studies due to students talking about their experiences and professors sharing opportunities in class about the Minor. We will continue to have a LEAD representative in GTAAN (Georgia Tech Academic Advisors Network), publish additional current and longitudinal stories from our students as well as promote within classrooms within the colleges, present in targeted classes and conduct the Minor Fair & Showcase in partnership with Office of Undergraduate Education (OUE).

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

Over the years, we have learned that the majority of applicants are coming to the program from similar majors. Continuing to place more targeted marketing messaging in place within the colleges will be important – specifically with student representatives visiting classrooms and providing their testimony. We also believe we need to continue getting in front of students in their first-year and second-year with the appropriate messaging, as this will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. We have also expressed the need, to our partners in Scheller and Public Policy, to take a look at the course offerings with each respective track. Finding the right person to partner within other colleges for the development of a track within additional curriculum (e.g. Computer Science (CS) and Literature, Media, and Communication (LMC)) is a potential project for AY22-23.



## **7. Actions Taken :**

Due to the pandemic, we did not conduct any in-person events for the Minor in Leadership Studies. This will change starting in Spring 2022 as we ramp up with informational sessions, targeting schedules of class promos, and participating in the 3rd annual Minor Fair and Showcase.

We will continue to target GT 1000, professors (specifically ones that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students, enhance business course offerings, share more leadership stories within and outside of partner colleges, and build a stronger community within the cohort. In addition, we will continue to explore the potential for a longitudinal study.

### **Progress:**

Complete

### **Providing Department:**

Minor in Leadership Studies

## **Increase Awareness of the Minors GT Offers Earlier in the Students' College Careers While Identifying Ways Students Can Differentiate Themselves for Future Internships and Job Opportunities**

### **Number:**

Goal 2

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

Increase Awareness of the Minors GT Offers Earlier in the Students' College Careers.

Students will attend Georgia Tech's 2nd Annual Minor Fair and Showcase, where they can learn about the 60+ minors that Georgia Tech has to offer, in one location! Through this online event (moved online due to COVID-19), they will have the opportunity to chat with current students in the minor as well as faculty and staff. Academic projects will be on display for them to see the opportunity present within minor programs. By attending, they will be able to make better-informed decisions about what academic minor programs you would like to pursue.

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

Students will attend Georgia Tech's 2nd Annual Minor Fair and Showcase, where they can learn about the 60+ minors that Georgia Tech has to offer, in one location! Through this online event (moved online due to COVID-19), they will have the opportunity to chat with current students in the minor as well as faculty and staff. Academic projects will be on display for them to see the opportunity present within minor programs. By attending,

they will be able to make better-informed decisions about what academic minor programs you would like to pursue.

We anticipate that the Minor Fair and Showcase will give students increased awareness of the minors GT offers earlier in the students' college careers, the opportunity to explore all the Minors at one event, the ability to identify ways they can differentiate themselves for future internships and job opportunities and assist students in achieving their growth and awareness goals. We hope that student participation will remain stable and that we give the students reassurance this will be an ongoing annual event they can attend each year until they have declared a minor.

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

Observations and feedback gathered from the Minor Fair and Showcase Committee.

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

Information learned from the Assessment results will be shared with LEAD Leadership, Vice President of Student Life/Dean of Students, as well as other key stakeholders.

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

More than 400 students registered for the online Minor Fair and Showcase, with nearly 70 minor representatives participating in the online event that was hosted on Gatherly (online events platform). The Minor Fair and Showcase was conducted on October 15th from 10am-2pm. The advisors checked in and monitored their tables while students explored the minors, had in-depth discussions with minor advisors, and participated in educational sessions.

At the Minor Fair and Showcase, students explored ways to:

- Study an area of interest
- Increase breadth of knowledge in specific areas
- Add a specialization to major
- Become a more well-rounded individual for future internship and job opportunities
- Diversify academic background, experience and expertise
- Differentiate themselves
- Expand career options
- Increase global awareness and conversational skills in language areas
- Develop skills beyond the technical
- Speak to minor advisors in at one time in one location
- Learn from other students who were part of the program

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

As a result of the Minor Fair and Showcase students' awareness increased of the minors GT offers and earlier in the students' college careers (80% of the students were 1st years). Many minors were represented at the Fair, increasing exposure for the representatives and aiding students' in researching a variety of minors in one event. Students identified ways they could differentiate themselves for future internships and job opportunities and minor representatives gained a considerable amount of student leads for their programs. Since this was the 2nd Annual Minor Fair and Showcase, and the first one that we conducted online, we did not know how many students to expect. Our original estimate was 300 students, however, we maintained around 400 student registrants.

It is important to note that some minors did not receive any traffic since students could very easily pinpoint where they wanted to go and not stop at any of the other tables. We found that the length of the event was too long. This year, the event was extended to 4 hours. In the future, the event will be kept to 2-3 hours in an effort to respect the time of the representatives.

## **7. Actions Taken :**

For the 2022 Spring Semester Minor Fair and Showcase (we decided to move it to Spring so we can conduct an in-person event), we will be taking the following actions:

- The event will be hosted on March 10th from 10am-1pm in the Exhibition Hall
- Maintenance/enhancement of campus-wide materials
- Review educational sessions and determine what to keep / add
- Quick registration process (provide registration ahead of time). Raffles and swag bags will be available
- Snacks and finger foods will be served along with water
- Online table map revisions with anchor "minors" | signage throughout and around the Exhibition Hall
- Improve Minor representative participation in logistics meeting (will offer two days/times)
- Develop improved assessment and offer incentives | more targeted questions for representatives
- Expand committee to include more minor representatives that want to participate in the planning process.

**Progress:**  
Complete

**Providing Department:**

Minor in Leadership Studies

## **Enhanced Theoretical Understanding of Students' Learning in PUBP 4140 Foundations of Leadership**

**Number:**

Goal 3

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

LEAD staff will gain an enhanced theoretical understanding of Students' Learning in PUBP to determine if learning outcomes are met.

With the continuation of our Faculty Learning Community, facilitated by Christopher Stanzone, Ph.D., the cohort was asked once again to identify a semester long project that focused on an area of neuroscience that we wanted to tackle within one or more of our courses. The focus was chosen to be the PUBP 4140 Foundations of Leadership Course, as to continue the pedagogical improvements that have been made in this course over the past year and a half. This is the fourth semester this course has been taught. The assessment will help to gain a better understanding of how students learn and embrace various pedagogical approaches that would continue to enhance the classroom experience for students.

Course: PUBP 4140 Foundations of Leadership

Activities: Pre-and-Post Concept Maps (What is leadership?), 5-minute small group warmups at the onset of class (alternating groups with prompts (media/art) specifically related to the topic for the day), biggest takeaway (each class) and continued group rotation through 3 sections of class

Neuro Techniques: Encoding, Storing, Recall and Recognition

Semester: 2021 Spring

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

With the implementation of pre-and-post concept maps, 5-minute warmups, biggest takeaways and group rotations, the instructor will be able to draw stronger connections with the material during class, ensure that learning outcomes are met, make appropriate adjustments to class lesson plans, and develop stronger connections with students and the teaching team.

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

This assessment will be evaluated by pre-and-post concept maps, 5-minute warmups, biggest takeaways, and group rotations.

## Cohort Survey

As a cohort, we decided to evaluate the experience our students had in their small groups and how it impacted their learning. They were asked to take a survey towards the end of the semester. The survey included the following questions:

*Throughout the semester you completed activities/assignments in small groups. We are interested to know more about this experience and how it has impacted your learning. Please rate the following items based on whether you Strongly Disagree (1) or Strongly Agree (5) with each statement.*

- The group assignment (s) helped to build a sense of community in this class.
- The group assignment(s) helped me learn the concepts in this class.
- The group assignment(s) helped me identify misconceptions I held about content in this class.
- I used my group members as a study group for exams and other assignments.
- I was able to build stronger connections with my classmates through the group assignments compared to classes without group work.
- I learned to build a cohesive, effective team and was able to overcome team challenges as they arose.
- I was able to navigate different personality types more effectively as I progressed through the group assignment (s).
- I felt like my input, opinions, and ideas were heard in the group.
- The group connection helped motivate me in this class.

If you had to meet with a group post-pandemic, how would you prefer to meet?

- Virtually
- In-Person
- Other

What prompted you to choose this response?

Did something else come up for you while you were taking this survey?? Anything else you want me to know?

## PUBP 4140 Foundations of Leadership Activities

### Pre-and-post concept maps with the focus question "What is leadership?"

During the 2021 Spring Semester, pre-and-post concept maps continued as a form of assessment focused on encoding and storing. The focus question changed to "What is leadership?" so the instructor could gain a theoretical picture of students' learning with the hope of identifying common misconceptions of leadership from the onset and adjust course material to directly address them. The instructor wanted to compare, contrast, and assess how student understanding and application of the course material

changes over the course of the semester. The hope was to identify areas of adjustment in course material to directly address gaps. As the instructor approached new sections of the course, they refined and developed the final section course roadmaps to assist students in visualizing learning pathways for the course. The instructor also conducted brief key takeaways section at the end of a few class sessions in the Act Like a Leader Section to determine if learning objectives were being met.

### 5-minute small group warmups at the onset of class

With the 5-minute small group warmups at the onset of class, the intention was to get students thinking about the topic/leadership skill they were to discuss that day as a way to encode. They were presented with various prompts alongside media/art as it related to the course content. There was also included an exercise called Connections to establish richer relationships between students and the teaching team. The purpose behind Connections is that we don't check our lives at the door/screen of a meeting or class. Learning what is weighing on or lifting up others helps you see them more fully. At times we would do this exercise with the entire class and other times we would conduct in small groups. The exercise instructions are as follows:

- Go around and briefly share what is on your mind (anything)
- Others must listen; nobody responds or asks questions
- Sharing is strictly self-driven / only share what you are comfortable in sharing
- Practice being comfortable with silence

### Biggest takeaway

At the end of each class, the intention was to capture the students' biggest takeaways so the instructor could evaluate if they needed to make any adjustments to lesson plans to meet learning objectives. This form of assessment focused on recall and recognition. The instructor included a blank slide with the title "Biggest Takeaway" at the end of the PPT and captured responses from students during the last 5 minutes of class.

### Group rotations

Since teaching this course, the instructor formed various student groups for each section of the course (see appendix for breakdown). The purpose of rotating groups is to build stronger connections in the classroom and foster a psychologically safe environment that allows for moderate risk-taking, speaking your mind, creativity, and making mistakes without the fear of judgment.

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

This report will be disseminated among Student Life administration and leadership, Faculty Learning Community, Board of Regents, and other Institute stakeholders.

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

### Cohort Survey

Results: We will be analyzing whether the group assignments had an impact on community development and learning. This evaluation will be completed in upcoming weeks, and LEAD staff are excited to see the results as this will inform increased focus areas within classes as well.

### PUBP 4140 Foundations of Leadership Activities

#### Pre-and-post concept maps with the focus question "What is leadership?"

Results: Students completed post concept maps on April 27<sup>th</sup>, and staff are currently analyzing the results. The hope is to have a full report with findings on June 1<sup>st</sup> so necessary adjustments to class lesson plans over the summer in preparation for the 2021 Fall Semester may be made.

#### 5-minute small group warmups at the onset of class

Results: The instructor received many positive comments from students regarding the 5-minute warmups. They really enjoyed having media and the arts incorporated into course content in this way and it enhanced their engagement with and retention of the material that day. Connections also allowed our students to freely share what was on their mind. The instructor always shared first and tried to be as vulnerable as they could to encourage their vulnerability as well. During the end of the semester live feedback session with the teaching team, many students commented on how strong their connections were with other students and that they felt psychologically safe to take risks without the fear of judgment. In addition, a handful of students mentioned that they felt closer to our teaching team as a result of the connections exercise.

#### Biggest takeaway

Results: Unfortunately, this activity was not consistently completed as we progressed through the semester due to the fact that the instructor did not effectively plan for this activity and incorporate into class lesson plans as a priority. The handful of times that the activity was conducted, the Instructor was able to reinforce any gaps in meeting learning objectives with the review in the next class.

#### Group rotations

Results: It was found that although students don't necessarily like to leave their initial established groups, they quickly understand how group rotations help them to build a stronger community that ultimately impacts their learning; especially in learning how to effectively work with others. The students were able to foster psychologically safe environments which they realized improved overall results on group assignments.

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

With the implementation of pre-and-post concept maps, 5-minute warmups, biggest takeaways, and group rotations the instructor is able to draw stronger connections with the material during class, make appropriate adjustments to class lesson plans and develop stronger connections with students and the teaching team.

Staff will be working diligently on my analysis of the pre-and-post concept maps to inform my 2021 Fall Semester lesson plans over the summer. It will be interesting to see what is uncovered and how the course will evolve as a result. LEAD staff plan to continue these activities alongside enhancing my assignment rubrics to define criteria, get a clearer picture of strengths and weaknesses of students, and identify those concepts that need more instructional time and student effort more explicitly.

## **7. Actions Taken :**

The instructor will continue to utilize pre-and-post concept maps, 5-minute warmups, biggest takeaways, and group rotations. Minor adjustments were made to class lesson plans to ensure that they tied more tightly to learning outcomes and where needed, more instructional time was added to those topics where it was required. The instructor is also conducting a detailed review of assignment instructions and rubric to define criteria more explicitly.

We have plans to submit posters at internal and possibly, external conferences.

### **Progress:**

Completed

### **Providing Department:**

Minor in Leadership Studies



# **Marketing and Communications**

## **Improve Marketing & Communications Efforts**

**Number:**

Goal 1.

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

Our goal was to improve the overall efficiency and cohesiveness of our marketing and communications strategies. With this goal, our hope was to increase our skillset in the field of marketing and communications and develop a team of communicators who can assist us with our current Departmental requests.

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

As a result of "merging" efforts and collaborating with the Campus Services' communications team, Marketing & Communications staff will to increase resources, expand manpower, and provide more efficient practices for Student Life departments.

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

Our strategies will be evaluated through regular scheduled meetings with the Campus Services team. We will virtually track the amount of collaborative brainstorming and joint execution of projects.

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

We will share our improvements with the Vice President for Student Life and Dean of Students, staff members, and other necessary stakeholders as needed to improve communication strategy.

Our communications team will work together to review and incorporate feedback and suggestions from our departments into our future communications strategies.

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

We physically relocated to a Communications suite in Smithgall which has allowed for more in-person collaboration with the CS team. This transition has improved our methods in which we serve SL. During this process of expanding, our team has developed a more innovative approach to marketing and communications in higher education.

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

We've learned that it is necessary to consult more communicators for guidance, assistance, and additional expertise in order to improve our current communications methods. Having a bigger team to help plan and execute has taught us the importance of having additional brainpower and creative ideas to move our departments forward.

## **7. Actions Taken :**

We will continue to implement the practices and methods we've developed over the past few months. With continued collaborative efforts, we are planning to expand our team and reach across campus.

### **Progress:**

Completed

### **Providing Department:**

Marketing and Communications

# Office of the Arts

## Create Opportunities for In-Person Experiences

Number:

Goal 1.

### 1. Operational/Learning Goal:

Office of the Arts staff will increase ways for students to have in-person experiences that are safe and accessible.

### 2. Outcome (s) :

There will be an increased number of in-person, hosted activities.

Audience: Georgia Tech Students

Behavior: Attending in-person events presented by GT Arts

Condition: Activities in the Ferst Center, Arts Plaza, and Skyline Series or elsewhere on campus

Degree: Reserving/purchasing tickets

### 3. Evaluation Strategy :

We will track and review numbers of tickets distributed, number of tickets scanned, and number of events presented. Additionally, we will administer a survey to all attendees.

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

Share data with SPSF, Division colleagues, and partners for the events (such as School of Music, Student Center Programs Council, etc.)

### 5. Summary of Results :

Skyline Series data:

- 175 student performers
- 1896 student tickets distributed
- 34 total performances
- 11 performances free to students
- See below results from Skyline Series survey

Q2. What did you enjoy the most about the show?		
Count	Percent	
7	17.50%	The performers were good.
29	72.50%	It was great to be at a live show.

1	2.50%	It was great to be out with friends.
3	7.50%	I had a friend/friends in the show.
0	0.00%	Other (please specify)

Q4. Would you like to see more outdoor performances at Georgia Tech?		
<b>Count</b>	<b>Percent</b>	
40	100.00%	Yes
0	0.00%	No - I prefer indoor performances

## 6. What did you learn? :

Survey results indicate a strong desire among students to experience these in-person events, and great appreciation for our price point. 100% of the 40 respondents said they would like to attend more outdoor events in the future.

Further marketing and communication were needed to increase student awareness of the events.

## 7. Actions Taken :

The Skyline Series in particular was undertaken in response to COVID-19. The positive response for in-person, accessible activities point to a continued need to find fiscally sustainable versions of these experiences for students in a wide range of settings.

### Progress:

Completed

### Providing Department:

Office of the Arts

## Improve In-Person Operations in the Ferst Center

### Number:

Goal 2.

### 1. Operational/Learning Goal:

Arts staff will provide evidence of the restoration and/or improvement of In-Person Operations in the Ferst Center Implement policies and procedures that allow for safe in-person experiences to take place in the Ferst Center.

### 2. Outcome (s) :

The Ferst Center will be open for in-person experiences.

Audience: Georgia Tech campus

Behavior: Familiarize clients/partners with procedures and opportunities

Condition: Safe experiences that fulfill goals of clients/partners

Degree: Number of events and number of participants at events

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

We will review attendance and engagement numbers for events as well as monitor campus testing data to ensure our events do not create public health concerns.

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

Event reports will be shared with clients/partners. We will also provide feedback to the COVID public service & external task force.

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

Events with Departmental partners: 6

Events with student groups: 5

Anticipated participants: 1685

Actual participants: 994

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

Our policies and procedures helped both Institute departments and students' groups feel safe and comfortable presenting in-person and hybrid events. We offered expertise and opportunities to incorporate streaming and safety procedures. Attendance for these events was lower than anticipated, but does not include those who participated remotely, which could account for the reduced numbers.

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

We are continuing to modify our rental/service model to work more closely with partners as collaborators. The emphasis on safety and introduction of streaming technology allowed us to reimagine our relationship with groups we previously thought of as "clients."

**Progress:**

Completed

**Providing Department:**

Office of the Arts

# **Orientation and Transition Disability Services Enhancing Communication with Constituents**

**Number:**

Goal 1

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

This goal was developed early-pandemic, to improve communication with those seeking services through Office of Disability Services (ODS), or with faculty attempting to accommodate students in the academic setting, given work-from-home scenarios with ODS staff, and the shift to the virtual classroom environment.

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

Communications between ODS and those seeking service will be improved.

## **3. Evaluation Strategy :**

Timeliness of response (from time of inquiry) will serve as the primary outcome assessed, as well as timeliness of referral from front desk/ODS main email/ODS testing email to Coordinator, and subsequent follow up.

Weekly staff meetings will be held to review prior weeks' communications to the Office and the follow-up from various staff. A response within 2 business days for general inquiries is the goal, and within the workday for exam accommodation or "student in immediate need" scenarios.

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

The information learned will be regularly shared with Divisional leadership, with an end-year recommendation for a new full-time Disability Services Coordinator position (replacing the one temporary, part-time), to increase the responsiveness capability of ODS team.

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

ODS staff had to pivot this year from normal operation and needed to enhance communication within our team to adequately meet the needs (and our goal) of timely response to our constituents. A new fulltime Coordinator position has been approved and will be a significant improvement to our efforts to immediately respond to those who may need to access our Office and its resources.

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

We learned various means of staying in contact, other than email. Specifically, use of BlueJeans, Microsoft Teams, and group texts were helpful in staying connected.

## **7. Actions Taken :**

A weekly review of communications to our Office will continue to be part of the weekly staff meeting moving forward.

### **Progress:**

Completed

### **Providing Department:**

Disability Services

## **Determining Viability of Technology-Based Options for Note-Taking Support**

### **Number:**

Goal 2.

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

ODS staff will improve technology-based options for Note-Taking support.

In late 2019, the Office of Disability Services shifted from a model of providing peer-notetakers for students needing notetaking support as a disability-related accommodation, to one that involved providing assistive technology software for them designed for this purpose. This was a significant cost-savings to the Institute (in excess of \$100,000 annually); however, the long-term viability of it as an effective means to mitigate students' needs was not fully established. The goal for 2020-21 was to survey the users of this software for their assessment of its effectiveness.

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

The intent is to do a comprehensive survey of all students who had been provided access to Sonocent/Glean software packages for their feedback. What we plan to assess is their comfort level with the software, its usefulness/efficacy, and ease of transition to a new paradigm of notetaking support, among other factors.

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

A survey will be administered.

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

The information learned will be shared with Divisional leadership ODS staff and other ODS stakeholders.

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

The data collection method was intended to be a survey, but given circumstances related to the shift to virtual learning in 2020, this will be better assessed in 2021-22. Due to COVID we continue this assessment goal to 2021-2022.

However, given the shift to virtual learning, the need for note-taking assistance for most students was negated, as many professors simply uploaded their notes and/or recorded their lectures for students to review as often as needed.

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

One point for discussion with our faculty colleagues is the means in which they were able to shift to a recording model for lectures (i.e., reviewable by students asynchronously), as well as the sustainability of the method. This type of recording is a stated benefit by many students with disabilities, and we would like to consider it for the future as a potential best practice.

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

Due to COVID we will continue this assessment goal to 2021-2022.

#### **Progress:**

Completed

#### **Providing Department:**

Disability Services

### **Supplement Faculty/Instructor Resources**

#### **Number:**

Goal 3.

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

ODS staff will supplement Faculty/Instructor Resources.



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

Website content will be created, and connections to other campus resources (e.g., Center for Teaching and Learning, Provost's Office) for best practices for working with students with disabilities, such as how to extend time via Honorlock for students who required additional exam time as an accommodation and will be linked to the ODS website.

## **3. Evaluation Strategy :**

The website and its content will be tracked and reviewed.

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

The website and its contents will be shared at weekly meetings with ODS staff and Director.

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

Echoing other ODS areas of this report, this goal was shifted as the support needs of instructors teaching virtually were revealed. The original intent of this goal was to provide more guidance in our saved website resources to faculty as they worked with students with accommodation needs "in-person." This changed when a need of providing guidance about on-line instruction of students with disabilities was evident. For the remainder of the year, effort was paid to providing adequate written information on the ODS website for faculty and instructors (both office-created content and links to other Institute offices working on similar goals).

Disability Services was, however, able to provide faculty guidance as to how to appropriately test students with disability-related needs (as a result of the pandemic), in both verbal and written content (website).

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

ODS learned how to adjust to changing circumstances, but also, how to adjust communication methods with faculty for the future.

## **7. Actions Taken :**

There will be changes to website content and protocol around phone and email inquiries.

We will assess the effectiveness of the website in FY22.

**Progress:**  
Completed

**Providing Department:**  
Disability Services

## **Expanding Use of Internal Database Capabilities**

**Number:**  
Goal 4.

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

ODS staff will expand the use of Internal Database Capabilities.

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

The effectiveness of the software and the options it provides will be assessed.

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

Evaluated informally through staff feedback to the Director and appropriate utilization of new knowledge.

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

Information will be shared with supervisor for her knowledge of the system and incorporated into the staff handbooks.

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

Disability Services staff participated in approximately 15 webinars/training opportunities provided by the vendor during the year to learn useful practices with the software. Of note was an increase in staff ability to generate varying reports on student data and accommodation utilization. Another useful module for tracking housing accommodations was introduced and is now being utilized by the team.

After a comprehensive product review, Disability Services purchased a proprietary software called "AIM" (Accommodation Information Management) in late 2019 (active as of Spring 2020) as a means to store student records, to electronically communicate to faculty about needed student accommodations, and to coordinate exam accommodation logistics. Goal was set (pre-pandemic) to explore options the software provided beyond those initially implemented in January 2020. AIM is a more effective use of our existing database for information management.

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

AIM is a more effective use of our existing database for information management.

**7. Actions Taken :**

We will continue to use AIM.

**Progress:**

Completed

**Providing Department:**

Disability Services

# New Student and Transition Programs

## Improve the Quality of Transition Programs

**Number:**

Goal 1

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

NSTP staff will create a program with campus partners that welcomes and helps acclimate transfer students to the Georgia Tech community.

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

Transfer students will be better connected to the campus community by being introduced to resources and events held by campus partners.

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

Transfer students will be sent a pre-assessment asking where they need additional information. Individual events will be assessed by attendees.

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

Information will be shared with Student Life and other campus entities who work with transfer students.

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

An assessment was not completed at this event due to a small attendance.

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

Assessment not completed.

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

Not Applicable

**Progress:**

Completed

**Providing Department:**

New Student and Transition Programs

# **Improve the First-Year Leadership Organization**

**Number:**

Goal 2.

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

NSTP staff will improve through measuring the effectiveness of Connect, a new First-Year Leadership organization.

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

An assessment will be completed on the effectiveness of Connect.

## **3. Evaluation Strategy :**

The effectiveness will be evaluated via a post-assessment.

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

New Student & Transition Programs Professional staff and First-Year Leadership Organization Activity Board will be given the results to the assessment.

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

Student transition is supported, and the students involved are connected to others on campus.

10 out of the 22 Connectors filled out the post-assessment survey. Some of the trends of this data show:

- 90% or more of respondents somewhat or strongly agreed that we met each of our 5 goals for participants of Connect.
- The most popular components of Connect were during the spring when we shifted to in-person and hybrid options. These include small group meetings, spring retreat, weekly meetings, and banquet.
- The least popular components of Connect were the virtual fall retreat and the fall events.
- Common feedback was wanting expectations of the connectors to be clearer from the very beginning of the process.
- When giving an overall score of their connect experience, respondents averaged 4.6/5 rating.

Additionally, out of the 22 Connectors, 10 of them applied for further leadership positions within Connect as a Second Year Advisor.

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

- Students really struggled with the virtual components of the fall semester.
- Students want to know exactly what to expect for the year at the beginning of the experience.
- Students liked the experiences where they could build relationships in-person the most.

## **7. Actions Taken :**

- The new advisor team is creating clear expectations to present to connectors from the very beginning.
- We are working on creating a "signature" event for Connect.
- Starting the fall semester off with an in-person retreat.
- Creating more opportunities for community-building.

### **Progress:**

Completed

### **Providing Department:**

New Student and Transition Programs

## **Improve the FASET Leader Experience**

### **Number:**

Goal 3.

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

NSTP will improve the FASET Leader experience by determining how the FASET Leader experience is affected by the changes in the training program.

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

High levels of satisfaction will be observed based on results from an assessment of the FASET Leader experience.

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

The experience will be evaluated by a Pre- and Post-Assessment. Data collected from the assessments will be distributed to our student leaders who are serving as FASET Leaders.

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

The information learned from this assessment will be shared with Student Life administration, New Student and Transition Programs leadership and staff, as well as the FASET leaders.

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

Overall, the student leaders did not report back that the training program being shorter and not as intense slighted their experience or preparation for their role as an orientation leader.

89% of the student leaders had an understanding of their role in the transition of new students & family members.

73% of the student leaders felt they were able to explain issues pertaining to incoming students.

79% of the student leaders felt they are comfortable interacting with people they do not know.

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

From the feedback of leaders, we learned areas of the training program (campus resources, leadership development and communication skills) that are effective as they are in this shortened model. However, there are specific aspects of the role and training that they would like clearer information on such as requirements of the role and more hands-on training in regard to class registration and having small groups with incoming students.

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

As we move forward to the next year of the Training and Leadership Program we will investigate the ways that our training program handles all these aspects to make sure that we can continue to improve upon what we have done in the past to make sure these areas of improvement are worked on.

#### **Progress:**

Completed

#### **Providing Department:**

New Student and Transition Programs

# Parents and Family Programs

## Increase Learning through Webinars

**Number:**

Goal 1

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

Parent & Family Programs will increase learning through the provision of relevant information about the Georgia Tech student experience to help families support their students.

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

At least 6-9 webinars will be created each semester for 2020-2021. We will create a new stream of programming through webinars either through Facebook Live, recording YouTube videos, etc. to share with families on our Facebook page, YouTube Channel, and/or website.

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

For this first year, we will measure our programming by number of sessions created and a survey sent out in the fall of 2020.

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

Parent & Family Programs will utilize this data to improve quality of webinars offered by Parent & Family Programs and we will share this information with campus partners to allow for improvement as well.

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

Parent & Family Programs created new webinar series for GT parents and families, called "What's Buzzin' at GT?" The programming series served as supplemental learning to FASET Parents Orientation for new GT families and provided valuable resources to returning GT families. Our goal is to continue to provide relevant and helpful information to support student success at Georgia Tech. Georgia Tech Parent & Family Programs continued to be committed to engaging, supporting, and connecting our Georgia Tech families to information and resources they need to support their student's higher education journey during COVID-19. We hosted 31 sessions in fall 2020 and 9 sessions in the spring 2021 with an average attendance of 40-50 people, however there were some popular sessions that would have over 100 people in attendance. These sessions were so popular, we will continue to host them in 2021-2022, but with less frequency.

Survey Results – Of the parents who completed the survey sent out in September 2020, 84% were families of first-year students, 9% were families of second years, and 3% were families of third years and fourth years. Over 80% had a student living on campus at the time of the survey and 48% of families who responded were from GA.



- When asked “After attending one or more of the “What’s Buzzin” at GT?” sessions, I feel more knowledgeable of the resources available to my student.” – 93% strongly agreed or agreed.
- When asked “After attending one or more of the “What’s Buzzin” at GT?” sessions, I feel more comfortable referring my Georgia Tech student to campus resources.” – 89% strongly agreed or agreed.
- When asked “After attending one or more of the “What’s Buzzin” at GT?” sessions, I feel welcomed into the Yellow Jacket community as a parent or family member.” – 96% strongly agreed or agreed.
- When asked “How would you rate your overall experience with the “What’s Buzzin” at GT?” webinar series?” – 70% shared a rating of EXCELLENT and 22% shared a rating of GOOD.

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

We learned that Parent & Family Programs continues to be a significant way families receive information about their student and Georgia Tech. It is important that we continue to provide them helpful and accurate information to allow them to stay informed and better advise their students. We were not sure if the webinars would be successful, but with COVID and everyone learning virtually, they were quite popular.

## **7. Actions Taken :**

We will continue to offer our “What’s Buzzin’ at Georgia Tech?” in the future, even after COVID.

We will continue to think of new, innovative ways and modes to connect with families, such as short video on Facebook Live, along with our webinar series.

### **Progress:**

Completed

### **Providing Department:**

Parents and Family Programs

## **Increase Readers’ Level of Engagement Relative to Diversity and Inclusion**

### **Number:**

Goal 2

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

Parent & Family Programs will increase readers’ level of engagement relative to Diversity and Inclusion by 10% through *ParentNews* articles that contain information about special populations and subcultures, and diverse programming and events. Click rates will be compared to articles that are not specific to diversity and inclusion.

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

Parent & Family Programs will increase readers' level of engagement by 10%.

## **3. Evaluation Strategy:**

Click rates will be compared to articles that are not specific to diversity and inclusion. Parent & Family Programs will seek additional diverse, inclusive, and cultural content for *ParentNews* information throughout the year and will track the increased readership (e.g., click through rates) of these articles in comparison to non-multicultural content within *ParentNews*.

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

Parent & Family Programs will utilize this data to improve quality of information contained in *ParentNews* and will disseminate this data to content contributors to allow for improvement as well.

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

Although our intent was to incorporate more diverse and inclusive content for the *ParentNews* and social media, the academic year had a more intentional turn to education and information due to COVID-19. We were very intentional with our social media posts on both Facebook and Instagram, especially given the death of George Floyd and the feeling of frustration by so many BIPOC students and families. We tried to share more posts on what students, alumni, and faculty/staff were doing to make a difference in the world. We also shared positive posts on the improvements Georgia Tech was making in respect to Strategic Value #3 (Support Multicultural populations that encourages campus engagement and student success). We will continue to support this Strategic Value and incorporate more educational information on diversity and inclusion for parents and students this coming year in our *ParentNews*, social media, and new webinar series.

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

We had positive feedback from families on social media about some of our multicultural posts and we were happy to see that. We need to continue to educate and support all GT families, while specifically, making sure all BIPOC families to feel included and valued. We want all our families and students to see themselves represented at Georgia Tech. Therefore, we will continue to grow our diversity and inclusion outreach and communication to make sure students and families see themselves and know that they matter. Alumni Association recently asked about supporting their efforts in a Black Homecoming, so that families of Black alumni can feel celebrated. We will continue to support efforts like these on campus.

## **7. Actions Taken :**

Parent & Family Programs will continue to enhance Family Weekend, Sibs Day programming, and Grandparents Day programming to meet the needs of diverse families.

We will continue to share important dates, resources, and information for BIPOC families in the *ParentNews* and on social media.

We will do more outreach to support specialized populations.

### **Progress:**

Completed

### **Providing Department:**

Parents and Family Programs

## **Enhance Grandparents & Friends Day**

### **Number:**

Goal 3

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

Parent & Family Programs will enhance Grandparents & Friends Day.

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

The Grandparents & Friends Day for 2021 will be measurably improved.

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

Parent & Family Programs will create a survey for Grandparents & Friends Day participants in 2021.

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

Parent & Family Programs will utilize this data to determine if the improvement we made were successful and if any other additional programming or services need to be offered for the special population of grandparents.

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

Unfortunately, due to COVID-19, we were not able to host our 2<sup>nd</sup> Annual Grandparents & Friends Day. We postponed it until March 2022.

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

N/A

**7. Actions Taken :**

Unfortunately, due to COVID-19, we were not able to host our 2<sup>nd</sup> Annual Grandparents & Friends Day. We postponed it until March 2022.

**Progress:**

Completed

**Providing Department:**

Parents and Family Programs

# **Student Integrity**

## **Increase and Stabilization of Office of Student Integrity Staffing Levels**

**Number:**

Goal 1

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

In an effort to address the increased volume of academic and non-academic referrals, as well as to strengthen the Office's ability to effectively serve students, the Office will commit to increasing staffing levels. The goal is to fill all vacant positions, as well as explore additional opportunities to expand Office of Student Integrity (OSI) staffing/positions.

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

The intended outcome is to increase staffing levels, by filling the vacant OSI Director position, as well as two Coordinator decision. Also, to establish partnerships to increase staffing support and/or funding for new positions within OSI. Objective being to utilize increased staffing to address conduct/integrity referral volume needs, as well as support proactive initiative needs.

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

Evaluated through the filling of vacancies, partnerships established and measurable decrease in pending conduct/integrity referrals.

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

OSI will communicate and establish relationships with Student Life administration, staff, and other campus partners willing to assist in providing funding and/or cross-staffing to address referral volume.

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

Several vacancies within OSI have been filled, including the Associate Dean/Director, as well as an OSI Coordinator position. Additionally, two Tech Temps have been hired to specifically address academic integrity referrals. Also, a partnership was established with Residence Life, which allowed four Residence Life staff members to assist in the resolution of pending OSI conduct referrals.

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

We were able to evaluate vacancies in OSI and stabilize staffing levels.

## **7. Actions Taken:**

Interviews for the remaining OSI Coordinator vacancy have been completed and a candidate selection is pending. Also, conversations have taken place with additional campus partners, including the Provost area and Online Master of Science in Computer Science (OMSCS) program, to acquire support for both temporary and full-time positions.

### **Progress:**

Completed

### **Providing Department:**

Student Integrity

## **Strengthen Office of Student Integrity's Collaboration and Engagement with Student Panels/Groups**

### **Number:**

Goal 2

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

OSI will increase communication and collaboration with student panels and groups to increase student engagement and partnership.

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

OSI expects more active participation in the recruitment and selection process of the Undergraduate Judiciary Cabinet (UJC), Graduate Judiciary Cabinet (GJC) and Honor Advisory Council (HAC), as well as to include these bodies in relevant OSI processes and programming.

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

OSI worked with the UJC and GJC to ensure that their recruitment materials were up to date, accurate and visible for students to access. OSI also included members from UJC, GJC and HAC as both direct search committee members, as well as student participants in OSI staff interviews, allowing them to provide direct input.

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

Collaboration and communication primarily through the Chief Justices of UJC and GJC, as well as the Chair of HAC. Appointment of new OSI Advisors for each body to serve as direct liaisons on behalf of OSI, to ensure that information and communication is occurring between parties.

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

An Advisor and Co-Advisor for HAC has been appointed. Advisor for UJC and GJC has been appointed, while Co-Advisor still pending new hire of an OSI Coordinator. Members of each body have participated directly in the hiring of two OSI Coordinator positions.

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

We were able to appoint new advisors, co-advisors, and coordinators for OSI.

## **7. Actions Taken :**

New OSI Staff Advisors and Co-Advisors have been appointed for UJC, GJC and HAC to provide support and increased opportunity for collaboration in the upcoming academic year.

### **Progress:**

Completed

### **Providing Department:**

Student Integrity

# **Student Temporary Assistance Program (STAR)**

## **Improve Klemis Kitchen Utilization**

**Number:**

Goal 1

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

We will improve Klemis Kitchen utilization by adapting our process of providing food assistance to food under-resourced students considering the changes in general operations due to COVID-19.

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

STAR staff we will find new sources of food donations to replace the donations lost due to the closing of campus.

STAR staff will be able to replace donations of food with financial donations, allowing us to purchase food.

STAR staff will be able to meet the demand of food under-resourced students who remained on campus.

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

STAR staff sent emails to students every time new donations were placed in Klemis Kitchen; in the emails asked for feedback as to how STAR staff were doing to meet needs. The overwhelming number of students responded by saying their needs were being fully met; whenever students asked for items to be placed in the Kitchen, we did our best to purchase the items using financial donations.

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

Our primary stakeholders to whom we will disseminate information include:

- Office of Development
- Division of Student Life / Dean of Students
- Student Government Association

These stakeholders help us identify students in need of our services, as well as sources of revenue so we may fulfill our mission, and therefore need to see how we effectively use the resources they provide to effectively serve the students in need of resources.



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

Prior to the shutdown, our primary sources of food donation were:

- Fresh food donated by Dining Services, coordinated by student organization Campus Kitchen Project
- Monthly Departmental non-perishable food drives

With most students, as well as faculty and staff, working remotely, neither of these sources of food were available to us. We owe a great debt to the Food Ministry at the Lutheran Church of the Redeemer in Atlanta, for helping us in the following ways:

- Donations of fresh food from Whole Foods, Publix, and Trader Joe's twice a week
- Earmarking \$5000 of a grant received from the City of Atlanta specifically for non-perishable items in Klemis Kitchen

In addition, we were able to use financial donations to Klemis Kitchen to create a "Klemis Summer Meal Plan," in which we supplied 50 meal swipes to Klemis Kitchen clients to supplement the items available in Klemis Kitchen during the summer of 2020.

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

STAR staff learned that our main takeaway is that we need to continue to diversify our donation base.

## **7. Actions Taken :**

We are currently exploring the possibility of establishing a relationship with the Atlanta Community Food Bank, which will serve as a well-stocked resource to guarantee we have the items we need to continue assisting food under-resourced students.

### **Progress:**

Completed

### **Providing Department:**

Student Temporary Assistance Program (STAR)

## **Expanding the Mission of STAR**

### **Number:**

Goal 2

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

We will expand the mission / objective of STAR to be more inclusive of the student population.

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

With a more inclusive objective / mission statement, we will be able to increase the number of students who interact with STAR by offering a wider array of services and opportunities.

## **3. Evaluation Strategy :**

The three primary evaluation strategies are:

- Year-to-year comparison of the number of students receiving assistance through STAR and its affiliate programs.
- Year-to-year comparison of the number of students reached through awareness events (tabling, presentations to clubs / organizations, followers on Facebook / Twitter, etc.).
- Year-to-year comparison of the number of students participating in service projects and volunteer opportunities through STAR and its affiliate programs.

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

Information for improvement will be shared with STAR Primary stakeholders including the:

- Office of Development
- Division of Student Life / Dean of Students
- Student Government Association

These stakeholders help us identify students in need of our services, as well as sources of revenue so we may fulfill our mission, and therefore need to see how we effectively use the resources they provide to effectively serve the students in need of resources.

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

STAR began as a service to under-resourced students on campus. Early on, we learned that it is difficult to market to under-resourced students because students either consider themselves free from the worry of ever being under-resourced, or not wanting to publicly state they are under-resourced. By adding service projects and volunteer opportunities to the list of offerings STAR provides, a greater number of students were willing to affiliate with STAR.

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

We have come to understand the typical student as one who regularly needs / desires to be helpful, while occasionally needing some help. This has greatly reduced the

stigma of being under-resourced and has allowed a sense of community to flourish among students across socioeconomic lines.

## **7. Actions Taken :**

Given our greater reach among students on campus, it is imperative that we develop a strong STAR leadership team. A structure has been developed, and we are excited about implementing the structure when campus fully reopens in the Fall of 2021.

### **Progress:**

Completed

### **Providing Department:**

Student Temporary Assistance Program (STAR)

## **Improve STAR-related Programs and Services**

### **Number:**

Goal 3

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

A Servant Leadership Team We will be developed and implemented to enhance and facilitate the work of STAR across campus.

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

We will develop a structure to guide the work of our new student leadership team, and we will register as a Departmental Registered Student Organization (DRSO).

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

- Year-to-year comparison of the number of students receiving assistance through STAR and its affiliate programs.
- Year-to-year comparison of the number of students reached through awareness events (tabling, presentations to clubs / organizations, followers on Facebook / Twitter, etc.).
- Year-to-year comparison of the number of students participating in service projects and volunteer opportunities through STAR and its affiliate programs.

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

Information will be shared with STAR primary stakeholders including the:

- Office of Development
- Division of Student Life / Dean of Students
- Student Government Association

These stakeholders help us identify students in need of our services, as well as sources of revenue so we may fulfill our mission, and therefore need to see how we effectively use the resources they provide to effectively serve the students in need of resources.

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

While the structure is fully developed, we have not been able to implement it fully due to the shutdown of campus during the 2020-2021 academic year. Once fully implemented, we will evaluate its effectiveness.

We have developed six roles within the Servant Leadership Team; students and other members of the campus community will choose their own roles based on their desired level of involvement (following list is from the STAR request for membership):

- Volunteer: you will be notified whenever a volunteer opportunity is offered by STAR or a partner program. There is no minimum requirement to be a STAR Volunteer; participate as much or as little as your interest and availability allow.
- Active Member: in addition to receiving notifications of volunteer opportunities, you will be notified of learning opportunities, general meetings, and social events.
- Servant Leader: you will be invited to help plan and facilitate volunteer opportunities, learning opportunities, general meetings, and social events.
- Project Lead: select this if you are interested in initiating a new program in response to identifying an unmet need on campus.
- Liaison: select this if you represent one of the partner programs on the Servant Leadership Team.
- Faculty / Staff / Affiliate Partner: select this if you are not a GT student, but would like to participate in the work of this team

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

We learned that there are a lot of opportunities for STAR to interact with the campus community, and there are students willing to make those interactions happen. Having a Servant Leadership Team in place will greatly increase the impact STAR can have on campus.

## **7. Actions Taken :**

Students who have had previous interaction with STAR - clients, volunteers, participants in awareness events - are being invited to select a role on the Servant Leadership Team and become a part of the exciting new expansion of STAR and its impact on campus.

### **Progress:**

Completed

### **Providing Department:**

Student Temporary Assistance Program (STAR)

# Appendix A

## Assessment Projects 7/1/2020-6/30/2021

Department	Assessment Title	Opened	Closed	Days	Responses
Center for Student Engagement	Registered Student Organization (RSO) Training	4/3/2020	11/30/2020	241	510
Counseling Center (CC)	Individual Client Satisfaction	3/16/2021	5/27/2021	73	103
CC	Group Client Satisfaction	3/15/2021	5/27/2021	73	25
CC	Black, Indigenous, and People of Color (BIPOC) Focus Group	3/1/2021	4/30/2021	60	8
CC	Alumni Survey for Interns	2/1/2021	8/13/2021	194	11
CC	GT Counseling Center Outreach Program Survey	9/18/2020	5/6/2022	596	393
CC	Dr. Harewood - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	0
CC	Dr. Adelman - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
CC	Dr. Finklea - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
CC	Dr. Rizzo - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1
CC	Counseling Center Intern Evaluation	1/30/2020	8/30/2020	214	0
CC	GT 1000 and 2000	12/13/2019	9/18/2020	280	46
CC	GTCC Life Skills Workshop - Mind Over Mood	9/26/2019	5/7/2022	955	56
CC	GTCC Life Skills Workshop - Introduction to Mindfulness	9/26/2019	5/7/2022	955	38
CC	GTCC Life Skills Workshop - Managing Stress	9/20/2019	5/7/2022	961	31
Development, Parent Giving, & Student Life	Parents Advisory Board Meeting 11.2020	11/17/2020	12/7/2020	20	13
GT CARE	Georgia Tech Center for Assessment, Referral and	6/30/2021	7/11/2021	12	103

	Education (CARE) Client Survey Summer 2021				
Health Initiatives (HI)	Self-Compassion Scale	8/14/2020	6/30/2021	321	12
HI	Body Appreciation Scale	8/14/2020	6/30/2021	321	14
HI	Catching Feelings, Not COVID	8/3/2020	9/1/2020	30	3
HI	Health Myths and Realities	5/18/2020	12/30/2020	227	23
HI	Body Image and Disordered Eating	12/10/2019	12/30/2020	387	110
HI	Eating on a Budget	12/10/2019	12/30/2020	387	47
HI	Food Swap Your Way to Better Health	12/10/2019	12/30/2020	387	0
HI	Intuitive Eating	12/10/2019	12/30/2020	387	0
HI	Nutrition 101	12/10/2019	12/30/2020	387	3
HI	Adulting Presentation Evaluation	11/1/2019	11/1/2022	1097	0
HI	Surviving to Thriving Presentation Evaluation	11/1/2019	11/1/2022	1097	0
HI	Sleep Presentation Evaluation	11/1/2019	11/1/2022	1097	0
HI	Mindfulness Presentation Evaluation	11/1/2019	11/1/2022	1097	0
HI	Alcohol Presentation Evaluation	11/1/2019	11/1/2022	1097	25
HI	Stress Management Presentation Evaluation	11/1/2019	11/1/2022	1097	0
Leadership Education and Development	2021 Summer Global Leadership Practice Post-Leadership Capacity Survey	6/24/2021	7/2/2021	9	17
Leadership Education and Development	2021 Summer Global Leadership Practice Pre-Leadership Capacity Survey	6/1/2021	6/18/2021	18	18
LGBTQIA Resource Center (RC)	Rising Up Pre-Test Spring 2021	1/4/2021	5/28/2021	145	0
LGBTQIA RC	Rising Up Post-Test Spring 2021	1/4/2021	5/28/2021	145	0
LGBTQIA RC	STAMPS Services	12/8/2020	1/29/2021	53	33
LGBTQIA RC	Level Up Level 1 Fall 2020 Evaluation	11/24/2020	2/1/2021	70	8

LGBTQIA RC	Trans 101 Pre-Test 2020-2021	10/5/2020	8/2/2021	302	60
LGBTQIA RC	Trans 101 Post-Test 2020-2021	10/5/2020	8/2/2021	302	55
LGBTQIA RC	Safe Space: Peer Education Post-Test 2020-2021	8/28/2020	8/27/2021	365	46
LGBTQIA RC	Safe Space Pre-Test 2020-2021	8/21/2020	8/27/2021	372	71
LGBTQIA RC	Safe Space Post-Test 2020-2021	8/21/2020	8/27/2021	372	65
LGBTQIA RC	Safe Space: Peer Education Pre-Test 2020-2021	8/21/2020	8/27/2021	372	52
LGBTQIA RC	Level Up 2 Evaluation -- Spring 2020	4/8/2020	8/31/2020	146	8
LGBTQIA RC	Safe Space Pre-Test 2019-2020	9/26/2019	8/25/2020	335	126
LGBTQIA RC	Safe Space Post-Test 2019-2020	9/26/2019	8/25/2020	335	119
LGBTQIA RC	Trans 101 Pre-Test 2019-2020	9/26/2019	8/25/2020	335	74
LGBTQIA RC	Trans 101 Post-Test 2019-2020	9/26/2019	8/25/2020	335	73
LGBTQIA RC	Safe Space Peer Education Pre-Test 2019-2020	9/26/2019	8/25/2020	335	18
LGBTQIA RC	Safe Space Peer Education Post-Test 2019-2020	9/26/2019	8/25/2020	335	26
LGBTQIA RC	Greek Allies Pre-Test 2019-2020	9/26/2019	8/25/2020	335	15
LGBTQIA RC	Greek Allies Post-Test 2019-2020	9/26/2019	8/25/2020	335	16
Member Services	Member Services - Exit Survey	2/22/2016	1/1/2021	1776	31
Multicultural Competence Committee	MCC Spring 2021	5/3/2021	6/30/2021	59	43
New Student and Transition Programs (NSTP)	2021 Cabinet Leader Evaluation	6/14/2021	6/20/2021	7	41
NSTP	FASET Leader 2021 Post Training Assessment	6/14/2021	7/1/2021	18	39

NSTP	2021 Virtual Summer Transfer FASET Student Assessment	5/9/2021	6/16/2021	39	21
NSTP	FASET Leader 2021 Pre-Assessment	3/9/2021	4/28/2021	51	52
NSTP	2021 Wreck Camp Staff Pre-Assessment	1/21/2021	4/14/2021	84	16
NSTP	2021 Virtual Spring FASET Student Assessment	1/8/2021	2/3/2021	26	58
NSTP	2021 Wreck Camp Director Pre-Assessment	10/8/2020	11/30/2020	53	6
NSTP	2020 Wreck Camp Director Pre-Assessment	10/8/2020	10/8/2020	1	7
NSTP	2021 FASET Cabinet Pre-Assessment	10/8/2020	10/14/2020	7	10
NSTP	2020 Wreck Camp Director Post-Assessment	8/19/2020	9/25/2020	37	6
NSTP	2020 FASET Cabinet Post Assessment	8/13/2020	9/2/2020	21	10
NSTP	HIVE Post-Assessment and Wreck Camp Exit Survey	8/12/2020	9/20/2020	39	23
NSTP	Wreck Camp - HIVE Post-Assessment	8/11/2020	8/30/2020	20	52
NSTP	FASET Leader 2020 Post Assessment	6/1/2020	7/10/2020	40	56
NSTP	2020 Virtual FASET Student Assessment	5/14/2020	9/4/2020	113	1311
NSTP	2020 Virtual FASET Guest Assessment	5/14/2020	9/4/2020	114	128
Nutrition	Nutrition 101- Healthy Eating	6/11/2021	6/30/2022	385	0
Nutrition	Food Swap Your Way to Better Health	6/11/2021	6/30/2022	385	0
Nutrition	Health Myths and Realities	6/11/2021	6/30/2022	385	70
Nutrition	Body Image and Disordered Eating	6/11/2021	6/30/2022	385	0
Nutrition	Body Positive GT	6/11/2021	6/30/2022	385	0
Nutrition	Intuitive Eating	6/11/2021	6/30/2022	385	0
Nutrition	Eating on a Budget	6/11/2021	6/30/2022	385	40
Office of the Arts	Georgia Tech Arts Skyline Series	5/3/2021	6/4/2021	33	51
Parent and Family Programs	Parent & Family Programs Webinar Survey	10/5/2020	10/15/2020	10	33



Research and Assessment	2021 GTFWC Scholarship App Evaluation	4/21/2021	5/5/2021	14	51
Research and Assessment	Georgia Tech Faculty Women's Club Scholarship Application 2020-2021	12/10/2020	4/9/2021	121	10
Student Diversity Programs	Virtual Presentations - Student, Faculty, and Staff Experiences	8/17/2020	6/30/2021	318	80
Veterans Resource Center	New Veterans Resource Center Needs Assessment	6/23/2021	7/22/2021	30	28
VOICE	VOICE Supporting Survivors of Sexual Violence Benchmark Template	6/26/2021	7/24/2021	29	0
VOICE	VOICE Responding to Relationship and Sexual Violence	6/26/2021	7/24/2021	29	5
VOICE	General VOICE Presentation: Peer Education	6/26/2021	7/1/2022	371	0
VOICE	Sexual Violence Presentation: APPH Course	6/26/2021	7/1/2022	371	388
VOICE	VOICE Men Stopping Violence Presentation	6/26/2021	7/1/2022	371	0
VOICE	2021 Greeks Against Violence	6/26/2021	7/1/2022	371	93
VOICE	Baseball Team	5/9/2021	6/7/2021	30	35
VOICE	Teal Ribbon Certified Workshop	4/16/2021	5/15/2021	30	25
VOICE	Copied VOICE Presentation: Greeks Against Violence	3/29/2021	4/29/2021	32	203
VOICE	Zeta Sigma Events	3/14/2021	4/12/2021	30	4
VOICE	VOICE Presentation: Greeks Against Violence Pre-Test	2/21/2021	5/19/2021	88	180
VOICE	Safe and Sexy	2/4/2021	3/2/2021	27	1
VOICE	Copied Sexual Violence Presentation: APPH Course	10/23/2020	11/21/2020	30	28
VOICE	VOICE Presentation: Greeks Against Violence	10/22/2020	11/21/2020	31	294
VOICE	VOICE CELT Presentation	9/27/2020	10/25/2020	29	183
VOICE	VOICE Presentation: Sexual Violence and Race	9/27/2020	10/25/2020	29	11

VOICE	VOICE Hazing Prevention	9/23/2020	10/23/2020	30	0
VOICE	VOICE Men Stopping Violence Presentation	9/6/2020	10/4/2020	29	8
VOICE	VOICE MSE Presentation	9/6/2020	12/31/2020	117	3
VOICE	VOICE One Love 10 Signs of Healthy and Unhealthy Relationships	8/10/2020	12/31/2025	1970	9
VOICE	APPH Course: Sexual Violence Presentation	8/3/2020	6/28/2025	1791	466
VOICE	General VOICE Presentation: Peer Education	8/3/2020	6/28/2025	1791	571
VOICE	VOICE Supporting Survivors of Sexual Violence	8/3/2020	12/31/2025	1977	2
VOICE	VOICE MCM	8/3/2020	12/31/2025	1977	5
VOICE	VOICE Bringing in the Bystander	7/16/2020	6/28/2025	1809	7
VOICE	VOCA OPM Crime Victim Survey	5/25/2020	12/31/2025	2047	3
VOICE	OPM Crime Victim Survey - Secondary	5/25/2020	12/31/2025	2047	0
VOICE	VOCA OPM Domestic/Dating Violence Survey	5/25/2020	12/31/2025	2047	1
VOICE	VOCA OPM Domestic/Dating Violence Survey - Secondary	5/25/2020	12/31/2025	2047	0
VOICE	VOCA OPM Sexual Assault Survey- Secondary	5/25/2020	12/31/2025	2047	3
VOICE	VOCA OPM Stalking Survey	5/25/2020	12/31/2025	2047	7
VOICE	VOCA OPM Stalking/Harassment Survey - Secondary	5/25/2020	12/31/2025	2047	0
VOICE	General VOICE Prevention: Staff-led	5/23/2020	12/31/2025	2049	173
VOICE	VOCA OPM Sexual Assault Survey	4/30/2020	12/31/2025	2072	10
Women's Resources Center	RISE Assessment Spring 2021	4/26/2021	5/17/2021	22	9
Average Days Project Open*	485				

Average Days Project Open during FY21**	136
Average Responses	63
Total Responses	7477
<b>Total Number of Assessment Projects</b>	<b>119</b>

## Appendix B

### Campus Culture and Hazing Climate Summary from Stop Hazing and the Hazing Prevention Consortium

- Georgia Tech community members describe the Institute as a prestigious Institution with nationally recognized academic programs. Staff and students indicated a sense of pride in being affiliated with Georgia Tech and pointed to factors such as its leading faculty, innovative orientation, and the abundance of resources and opportunities as some of the reasons for this high regard.
- This academic excellence, combined with Georgia Tech’s location in Atlanta—a city offering robust professional, cultural, and social opportunities—helps attract students, staff, and faculty and differentiates Georgia Tech from peer institutions.
- Describing the feel of Georgia Tech’s campus, both students and staff members referred to the “Georgia Tech Bubble,” noting the campus had a connected, traditional college campus feeling while being located in a city.
- Georgia Tech community members perceived students to have diverse interests but share commonalities of being high achieving, driven, and intelligent. These traits, at times, extend beyond academics with some students experiencing overcommitment as a result. Given such a motivated, capable, and successful student body, some staff members highlighted the imposter syndrome felt by some students.
- Several staff members discussed the historical inequity of the Institution and how these disparities play out and impact Georgia Tech’s campus culture and climate into the present day.
- Staff and students described an intense, stressful, and perhaps competitive campus environment where a heavy workload is placed on students and academic expectations are difficult to meet. Some students disputed this competitive characterization and stated they enjoyed the collaborative, supportive nature of the Institute.
- Considering the high-achieving, driven student body and the academic rigor of Georgia Tech, community members described an environment where connection to the Institution is forged through academic challenges and hardship. Many participants described a “We All Got Out” mentality, where connection to the Institute and bonding with peers is developed through surviving the extremely difficult academic workload.
- When asked to describe traditions that bring the campus community together, Georgia Tech staff and students described several such traditions at the Institute. Rat Caps, the Ramblin’ Reck and the Rambling Wreck Parade, and the Freshman Cake Race were prominent traditions mentioned in almost every focus

group and individual interview. Other notable traditions such as pennies for Sideways, stealing the T, and the Mini 500, amongst others, were also discussed.

- Some Georgia Tech student definitions of hazing focused on physical hazing, the use of force, and making peers engage in activities that they do not want to do. Other students conceptualized hazing as specific behaviors such as making new members drink, mocking new members, and making new members engage in personal servitude or believed that “anything” could be considered hazing by the Institute.
- Staff members perceived a gap between the typical staff member definition of hazing and the student definition. Staff noted that students often think of hazing as only the most extreme, violent behaviors. Other types of hazing, according to these staff members, were normalized by students who were unable to view how hazing could manifest in their groups, teams, and organizations. Additionally, some staff members perceived that students who had experienced hazing wouldn’t recognize the behaviors as hazing if they had agreed to participate.
- While some members of the Georgia Tech community narrowly viewed hazing as an FSL issue, many felt hazing was a campus-wide problem. Staff members commented on hazing occurring in organizations not typically considered at-risk such as religious organizations, professional development organizations, and honor societies. The marching band and spirit groups were two other types of organizations identified by participants as being at-risk for hazing.
- Interviewees provided numerous examples of the kinds of hazing they had heard about, witnessed, or experienced first-hand at Georgia Tech. Examples included instances of hazing that were intimidating, harassing, or violent in nature and included alcohol consumption, physical tasks, humiliation, and undue stress.
- Intimidation hazing behaviors discussed by members of the Georgia Tech community involved personal servitude, cleaning, and wearing certain clothing items. Harassment hazing behaviors that emerged from the data featured alcohol-related activities, scavenger hunts with inappropriate items, sleep deprivation, and consuming too much of a substance. Violence hazing behaviors included the forced consumption of gross substances to the point of getting sick and coerced sexual behaviors.
- Student and staff accounts of hazing behavior at Georgia Tech span the spectrum of hazing, highlighting the prevalence of highly visible, public hazing behaviors. Many of these hazing behaviors are widely accepted or normalized in association with gaining membership in organizations, groups, and teams.
- Georgia Tech community members indicated they believed students participated in hazing others due to tradition, the cyclical nature of wanting new members to go through what they went through, and the perception that hazing serves a purpose by creating group cohesion and facilitating bonding between group members. Some Georgia Tech staff and students shared perceptions that hazing

occurs at the Institute due to a campus climate where many hazing behaviors are normalized and where students may rationalize hazing behaviors relative to severe or “painful” academic challenges considered part of the student experience.

- Participants felt Georgia Tech students were particularly likely to report hazing if it was interfering with their academic goals, if they had the ability to report online, and if the hazing was negatively impacting the wellbeing and mental health of their peers.
- Barriers to reporting hazing were also identified, with Georgia Tech staff and students perceiving that students would be unlikely to report hazing due to a fear of social ostracization and getting their group in trouble. Participants also thought that students would be unable to recognize some behaviors as hazing and perhaps unsure of how to report.
- Several challenges related to hazing prevention were shared by Georgia Tech staff members and students. These challenges included: 1) the perception that hazing is less common and less harmful at Georgia Tech than at other colleges and universities, 2) a lack of a campus-wide hazing prevention orientation at the Institute, 3) perceived limitations of existing hazing prevention programs, 4) perceived Institutional challenges, and 5) other miscellaneous hazing prevention challenges.

## Data From the Georgia Institute of Technology Hazing Survey Default Report

#	Field	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
1	It can be hazing even if someone agrees to participate.	49.16%	32.95%	8.37%	2.41%	2.30%	2.51%	2.30%
2	Hazing is not an effective way to create bonding.	53.65%	23.80%	7.62%	6.58%	5.22%	1.57%	1.57%
3	There is no good reason to haze new members of a group.	57.68%	24.66%	6.69%	4.91%	3.66%	1.25%	1.15%
4	Hazing is a problem on this campus.	11.18%	9.09%	20.27%	33.12%	10.97%	11.39%	3.97%

5	Hazing is not an effective way to initiate new members.	56.32%	24.66%	8.15%	6.17%	3.03%	0.84%	0.64%
6	Hazing is a problem because it can cause physical harm.	66.81%	24.63%	5.43%	1.67%	0.73%	0%	0.73%
7	Hazing is a problem because it can cause emotional harm.	70.32%	22.26%	4.28%	1.67%	0.84%	0.10%	0.52%
8	I do not need to be hazed to feel like I belong to a group.	74.63%	20.35%	1.57%	1.98%	0.63%	0.42%	0.42%
9	I would be more likely to report hazing if I could do it anonymously.	41.48%	22.78%	11.08%	16.93%	1.57%	3.45%	2.72%
10	I would be more likely to report hazing if I thought it would make a difference.	47.81%	24.43%	9.39%	12.63%	1.36%	1.98%	2.40%
11	The Georgia Institute of Technology's hazing policy is clear to me.	23.93%	19.85%	13.90%	17.66%	9.93%	9.09%	5.64%
12	My Georgia Institute of Technology peers believe hazing is not an effective way to create bonding.	29.36%	25.81%	17.55%	18.60%	5.02%	2.40%	1.25%
13	My peers believe there is no good reason to haze new members of a group.	32.95%	25.94%	15.90%	16.42%	5.75%	2.20%	0.84%

14	My peers believe hazing is not an effective way to initiate new members.	33.54%	26.44%	15.67%	16.41%	4.91%	1.78%	1.25%
15	My peers do not need to be hazed to feel like they belong to a group.	42.32%	28.21%	12.23%	12.96%	2.82%	0.73%	0.73%

**End of Report**