Georgia Tech | Division of Student Life

Final Assessment Report

2017-2018

Compiled by the Office of Research and Assessment

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I. Business Operations

Assistant Vice President for Business Operations

Goal 1 Improve Fiscal Efficiency

Providing Department: Assistant Vice President for Business Operations

1. Operational/Learning Goal
The Assistant Vice President for Business Operations will enhance the fiscal efficiency among Division financial resources.

2. Outcome(s)
The Assistant Vice President for Business Operations will provide evidence of fiscal responsibility reflective of a near–needs-based budget analysis for 2017-2018.

3. Evaluation Strategy
An estimated 20,000 financial transactions will be tracked and database stored. Reconciliation of Divisions project accounts, by department and communication to each program area on a monthly basis.

4. Method for Disseminating and Using Information for Improvement
The Assistant Vice President for Business Operations will share Division of Student Life fiscal information with the Vice President for Student Life and other Division stakeholders as relevant.

5. Summary of Results
For FY '18, the Division of Student Life was financially responsive to the Institute by redirecting internal resources to support program needs.

6. What did you learn?
The importance of financial planning, ethical compliance, and the continuous oversight of financial resources.

7. Actions Taken
Responsible and conservative management of fiscal resources will be continued for FY '19.

Administration and Operations

Goal 1 Improve Efficiency

Providing Department: Administration and Operations

1. Operational/Learning Goal
Administration and Operations for Student Life will improve the efficiency of operations and project management.

2. Outcome(s)
By the end of the '17-'18 fiscal year, the Director of Administration will have earned a project management certificate.

3. Evaluation Strategy
Completion of project management course(s) will be tracked.

4. Method for Disseminating and Using Information for Improvement
Evidence of certificate completion will be shared with the Assistant Vice President for Business Operations and other stakeholders relevant to the Administration for Student Life.

5. Summary of Results
Three of the five courses towards a Project Management certificate were successfully completed to include:
- Fundamentals of Successful Projects
- Delivering Scope on Time and within Budget
- Communicating within Teams

The Director of Administration was asked to spread out the courses over 18 months instead of one year.

6. What did you learn?
Fundamentals of Successful Projects:
- In workgroups built key project planning deliverables including a Project Charter, Stakeholder Management Strategy, and a Risk Response Strategy;
- Gained a comprehensive overview of the necessary skills, knowledge and tools needed to effectively manage projects;
- Learned all ten knowledge areas and five process groups of A Guide to the Project Management Body of Knowledge;

Delivering Scope on Time and within Budget:
- How to balance the triple constraints of scope, schedule and cost to manage a successful project;
- Studied how to proactively identify and deal with schedules and cost variances to ensure a successful project delivery;

- Learned the specific processes of scope, schedule cost and quality management knowledge areas as defined by the Project Management Institute;

Communicating within Teams:
- Identified the communication processes;
- Discussed the individual communication styles;
- Recognized the importance of communication management along the way;
- Learned how to adopt differing strategies for establishing and controlling stakeholders expectations, and
- Learned the stages of team development, the types of teams and how the project manager can apply different leadership style techniques.

7. Actions Taken
In addition to continuing to study the materials for the certification exam, the Director of Administration will register for the final courses two courses to be taken in FY 2018-2019 in this order include:
- Managing Risks and Procurements
- Project Management: Case Study Workshop

Goal 2 Increase Fiscal-Related Knowledge

1. Operational/Learning Goal
The Director of Administration for Student Life will increase fiscally related knowledge.

2. Outcome(s)
The Director of Administration for Student Life will successfully complete 1-3 courses pertaining to finance and business operations.

3. Evaluation Strategy
Completion of courses pertaining to finance and business operations will be tracked.

4. Method for Disseminating and Using Information for Improvement
Evidence of course completion will be shared with the Assistant Vice President for Business Operations and other stakeholders relevant to the Administration an Operation for Student Life.

5. Summary of Results
Utilize gained knowledge in the Director of Administration and Operation's day-to-day work to support the division's financial needs and equipment

purchases. This is also necessary to begin the overall financial training as staff in this area begin to retire.

6. What did you learn?
Financial Administration
- The core Financial Management responsibilities
- Ability to summarize the GT Code of Ethics, University System of Georgia Code of Conduct, and GT's Conflict of Interest
- Better understand the role of Administration and Finance
- Ability to name the key accounting and finance departments

Basic Accounting
- Identify and explain the basic concepts of Fund Accounting
- Understand the chartfield values and numbering conventions that combine to define GT's Chart of Accounts
- Know what a journal entry is and better understand when to use different types of journal entries
- Use GT's basic financial reports to assist in managing the Division's finances

Asset Management and Property Control
- What is considered an asset
- Appropriate questions to ask Purchasing
- Additional ways to acquire assets
- Inventory Management

7. Actions Taken
Continue to serve as a resource for the Division with inventory, surplus and purchases, and continue taking the financial classes working towards completing the overall financial training program.

Finance and Operations

Goal 1 Increase Financial Knowledge Among Student Leaders

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

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

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

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

5. Summary of Results
The results were not conclusive.

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

7. Actions Taken
In the fall of FY17, SOFO changed from group training to individual training. All Student Organizations receiving SGA funding training in FY18. SOFO will continue one-on-one financial training with all Student Organizations each fall or as needed during the year. SOFO will work on a survey that better generates results.

Information Technology

Goal 1 Build an Inventory of Student Life Technology Devices

1. Operational/Learning Goal
Student Life Information Technology (IT) staff will improve the inventory process for tracking Student Life technology.

2. Outcome(s)
All technology devices that connect to a network and cost more than $250 will be entered into the upgraded inventory system.

3. Evaluation Strategy
Student Life faculty and staff within the Division will track their technology devices through the website located at staff.studentlife.gatech.edu.

4. Method for Disseminating and Using Information for Improvement
Inventory reports will be provided to Student Life Division Leadership.

5. Summary of Results
The Inventory upgrade resulted in a better understanding as to the wealth of devices in the Division of Student Life. It further provided Student Life IT staff to forecast and budget for future technological purchases.

6. What did you learn?
The inventory system will allow Student Life IT staff to track and plan for technological Division expenditures.
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7. Actions Taken
Student Life IT staff will continue to conduct current practices associated with the upgraded Inventory system.

Goal 2 Improve Annual Refreshment Process

1. Operational/Learning Goal
Student Life IT staff will improve the process of refreshing technology through the development of a decision matrix that will make replacement planning much easier using a color-coded process for replacing technology devices.

2. Outcome(s)
The annual budgeting process will be easier for technology upgrades and replacements due to a more consistent and predictive replacement process.

3. Evaluation Strategy
The annual fiscal spend on technology upgrades and replacements will be more consistent from year to year.

4. Method for Disseminating and Using Information for Improvement
Analysis of annual expenditures, approximately $20,000-$30,000, on technology upgrades and replacements will be shared with the Vice President for Student Life/Dean of Students, Assistant VP for Student Life, and Business Operations staff.

5. Summary of Results
The Annual Refreshment Process was improved and resulted in enhanced fiscal, technological-related purchases.

6. What did you learn?
Student Life IT staff learned how to better manage and plan for fiscal, technological-related purchases.

7. Actions Taken
The Annual Refreshment Process will continue.

Goal 3 Establishment of a "Toy Box" for Student Life IT

1. Operational/Learning Goal
Student Life Information Technology staff will improve the efficiency of system deployment by dedicating a physical space to the practice of testing and deploying technology for the Division of Student Life.

2. Outcome(s)
The customers of Student Life IT will report an improvement in the deployment process and its efficiency.

3. Evaluation Strategy
Observation. The efficiency of the deployment processing will be evident.

4. Method for Disseminating and Using Information for Improvement
Information will be shared via monthly reporting to the Vice President for Student Life/Dean of Students, Assistant VP for Student Life, and Business Operations Staff to show the number of deployments.

5. Summary of Results
Establishment of the "Toy Box" increased the efficiency of technological deployment processing.

6. What did you learn?
SL IT staff learned that a designated space for deploying technology improved SL
IT work flow.

7. Actions Taken
SL IT staff will continue to utilize the "Toy Box".

II. Center for Student Engagement

Goal 1 OrgSync Trainings and Consultations

1. Operational/Learning Goal
As a result of Student Organization participation in OrgSync 101, Student Engagement will identify commonly occurring topics of concern and growth for student organization leadership.

2. Outcome(s)
Student Organization leaders will gain awareness of risk identification and how OrgSync may support the planning and implementation of activities.

3. Evaluation Strategy
Pre-registration surveys will be distributed to all attending participants. Question 1: Would your organization like to develop in any of the following areas? (Open Selection) Membership Recruitment Membership Retention Member Accountability Event Planning Office Transition Officer / Member Training Other (Prompts additional dialog box for Question 2) Question 2: In what other ways would your organization like to develop? (Open-ended response).

4. Method for Disseminating and Using Information for Improvement
Results will be used to inform the continued development of trainings for Student Organizations.

5. Summary of Results
Throughout the Fall & Spring semesters, Student Engagement captured 255 student responses representing 228 unique Student Organizations. Overwhelmingly, student leaders indicated the highest need on topics of membership recruitment and event planning; member retention and membership accountability were often reported together as were officer transition and officer/member training. Given the option of "Other," student respondents most commonly wrote-in a desire for training on funding resources/financial management and fundraising.

As a result of this reported need, Student Engagement will move to providing individualized trainings in the Fall/Spring semesters on the following topics:

- Officer Transition & OrgSync 101
- Money 101: Financial Management and Fundraising for Student Organizations
- Student Organization Event Planning from A-Z
- #Squad: Membership Recruitment and Retention Strategies for Student Organizations

Data:
Fall: 116 Student Respondents; 107 Student Organizations Spring: 139 Student Respondents, 121 Student Organizations
Spring Priority (n=139)
Membership Recruitment Event Planning Membership Retention Officer Transition Member Accountability Officer / Member Training
Event Planning Member Accountability Membership Recruitment Membership Retention Officer Transition Officer/Member Training

Spring 2018
63, 50, 88, 56, 53, and 50 students were trained
Fall 2017
89, 42, 107, 74, 45, and 46 students were trained

Other Responses:

- Growing endowment/obtaining corporate sponsors
- Strengthening relationships with alumni, faculty/staff, community members, parents, etc.
- Standardize work that officers do/minimize one-time projects
- Encourage member involvement
- Support and help carrying out mission/purpose
- Help utilizing OrgSync to analyze data about event attendance
- Improve relations with the Georgia Tech community
- Collaborate with other organizations on campus

6. What did you learn?
The data collected strengthens and clarifies the need to provide additional resource and guidance to student leaders related to the management of their organizations. In particular, this data reveals that, while particular areas of interest vary across organization type and size, functional support (membership concerns, officer concerns, and finical concerns) and basic organizational management remain a constant need for leaders. While this is not surprising (due to the under resourcing of the area of Student Organizations and regular leadership transition), this data strengthens the argument for augmented focus on these areas to ensure robust success for all Student Organizations.

7. Actions Taken
As a result of this reported need, Student Engagement will provide individualized trainings in the Fall/Spring semesters on the following topics:

- Officer Transition & OrgSync 101
- Money 101: Financial Management and Fundraising for Student Organizations
- Student Organization Event Planning from A-Z

- #Squad: Membership Recruitment and Retention Strategies for Student Organizations

Goal 2 Student Leader Retreat

1. Operational/Learning Goal
As a result of participation in the 2018 Student Leader Retreat, Student Engagement will increase student's ability to tell their own leadership story and have a better understanding of how to contribute to causes they care about.

2. Outcome(s)
Students will have a greater understanding of how individually and collectively as student leaders they can impact campus and be more aware of how they may guide their own leadership development.

3. Evaluation Strategy
Electronic surveys will be distributed to Student Leader Retreat participants.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with the Student Engagement and Student Life staff to enhance future Student Leader Retreats.

5. Summary of Results
In early March 2018 electronic surveys were distributed to the 40 participants of the 2018 Student Leader Retreat. Twelve students completed the survey.

Reponses to:	
As a result of the 2018 Student Leader Retreat, I better understand what it means to craft my own story.	Strongly Agree = 5 Agree = 6 Somewhat Agree = 1
As a result of the2018 Student Leader Retreat, I better understand how to connect and contribute to the groups and causes I care about.	Strongly Agree = 2 Agree = 7 Somewhat Agree = 3

Two major themes that emerged from participants reflections as takeaways from the retreat: 1) The importance of good communication as it relates to empowering others and 2) The need to know the strengths of these on their team.

Reflecting on their takeaway, a leader who attended the retreat said, "I learned most about how to hold effective, good conversation. Since the retreat, I've been

making conscious efforts to let others talk more, be mindful of avoiding equating my experiences to others, and be a better listener!"

One participant described their learning in this way: " I learned that being a good leader isn't just accomplishing the end-goal or creating a perfect end-product, but also the personal development and the engagement from the team surrounding the leader."

6. What did you learn?
Students who participated in the Retreat deeply valued the conversation about how they could be better communicators and listeners. The retreat also provided exploration for student leaders as to how they may build stronger teams. Students who attended the Retreat described the value of their learning in depth and met the outcomes of navigating their own leadership story and engage more deeply with causes they care about as set in the program learning outcomes. They added that they would like more time to discuss ideas with their peers and to delve into real life examples of campus issues.

7. Actions Taken
The Center for Student Engagement will explore options to offer more experiences for students to engage with one another about campus leadership issues they are managing. The result of this survey will also be shared with the President's Council Governing Board and the Joint Campus Organizations Committee of Student Government Association.

Goal 3 Alternative Service Breaks

1. Operational/Learning Goal
As a result of participating in Alternative Service Breaks (ASB), students will be able to describe how Alternative Service Breaks foster global leadership among Georgia Tech student participants.

2. Outcome(s)
Student volunteers will have an understanding of the impact of their Service experiences while recognizing the importance of addressing needs as defined by the community. Staff will gain a heightened awareness of student learning as result of their Service participation.

3. Evaluation Strategy
Focus groups will be conducted with small groups of Alternative Service Break (ASB) participants.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with the ASB Executive Board, which is a team of student leaders. The results will inform the development of future ASB student trip leader

trainings and ASB advisor trainings. Additionally, results will be shared with ASB's campus partners and the Division of Student Life.

5. Summary of Results
To collect data, we conducted four focus groups with participants were conducted from three of the recent ASB trips; a total of 12 students participated in the focus groups. A total of 12 students participated in the focus groups. Therse are the demographics of the 12 students.

* 4 male identified students and 8 female identified students
* 1 first-year, 4 second-year, 3 third-year, 2 fourth-year, 1 fifth-year, and 1 seventh-year

 Majors represented:
o Aerospace Engineering
o Biology
o Engineering (2)
o Chemical Engineering
o Computer Science and Industrial Engineering (double major)
o Environmental Engineering
o Industrial Engineering
o Material Sciences Engineering
o Math (2)
o Mechanical Engineering

* 3 served in Jacksonville, FL; 4 served in Nicaragua; 5 served in Port Arthur, TX
* 3 served as Trip Leaders on one of two trips represented in the focus groups
* 4 served on previous ASB trips prior to the trips represented in the focus groups

Data was transcribed and analyzed from all four sessions and key themes were identified. The most important results are found in the five overarching themes: 1) ASB helps students reconnect with their personal values and specifically with service; 2) the ASB group experience is highly valued by participants; 3) critical reflection is also highly valued and is a key factor in helping students make meaning of their project's impact; 4) ASB's role as a secular organization is unique and important to participants; and 5) ASB participants are not familiar with the terms, "Interfaith Engagement" or "Interfaith Cooperation" and are not readily able to speak to how ASB fosters global leadership using those terms or concepts.

Students agreed that ASB does promote Georgia Tech's Strategic Plan, specifically as it relates to "improving the human condition," "preparing students for global leadership," and "graduating good global citizens." They often referred to how their ASB experience connected to their post-graduation plans or a deeper understanding of their major and how they can apply their disciplinary excellence toward a greater good. However, the language of the Strategic Plan does not

appear to be part of their regular lexicon so they may not have cited these examples as promoting the Strategic Plan without the three prompts related to each of the three areas.

"I think ASB is a really good introduction to the service and progress motto that Georgia Tech has."

"Going on these trips makes me at least want to do more for the community and it will push me to not just think about school or jobs; it will help me be more open to serving in Georgia."

"I think a lot of Georgia Tech students still have never been outside of either Georgia or this region of the United States so these trips open up the opportunity to go anywhere in the United States […] from there you can try an international trip […] each step is one step closer to becoming a global citizen."

"I have always known that I want to help people throughout my life and then when I decided to come to Tech, I was like I don't really know how I'm going to help people now that I'm going to be an engineer, but I'll figure it out. […] I really credit ASB with doing that, with allowing me the opportunity to go out into the world and see different communities that I can help and kind of deciding which one I'm most passionate about."

6. What did you learn?
The data provided valuable insights into how ASB is promoting Georgia Tech's mission and the specific components of the ASB experience that foster participants' experience with the mission. There is rich data to support how ASB fosters a healthy environment for students' mental health and well-being, which is a critical conversation and priority on campus. However the findings also have revealed areas of growth that are needed to help Civic Engagement at Georgia Tech and the ASB student organization clarify the concepts of global leadership and interfaith cooperation and to make them more formally integrated into the program and students' experience.

It is hard to capture the depth of learning that any individual experiences on an ASB trip, but this assessment project has provided rich anecdotes, specific quotations, and important themes that will allow us to share data driven results and feedback with campus stakeholders.

As the advisor to Alternative Service Breaks, key learnings are how much students truly value their ASB experience as a positive component of their Tech, especially given how rigorous Tech is academically and how challenging it can be to maintain a healthy perspective of identity or purpose beyond one's GPA or major requirements. This is especially poignant to me given that there is great emphasis on students' well-being at this time as well as heightened attention on mental health, including suicide prevention.

The data from focus groups highlight how programs like Alternative Service Breaks serve as critical, proactive programming that help students find a sense of belonging, connection, and purpose at Georgia Tech. Additionally, it is powerful to hear, in the participants' own words, how much they learn about themselves and others through their ASB experience, especially as it relates to gaining new perspectives or understanding others' values. Most importantly, as it relates to our specific assessment question, this project revealed that while ASB is fostering global leadership and promoting Georgia Tech's strategic plan as it relates to "improving the human condition," "preparing global leaders," and "graduating good global citizens," many of the Georgia Tech ASB participants are not familiar with the specific terms of "Global Leadership," "Interfaith Engagement," or "Interfaith Cooperation," so they are not able to readily cite how ASB promotes those concepts. With brief prompts, they can easily identify specific examples of how it occurs, but it revealed to staff how our campus needs to further embrace religion/spirituality as a component of diversity and provide space for students to voice their values and to listen to others share their values in order for all students to embrace their full authentic selves throughout their time on campus.

7. Actions Taken
To address these findings, immediate next steps involved sharing the report, including the overarching themes and specific data points, with the ASB Executive Board, the Center for Student Engagement and the Division of Student Life. Additionally it will be shared with campus partners affiliated with ASB, including financial supporters of the program.

Longer term, next steps involve working with ASB Exec to incorporate the themes/terms/definitions of global leadership and interfaith cooperation into ASB trainings. Other next steps include identifying new reflection activities to incorporate the terms and definitions on trips and/or reframing how existing reflection activities can incorporate the terms and definitions.

Fraternity and Sorority Life

Goal 1 National Association of Student Personnel Administrators (NASPA) Peer Education

1. Operational/Learning Goal

By participating in the National Association of Student Personnel Administrators (NASPA) Certified Peer Educator Training, Fraternity and Sorority Risk Manager Chairs will gain the skill set to act as an empowered bystander, manage peer resistance, increase capacity to create individual and group change in high-risk behaviors, and improve programming and presentation techniques.

2. Outcome(s)

As a result of collecting this information, Fraternity and Sorority Life will be able to gauge student learning from the NASPA Certified Peer Educator Training to inform continued partnership with NASPA.

3. Evaluation Strategy

A pre-test and post-test will be designed to measure learning. A follow-up test will be administered at the conclusion of their term to assess longer-term application of skills learned.

4. Method for Disseminating and Using Information for Improvement

A report will be published and disseminated to Fraternity and Sorority Life staff, Division of Student Life, and student leaders and will assist in demonstrating peer-to-peer effectiveness in reducing high-risk behaviors involving alcohol, other drugs, hazing and sexual assault.

5. Summary of Results

Question	Amount of knowledge	Pre-test %	Post-test %	Difference
History of peer education	None	20	1	-19
	Little	63	3	-60
	Adequate	16	76	60
	Extraordinary	0	18	18
Acting with ethics and integrity	None	0	0	0
	Little	6	0	-6
	Adequate	75	42	-33
	Extraordinary	18	57	39

Personal self-care techniques	None	0	0	0
	Little	18	0	-18
	Adequate	67	46	-21
	Extraordinary	13	53	40
Techniques to create change in your life	None	0	0	0
	Little	38	0	-38
	Adequate	56	50	-6
	Extraordinary	4	50	46
Evidence based practices in creating change	None	7	0	-7
	Little	64	0	-64
	Adequate	21	57	36
	Extraordinary	6	42	36
Techniques for active listening	None	0	0	0
	Little	24	0	-24
	Adequate	63	42	-21
	Extraordinary	12	57	45
Barriers to active listening	None	3	0	-3
	Little	43	1	-42
	Adequate	45	44	-1
	Extraordinary	7	53	46
Ways to encourage individuals to share when speaking to them	None	1	0	-1
	Little	48	0	-48
	Adequate	39	46	7
	Extraordinary	10	53	43

Campus resources that you can refer peers to as needed	None	4	0	-4
	Little	33	0	-33
	Adequate	47	51	4
	Extraordinary	13	48	35
The bystander concept	None	4	0	-4
	Little	15	1	-14
	Adequate	44	25	-19
	Extraordinary	35	73	38
Reasons why individuals would NOT act as an empowered bystander	None	3	0	-3
	Little	32	1	-31
	Adequate	49	31	-18
	Extraordinary	15	67	52
Techniques to intervene with a friend, versus a stranger	None	0	0	0
	Little	43	3	-40
	Adequate	50	53	3
	Extraordinary	6	42	36
The social identities which you hold	None	3	0	-3
	Little	35	0	-35
	Adequate	50	26	-24
	Extraordinary	10	42	32
The intersectionality of your social identities	None	9	0	-9
	Little	53	4	-49
	Adequate	34	48	14
	Extraordinary	3	46	43

Ways to conduct a successful brainstorm	None	4	0	-4
	Little	30	0	-30
	Adequate	63	45	-18
	Extraordinary	1	46	45
Steps needed to plan a successful program	None	4	0	-4
	Little	43	0	-43
	Adequate	47	50	3
	Extraordinary	4	50	46
Writing learning outcomes and objectives for your presentations/programs	None	4	0	-4
	Little	44	0	-44
	Adequate	47	54	7
	Extraordinary	3	45	42
Ways to market and promote programs and presentations	None	4	0	-4
	Little	56	9	-47
	Adequate	36	53	17
	Extraordinary	1	37	36
How groups form and develop	None	0	0	0
	Little	40	1	-39
	Adequate	55	40	-15
	Extraordinary	4	57	53
Characteristics of high performing peer educators and peer education groups	None	12	0	-12
	Little	56	0	-56
	Adequate	26	40	14

See Appendix A on page 97 for a continuation of these results.

6. What did you learn?
When compared to the pre-test, the post-test results indicate significant increases in learning in all 20 categories.

7. Actions Taken
The Fraternity and Sorority Risk Manager chairs will continue to utilize this training for chapter risk managers and add additional Georgia Tech specific learning outcomes such as campus based resources, incident data, and other locally based resources.

Goal 2 National Pan-Hellenic Council (NPHC) Academics

1. Operational/Learning Goal
Fraternity and Sorority Life will gain knowledge regarding the factors influencing National Pan-Hellenic Council (NPHC) members' academic success
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2. Outcome(s)
As a result of collecting this information, Fraternity and Sorority Life will be able to assist the NPHC community in achieving above the All-Undergraduate African American grade point average.

3. Evaluation Strategy
A survey will be sent to all NPHC members within the first 2-3 weeks and again at the conclusion of fall and spring semesters. Surveys will seek information on goals and expectations of academic performance early in the semester along with the reporting of situations that positively or negatively influencing these original goals throughout the semester.

4. Method for Disseminating and Using Information for Improvement
A report will be shared with the NPHC community including student leaders, advisors, national organizations, and GT staff so as to improve the NPHC GPA and general academic strategies of members.

5. Summary of Results
With staffing changes, a survey was not designed and distributed. Alternatively, staff facilitated council and individual chapter leadership discussions about academic challenges and the supportive (or lack thereof) culture for student academic success.

The National Pan-Hellenic Council has been experiencing challenges in their academic performance. Compared to the All- Undergraduate African American Average GPA and the All-Undergraduate Average GPA, the council was performing substantially at a lower level.

In Fall of 2017, NPHC had an overall term GPA of a 2.54 and new members had an overall term GPA of a 2.59. The All-Undergraduate GPA Average was a 3.29 and the All-Undergraduate African American GPA was 2.84. In Spring of 2018, NPHC had an overall term GPA of a 2.77 and new members had an overall term GPA of a 3.03. The All-Undergraduate GPA Average was a 3.29 and the All-Undergraduate African American Average was a 2.85.

6. What did you learn?
Based on observations and internal assessment, it was observed that new members coming into the organizations for the term consistently had higher GPAs, but the following semester, when no longer classified as a new member, the GPA was lower. It was also observed that with smaller numbers, member GPAs affected the overall chapter GPA at a much higher rate.

7. Actions Taken
From these observations, we have developed the Academic Success Program that was adopted from the University of Tennessee-Knoxville. The program was created to provide support for students in NPHC and MGC who have an overall and term GPA that falls below a 2.5 GPA. This program is in collaboration with the Center for Academic Support. The program will provide intentional and consistent support over the course of the semester and/or until there is a significant improvement in the students overall grade point average.

Fraternity and Sorority Life will continue to work with the Office of Minority, Education, and Development (OMED), and with the Brother-to-Brother program, which is an African American Male Initiative to discuss the importance of academic excellence within fraternities. Next year, a sorority version called Sister-to-Sister that will discuss issues of academic excellence as well as the responsibility of being a sorority women will be created to equally support all members in the council.

Goal 3 Greek Properties

1. Operational/Learning Goal
As a result of continued house checks throughout the Greek Sector, the Fraternity and Sorority Life staff, House Managers and House Directors of the properties, and campus partners will have a better understanding of ways to partner with and maintain Greek properties.

2. Outcome(s)
Fraternity and Sorority Life will gauge more effective ways to maintain the Greek Sector from the planned assessment of Greek Neighborhood Association (GNA) violations in order to improve relationships with academic and athletic buildings that surround many of our Greek houses.

3. Evaluation Strategy

Assessment will be taken throughout the semester of data being gathered from GNA house checks to monitor frequency of violations within a given week. We will also assess the experiences of the House Managers and Directors through a post-semester survey designed to cover vendor use, scope of health and safety, satisfaction of the GNA and its effectiveness, areas that involved partnerships with campus departments (i.e. GTPD, Fire Marshall staff, Parking Services, etc.), and cost/services analysis of conditions to living in any given fraternity or sorority house.

4. Method for Disseminating and Using Information for Improvement

Information regarding Fraternity and Sorority home violations will be directed to the Vice President/Dean of Student Life, Fraternity and Sorority Life staff, students in Greek leadership positions, and other Fraternity and Sorority Life stakeholders.

5. Summary of Results

GNA chapter house checks were conducted in Spring and Summer 2018. These checks included the shared dumpster sights, front and side lawns, and lawn maintenance. The following GNA violations were as noted for each term:

Spring 2018
Dumpster: 7; Most frequent violation day: Friday
Lawn: 18; Most frequent violation day: Friday
Lawn Maintenance: 1
5 fraternities had repeat violations

Summer 2018
Dumpster: 17; Most frequent violation day: Monday
Lawn: 18; Most frequent violation day: Thursday
Lawn Maintenance: 2
4 fraternities had repeat violations

House Manager assessments was not completed as almost all regular house managers were away for the summer when the year-end assessment was scheduled. It was decided that Temporary House Managers (summer house managers) would not have the experience/perspective to provide the data. A summer focus group meeting with temporary house managers was still conducted so as to gain some perspective on current trash and other maintenance issues with Greek houses.

6. What did you learn?
   1. Transition of new House Managers from year-to-year has not included critical information and specific skill training.

2. When House Managers are not present, many chapters do not have an alternative leader ensuring accountability to trash and lawn GNA guidelines.

3. Extreme frustration has increased with the services provided from both GT Facilities and the contracted Waste Management company for trash removal which has exacerbated the problem resulting in citations from the city issued to Georgia Tech.

4. There was a significant increase in violations over the summer when many residents are just summer borders and not members of the organization and have less buy-in and understanding of the GNA policies.

5. Alumni house corporation board members are not included in the violation notifications.

6. It takes a great deal of valuable staff time to patrol dumpsters, alleys and houses each day of the year.

7. The GNA has no real authority over the management and enforcement of its policies.

7. Actions Taken
1. GT Legal Affairs was included in ongoing strategy meetings with facilities management, the GNA student leaders and Fraternity and Sorority Life staff to redefine relationships and services. A draft list of additional services and related new charges were developed and are being negotiated by the GNA, council leaders, housing corporation boards and facilities management.

2. It was decided that the GNA needs a revised constitution that will grant more authority to the officers and overall organization to hold individual chapters/properties accountable.

3. Specific learning outcomes and curriculum will be developed for the onboarding of new chapter house managers and GNA officers. This training shall take place in January of every year.

4. Each summer resident will need to sign an agreement on the expectations of trash and general maintenance of properties.

5. The GNA membership will explore the task of conducting their own daily inspections of properties for the next academic year.

Student Media

Goal 1 Listenership Survey for WREK Atlanta

1. Operational/Learning Goal
Student Media will improve the WREK listener experience. As a result of a Listenership Survey, the Radio Communications Board will be able to identify areas of success and where improvements might be necessary.

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

3. Evaluation Strategy
The Director, the station's student staff, and the Radio Communications Board will develop and conduct a Listenership Survey through the station's website, Twitter and Facebook page.

4. Method for Disseminating and Using Information for Improvement
Results will be shared with respective executive staff and used by the Radio Communications Board for possible programming and format improvements.

5. Summary of Results
WREK Atlanta, Office of Student Media, and the members of the Radio Communications Board (RCB) developed a Listenership Survey that collected data from the campus community as well as metro-Atlanta area. The metro area data was of particular interest since the station's upgrade to 100,000 watts in 2011. Following the development of a six question survey, the link was posted on the WREK website as well as the station's Facebook page, and Twitter. As of January 31, 2018, 166 responses had been collected.

The gathered data revealed that:
- 62% of listeners listen on the radio while only 38% stream on the internet;

- 74% of listeners have been listening to the station for 3+ years, 15% have listened 1-3 years, and newer listeners (6 months or less) decreased to only 10%;

- Data regarding the types of music listened to broadened greatly but included such formats as: rock, jazz, blues, folk industrial, indie, electronic, drone, video game and progressive. Some of the respondents also indicated that they primarily listen to the station for its Georgia Tech sports coverage; and

- Survey participants were also asked to provide information regarding what they liked about the station's current format and what they would change,

if anything. Many of the suggestions given centered on replacing some blocks of music and specialty shows with different music (i.e. less jazz in the mornings). Other suggestions included less automated broadcasting and more live DJs. A large group of survey respondents indicated they liked everything about the station as it is and they would not recommend any changes.

6. What did you learn?
The data collected indicated the majority of listeners have been listening for three years or longer and do so on the radio. It was also learned that musical types of the station's listeners varied greatly.

7. Actions Taken
The station will continue to collect data for an undetermined period of time and will discuss the information quarterly with the station's executive staff, the Radio Communications Board, and the Director of Student Media.

Goal 2 Minority Greek Organizations Purchasing Pages in the 2018 Blueprint Yearbook

1. Operational/Learning Goal
Student Media will gain knowledge from Multicultural Greek organizations (MGC and Pan-Hellenic) to assess their interest and financial capacity to purchase organizational pages in the *Blueprint* student yearbook.

2. Outcome(s)
Multicultural Greek organizations (MGC and Pan-Hellenic) will be surveyed to assess their interest and financial capacity to purchase organizational pages in the *Blueprint* student yearbook. As a result of this data, students from underrepresented Greek organizations (MGC and Pan-Hellenic) will confirm reasoning for submitting and/or not organizational applications to be included in the *Blueprint*.

3. Evaluation Strategy
Throughout the academic year the director, editor of the yearbook and sales and marketing coordinator, will collect data to be used in future advertising and promotions to increase submissions by Multicultural Greek groups at the Institute.

4. Method for Disseminating and Using Information for Improvement
Survey results will be shared with respective members of the Office of Student Media and the editor of the *Blueprint* for improving submission options for underrepresented Greek Student Organizations.

5. Summary of Results

Due to the instability of the organization, declining staff and an extended absence by the editor, data was not collected.

6. What did you learn?

Goal was not met so no learning occurred as related to the goal and the overall strategy to collect data.

7. Actions Taken

Future plans include stabilizing staff and leadership within the organization to help organize and achieve this goal.

Goal 3 National Advertising Sales Survey for the Technique Student Newspaper

1. **Operational/Learning Goal**

Student Media will increase its knowledge of National advertising trends.

2. Outcome(s)

National advertising generated by the Georgia Tech student newspaper, the *Technique,* will be monitored and compared to other State of Georgia student newspapers to help gain a clearer understanding of National advertising trends.

As a result of this data, the Office's Marketing and Sales Coordinator will be able to confirm if the *Technique's* National advertising sales are in line with other BOR institutions' student newspapers.

3. Evaluation Strategy

The Director of Student Media, the Marketing and Sales Coordinator and the Business Manager of the *Technique* will work to create and implement a weekly comparison spreadsheet to be used in an annual reports of National advertising sales for the newspaper.

4. Method for Disseminating and Using Information for Improvement

Survey results will be shared with the respective staff and students and used by the Office of Student Media and the *Technique* staff for possible improvements to National advertising sales for the FY19 academic year.

5. Summary of Results

The Marketing and Advertising Coordinator developed a spreadsheet which tracked weekly National advertising sales for the FY18 fiscal year and compared it with previous years to determine the trend of sales for the *Technique* student newspaper. In addition, the Coordinator contacted certain University System of Georgia schools and other national peer institutions to compare data on national advertising trends.

6. What did you learn?
Data collected confirmed that National advertising for the *Technique* student newspaper had declined by twenty percent from FY17 to FY18. As well, National advertising sales nationwide at other institutions have reduced anywhere from twenty to thirty percent in the past two years (2016 to 2018). Finally, it was learned that some institutions of higher education have moved into other areas of marketing in order to offset the decline in advertising revenue. At the University of Georgia and the University of Tennessee, Knoxville, each school creates and sells posters and merchandise related to front page stories in order to generate additional revenue; however, these efforts come with a risk due to upfront costs for creating these merchandising products.

7. Actions Taken
The Office of Student Media and the *Technique* student newspaper will evaluate possible avenues of revenue generation during the FY19 fiscal year.

III. Counseling Center

Goal 1 Provision of Effective Counseling Center Services

1. Operational/Learning Goal
The Counseling Center will improve in the provision of effective counseling services to students that successfully address alleviation of clients' presenting concerns
.

2. Outcome(s)
Students who obtain individual counseling services from the Counseling Center will experience and report on alleviation or reduction of the presenting concerns as reported on the CCAPS (Counseling Center Assessment of Psychological Symptoms).

3. Evaluation Strategy
The Counseling Center will collect data and assess counseling outcomes using the CCAPS-62 and CCAPS-34 assessment forms (Counseling Center Assessment of Psychological Symptoms).

4. Method for Disseminating and Using Information for Improvement
Overall results will be reported to staff by July 31st via the Counseling Center's annual report.

5. Summary of Results
Below is a summary of the CCAPS change observed in each subscale. The baseline is the initial presenting score by students on their initial administration of the scale, and the Standard Score Change shows the change in that score on the most recent administration of the scale. Each scale displays a significant decrease in symptomology.

Subscales	Baseline Avg. Standard Score	Standard Score Change	Significance Level
Depression	1.72	.78	P<.0001
Gen. Anxiety	1.53	.61	P<.0001
Social Anxiety	1.93	.51	P<.0001
Academic Distress	1.93	.60	P<.0001
Eating Concerns	.83	.49	P<.0001
Hostility	.81	.69	P<.0001
Alcohol Use	.58	.97	P<.0001
Distress Index	1.65	.60	P<.0001

6. What did you learn?
The CCAPS indicates there is a marked reduction in symptoms of distress experienced by student clients in the Counseling Center.

7. Actions Taken
On-going data collection using the CCAPS-34 will continue in Fall 2018 to collect session outcomes for each student client. Overall results will be reported to staff by June 30th via the Counseling Center's annual report and reviewed during Senior Staff planning meetings in July.

Goal 2 After Hours Emergency Services

1. Operational/Learning Goal
The Counseling Center will improve the provision of after-hours emergency Counseling Services. A more comprehensive after-hours emergency coverage plan will be developed for accommodating the increased demand for this type of mental health care.

2. Outcome(s)
An enhanced level of service will be identified and implemented. The timeline for the implementation will be summer of 2018. Funding will be sought and a service provider will be identified through the fall and spring of the academic year.

3. Evaluation Strategy
The service will be implemented in summer of 2018. A comprehensive survey (Healthy Minds Study (HMS)) will be administered annually to better understand issues related to students' well-being, sources of support, use of alcohol and other drugs, and mental and emotional health. Since its national launch in 2007, HMS has been fielded at over 180 colleges and universities, with over 200,000 survey respondents. The survey will be completed in the spring of 2018, prior to the implementation of the after-hours service, and then administered again the following year once the app is available to students.

4. Method for Disseminating and Using Information for Improvement
The service provider will be identified and a contract will be implemented. The campus will be informed about the new service when it becomes operational.

5. Summary of Results
A company, ProtoCall, was identified as the premier provider of this type of service and a request for proposal was initiated. Funding was obtained through the Joint Committee for Mental Health initiatives in the Student Government Association (SGA) and on July 30 the contract was in the final stages with implementation date for the service set to August 8, 2018.

6. What did you learn?

There are many steps to identifying and implementing this type of service on campus and it takes longer than expected. There appears to be wide-spread support for this type of service in the GT student population.

7. Actions Taken
Service implementation on August 8, 2018.

Goal 3 Improve Counseling Center Service Delivery

1. Operational/Learning Goal
The counseling center will enhance its efficiency in the provision of services. Technological innovations will be identified that might enhance the delivery of services in a more efficient way for the campus.

2. Outcome(s)
Students who might be reluctant to seek services in person at the Counseling Center will obtain assistance through technological delivery of mental health coping strategies and innovative treatments. An app will be identified that provides support and augmentation of the traditional services offered by the Counseling Center.

3. Evaluation Strategy
Once this app is implemented, outcome and usage data will be provided by the service provider to evaluate how widely the app is being used. A comprehensive survey (Healthy Minds Study (HMS)) will be administered. The survey will be completed in the spring of 2018, prior to the implementation of the app, and then again the following year once the app is available to students.

4. Method for Disseminating and Using Information for Improvement
The app (WellTrack) was identified and will be implemented in the fall semester of 2018. Information will be shared with the Vice President for Student Life/Dean of Students, Counseling Center staff, and other stakeholders.

5. Summary of Results
Results are pending. Funding for the identified app was obtained through the Joint Committee for Mental Health Initiatives through the Student Government Association.

6. What did you learn?
There are many steps involved in identifying, funding, and contracting with an outside vendor for this type of service. It was an arduous, lengthy process.

7. Actions Taken
An app called WellTrack was identified and purchased for implementation in the fall semester of 2018.The app will be marketed to the campus and students will be

encouraged to utilize it to enhance their coping strategies for dealing with anxiety, depression and stress.

IV. HR Business Partner

Goal 1 Human Resources (HR) Administrative Processes

1. Operational/Learning Goal
Human Resources (HR) business partner will improve HR administrative processes within the Division of Student Life.

2. Outcome(s)
HR administrative processes for Student Life Staff, Temporary employees and Affiliates will be improved and reported accordingly.

3. Evaluation Strategy
New Staff On-Boarding training will include: 1) Biweekly Time Entry Training; 2) Training related to Payroll; 3) Managing Personnel Transactions; 4) Processing Personnel Services Forms (PSF) and Salary Planning & Distribution. Training will be tracked and documented by the HR Business Partner.

4. Method for Disseminating and Using Information for Improvement
HR administrative processes will be tracked and shared with the HR stakeholders
.
5. Summary of Results
Ten Division staff participated in HR systems training.

6. What did you learn?
With the amount of HR transactional items that need to be completed at the start and end of each semester, it is critical to have enough support staff trained and ready to assist. A backup person is recommended for each department.

7. Actions Taken
As Institute guidelines, processes, staffing and systems change, we will need to continue to review and implement additional ways to improve the HR transactional workflow.

V. Inclusion, Support, and Advocacy

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

Goal 1 Safe Space: Peer Education Terminology

1. Operational/Learning Goal
The Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, Asexual/Ally (LGBTQIA) Resource Center staff will increase gender and sexuality-related knowledge among students through the provision of Safe Space: Peer Education (SSPE) training. Students will be equipped with language to create a more inclusive campus environment for LGBTQIA peers.

2. Outcome(s)
As a result of completing Safe Space: Peer Education training, participants will be able to identify 10 key terms related to gender and sexuality.

3. Evaluation Strategy
Participants will complete a pre-test and post-test that asks them to identify the correct term for a given definition. All terms will be related to gender identities and sexual orientations.

See Appendix B and C on pages 100 and 103 for the pre- and post-tests.

4. Method for Disseminating and Using Information for Improvement
The data will be shared with the SSPE facilitator team. This information will be used to determine whether the program is successful at teaching participants to recognize and define LGBTQIA-inclusive terms. If participants are not able to list the correct terms to match the definitions, the program will be modified to communicate this information more clearly.

5. Summary of Results
127 participants completed both the pre-test and post-test. The number of participants who could identify the correct term for each definition increased across all 10 terms after completing the training.

See Appendix D on page 108 for the Assessment data.

6. What did you learn?

The training curriculum and the facilitators are effective in increasing participants' knowledge of LGBTQIA terminology. The number of participants who can correctly define "intersex" at the end of the training still needs to be increased despite the 43% increase.

7. Actions Taken

LGBTQIA staff will check the facilitators' understanding of intersex by asking them to model the explanation they use in training and suggesting amendments accordingly. The data will be reviewed with the facilitator team and they will be asked to offer their insights into what terms they find most challenging to teach and offer suggestions for improving these as well.

Goal 2 LGBTQIA People of Faith Inclusion

1. Operational/Learning Goal

The Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center will increase knowledge regarding the acceptance and understanding of LGBTQIA people of faith.

2. Outcome(s)

The LBGTQIA staff initiates important conversations about faith, gender, and sexuality through its partnership with the Wesley Foundation. These conversations will create a greater understanding and acceptance of LGBTQIA people of faith. As a result of administering evaluations to attendees at the LGBTQIA Interfaith Lunch and Learn, program organizers will identify at least two new topics of interest for future events.

3. Evaluation Strategy

Program organizers will administer paper evaluations to all attendees at the 2018 November Lunch and Learn asking what topics attendees would like to see addressed in future programs. The responses will be entered into an Excel spreadsheet by a Student Assistant in the LGBTQIA Resource Center.

4. Method for Disseminating and Using Information for Improvement

Program organizers from the Center and the Wesley Foundation will review the evaluation data and use responses to create future programs that speak to the needs and interests of attendees. Information will be shared with LGBTQIA stakeholders.

5. Summary of Results

See Appendix E on page 109 for the Interfaith Evaluation results.

6. What did you learn?

The overall responses were overwhelmingly positive. Attendees enjoy this series and find it interesting, meaningful, and important. There is significant interest in exploring broader issues of inclusion in faith communities and also in having conversations about specific theological practices, scripture, and doctrine.

7. Actions Taken

For the 2018-19 year, the LGBTQIA Resource Center staff will host two more Lunch and Learns incorporating the topics that were most popular based on evaluation data. One session will likely be over what bible says about LGBTQIA issues and one on how allies can create more inclusive faith communities.

Goal 3 Safe Space Policies

1. Operational/Learning Goal

The Safe Space program increases employees' cultural competency in LGBTQIA issues. Employees who complete Safe Space training will increase their knowledge of Georgia Tech policies and practices that impact LGBTQIA people on campus.

2. Outcome(s)

As a result of completing Safe Space training, participants will be able to list 2 LGBTQIA-inclusive policies or practices at Georgia Tech.

3. Evaluation Strategy

Participants will complete a pre-test and post-test that asks them to list 2 policies or practices that support LGBTQIA inclusion at Georgia Tech.

4. Method for Disseminating and Using Information for Improvement

The data will be shared with the Safe Space facilitator team. The LGBTQIA Resource Center staff will use this information to determine whether the program is successful at teaching participants about policies and practices on campus. If participants are not able to list two policies, the Resource Center staff will modify the program to communicate this information more clearly.

5. Summary of Results

The LGBTQIA Resource Center staff reviewed the pre-test and post-test data for the 2016-17 academic year. If all 72 respondents could correctly list 2 policies, there would be a total of 144 correct responses. The Resource Center staff found that there were 11 (7%) correct responses in the pre-test and 42 (29%) in the post-test.

The LGBTQIA Resource Center staff made a change to the curriculum for the 2017-18 academic year, adding a slide that provided a recap of the policies and practices section. The aim was to solidify the information for the participants by

summarizing what they had just learned.

The LGBTQIA Resource Center then reviewed the pre-test and post-test data for 2017-18 to see if this addition had helped the Center retain the policy information. There were 133 respondents for a possible total of 266 correct responses. In the pre-test, there were 29 (11%) correct responses and in the post-test there were 139 (52%).

6. What did you learn?
While the addition of the recap/summary slide did improve participants' retention of LGBTQIA-inclusive policies, the overall number was quite low.

The LGBTQIA Resource Center attribute that, at least in part, to the vague responses that participants gave on the post-test. For example, many participants listed one-word answers such as "bathrooms" or "benefits." These were coded as incorrect because participants didn't specify what they meant by those terms. (Does "bathrooms" mean that LGBTQIA people can use whichever restroom they want? Does it refer to the President's commitment to expand the number of gender-inclusive restrooms? Something else?)

While the Resource Center suspect staff that participants' would be able to provide the correct answer if asked to elaborate, the Center staff cannot be certain based on the responses they provided.

7. Actions Taken
The LGBTQIA Resource Center staff will amend the wording of the question about inclusive policies on the pre-test and post-test, and also will likely change the question from an open-ended response to a multiple-choice format where participants select the correct policies from a list. The Resource Center staff will then reevaluate these responses next year to determine if there was an increase in participants' correctly identifying policies.

Student Diversity Programs

Goal 1 Student Life Cabinet: Multicultural Organization Development Stage

1. Operational/Learning Goal
Cabinet members in the Division of Student Life will increase their Multicultural Competence-related knowledge toward advancing the Division as a Multicultural/Inclusive Organization by learning the Jackson and Hardiman's Multicultural Organizational Development (MCOD) Stage Model (1994) model.

2. Outcome(s)
As a result of participating in a workshop at the Student Life Cabinet Retreat (August 18, 2017), Cabinet members will be able to identify strategies that will move the Division towards becoming a more Multicultural/Inclusive Organization.

3. Evaluation Strategy
Diversity Programs staff will document strategies generated by the Division of Student Life Cabinet members and identify the MCOD stage that best reflects the current state of the Division of Student Life.

4. Method for Disseminating and Using Information for Improvement
Staff from Diversity Programs will review, summarize, and share data collected at the cabinet retreat with the Vice President for Student Life, Student Life cabinet and the Multicultural Competence Committee to advance the Division's Multicultural Competence Strategic Plan.

5. Summary of Results
The Office of Student Diversity Programs presented Jackson's and Hardiman's (1994) Multicultural Organization Development (MCOD) Stage Model to the Student Life Cabinet members at their retreat on August 18, 2017. Retreat participants were asked to read Jackson's Theory and Practice of a Multicultural Organization Development and to identify the MCOD stage that best reflects the current stage of the Division of Student Life. Participants could not come to a consensus regarding which stage represents the Division of Student Life.

See Appendix F and G on pages 110 and 111 for the MCOD External Review and the Cabinet Profile.

6. What did you learn?
The following themes surfaced from the assessment:
- Develop a plan
- Include all Divisional Staff
- Unify Efforts
- Resurrect the Multicultural Competence Committee
- Conduct an Audit of the Division
- Include MCC/MCOD in Human Resource Functions

7. Actions Taken
As a result of the assessment, the Vice President for Student Life/Dean of Students requested an external review. A Student Life Associate Dean of Students/Director of Student Diversity Programs contacted consultants familiar with this work, and recommend Dr. Amy Reynolds be hired to be our outside consultant. The Vice President for Student life/Dean of Students worked with the Director of Student Diversity Programs to define the scope of the project. Due to a myriad of factors, one being the hiring of new cabinet members, the review was pushed to the Fall 2018.

Goal 2 Telling Our Stories @ Tech: Transformative Narratives

1. Operational/Learning Goal
Institute Diversity and Student Diversity Programs staff will increase the knowledge through Telling Our Stories @ Tech as to how the sharing of personal stories can enhance a sense of community.

2. Outcome(s)
As a result of attending, Telling Our Stories @Tech:Transformative Narratives participants will be able to articulate how personal stories foster inclusion.

3. Evaluation Strategy
Workshop organizers will administer a paper survey to attendees at, Telling Our Stories @Tech: Transformative Narratives events, and ask them to articulate in writing as to how personal stories can foster inclusion on the GT campus.

4. Method for Disseminating and Using Information for Improvement
Staff from Institute Diversity and Student Diversity Programs will analyze feedback to make decisions to modify and/or expand the, Telling Our Stories @Tech:Transformative Narratives initiative. What is learned will be shared with Institute Diversity and Student Diversity Programs Staff.

5. Summary of Results
On September 6, 2017 the Office of Institute Diversity hosted the 9th annual Diversity Symposium. The Director of Inclusion, Engagement, and Institute

Diversity, and the Student Life Associate Dean of Students/Director of Student Diversity Programs co-led a session on the digital stories collected for the Transformative Narratives Project. Fifty people attended the session, and paper surveys were collected. Twenty participants (40%) returned the survey, and were able to answer the question, "How can the sharing of personal stories foster inclusion on a college campus?" Common themes included the following:

- Personal stories create personal connection & relatability and encourage relationships across difference
- Personal stories humanize experiences
- Personal stories can lessen feelings of isolation
- Personal stories can make us realize where are more similar than different

See Appendix H on page 112 for the Diversity Symposium Storytelling report.

6. What did you learn?
Institute Diversity and Student Diversity Programs learned that faculty and staff perceive value in the sharing of personal stories, and most participants agreed that these stories can foster inclusion on a college campus. In addition, several audience members signed up to share a personal story.

7. Actions Taken
Institute Diversity and Student Diversity Programs hosted eight story formation workshops for the campus, and over 30 new stories have been assigned for coaching. Many of these stories will be added to the digital library and/or shared at upcoming story salons/slams. The Office of Student Diversity Programs hosted a story creation workshop for students in April 2018 for the purpose of adding student stories to the collection.

Goal 3 Student Spouses' Group

1. Operational/Learning Goal
The Office of Student Diversity Programs staff will increase their knowledge as to whether the International Spouses' Group is a valuable resource to international graduate students' spouses/partners.

2. Outcome(s)
The Office of Student Diversity Programs staff will be able to identify three outcomes that the International Spouses' Group offers as a campus resource to partners of international graduate students.

3. Evaluation Strategy
The Office of Student Diversity Programs staff will administer a survey using the Spouses' Group email list.

4. Method for Disseminating and Using Information for Improvement
The Office of Student Diversity Programs will share information with the Women's Resource Center, the Office of International Education, and other campus partners who guest host the International Spouses' Group to restructure programming for the upcoming academic year.

5. Summary of Results
Thirty participants of the International Spouses' Group completed the survey at the end of the 2018 Spring semester. The survey was comprised of 13 questions focused on the perceived value of the group and past events as well as assessing future needs for improvement. A section of the survey was developed in partnership with the Language Institute who offer spouse courses. Lagrange Institute staff wanted to learn how they could increase enrollment in the courses.

The survey asked the participants to indicate value on a four-point Likert scale: high, moderate, low, and none. The results reflected that ninety percent of participants value meeting other spouses and partners through their attendance of Spouses' Group events. Other areas of the group's weekly gathering that offer high or moderate value are connecting the group to resources on campus (86.67%) and learning new skills/hobbies (86.67%). However, the International Spouses' Group's purpose is not to offer support with Immigration/Visa paperwork or professional development. While this is not the intention of the group, only 7.89% indicated they would like help with Visa paperwork.

These findings align with what the Group wants: meeting other spouses/partners (73.33%) and connecting the resources on campus (53.33%). However, a handful of write-in responses reflected the desire for more professional development opportunities, opportunities to volunteer, and more access to events on campus. Other questions on the survey reflected more administrative functions, which included input for a name change as well as meeting on a different day and time. However, it seems that there were a number of different reasons why the participants do not attend the weekly group meetings, which included conflict with schedule, lack of transportation, and a lack of interest or repetitive programming.

See Appendix I on page 113 for charts summarizing the results.

6. What did you learn?
Department staff learned the main focus and purpose of the Group was for participants to meet one another. This was this most valuable aspect of the Group. While some participants indicated they wanted professional development or help with Immigration/Visa paperwork, the resources were not available in this space. There were attempts to connect this group across campus, but the needs of the group varied drastically, and it was not possible to meet the needs of everyone.

7. Actions Taken

For this upcoming 2018-2019 school year, the department will to do less programming and focus the group meetings on building deeper relationships.

Veterans Resource Center

Goal 1 Student Veteran Awareness

1. Operational/Learning Goal

The Veterans Resource Center (VRC) will increase campus awareness of Student Veterans. Through Student Veteran Workshops, the VRC staff will enhance participants' knowledge on the characteristics, challenges, and needs of Student Veterans.

2. Outcome(s)

Participants will gain knowledge about military culture and the needs of student veterans in order to better assist meet the needs of student veterans.

3. Evaluation Strategy

Participants will complete a 5 question survey at the end of each workshop. Additionally, participants will be asked to provide feedback and suggestions for workshop improvement.

4. Method for Disseminating and Using Information for Improvement

Data from surveys will be used to assess participant learning and improve the Student Veteran Workshop. The results from suggestions and feedback will be used to improve the workshops. Results will be shared with Admissions, Registrar's Office, other relevant departments, and VRC stakeholders.

5. Summary of Results

Two workshops were completed with a total of 10 participants. Surveys were distributed at the end of the workshops to assess learning outcomes and to solicit feedback for improvement. Seven of participants indicated an increased knowledge of military culture and student veteran needs. Additionally, participants' responses also indicated the need for more information about how their offices can support the needs of student veterans.

6. What did you learn?

The VRC staff learned that staff and faculty were not aware of student veteran needs. Additionally, the VRC staff was made aware of ways to improve the workshop. The most prominent feedback regarding the structure of the workshop was to condense the workshop and modify the presentation to provide information specific to the participants and their interactions with student veterans. Another recommendation was to provide a one page information sheet as a guide for the participants for reference after the presentation.

7. Actions Taken
The workshop presentation will include information on specific ways to support student veterans. Additionally, a one page information sheet will be created for future workshop presentations. Additionally, the workshop curriculum and format will be revised.

Goal 2 Student Veteran Networking

1. Operational/Learning Goal
Veterans Resource Center (VRC) staff will increase network opportunities between student veterans and faculty/staff. Through the Fall Student Veteran Reception, the Veterans Resource Center will increase Student Veteran networking between students and with staff. Participants will meet other Student Veterans and Staff for various campus departments.

2. Outcome(s)
As a result of attending the reception, Student Veterans will meet other student veterans and campus faculty/staff.

3. Evaluation Strategy
Participants will complete a 3 question survey at the end of the reception. The questions will ask the participants for suggestions and feedback to improve the Fall Student Veteran Reception.

4. Method for Disseminating and Using Information for Improvement
Data and information from the surveys will be used to improve the Student Veterans Reception. The results will be shared with attending campus departments and other VRC stakeholders.

5. Summary of Results
The Fall reception was held on August 31, 2017 and 46 student veterans attended the event. Survey responses and verbal feedback indicated students were able to meet others from around campus and gained knowledge about some programs and services on campus. Feedback indicated the need to invite more campus colleagues from the Georgia Tech community and to include information about resources on campus.

6. What did you learn?
The VRC staff learned that student veterans were interested in learning more about other resources from around campus. Additionally, it was discovered that student veterans desire opportunities to engage with other organizations on campus.

7. Actions Taken
The VRC will invite campus colleagues from offices who support student veterans and organizations that can provide assistance to student veterans.

Goal 3 Veterans FASET Session

1. Operational/Learning Goal
The Veterans Resource Center (VRC) will increase Student Veterans knowledge about campus resources.

2. Outcome(s)
As a result of attending the Veterans FASET session, participants will be able to identify 2 campus resources available to assist student veterans.

3. Evaluation Strategy
Participants will complete a post-test with questions related to available campus resources.

4. Method for Disseminating and Using Information for Improvement
The results from the tests will be used to assess participant learning and improve the FASET session. The results from suggestions and feedback will be used to improve the session. Results will be shared with Admissions, the Registrar's Office, the Financial Aid Office, and other VRC stakeholders.

5. Summary of Results
Three student veteran FASET sessions were conducted over the past assessment cycle with 11 total participants. Participants indicated that they gained knowledge about financial aid and registration information from attending the sessions. Additionally, feedback from participants indicated that they learned about resources available on campus and appreciated meeting fellow student veterans during FASET.

6. What did you learn?
The VRC staff learned that participants were able to learn about the services available from the Registrar, Bursar and Financial Aid offices. Additionally the VRC staff learned participants were able to meet and network with fellow students veterans.

7. Actions Taken
The VRC will continue to provide sessions during Transfer FASET. Additionally, current student veterans will be encouraged to come to the sessions to meet the new student veterans.

Women's Resource Center

Goal 1 Women Students of Color

1. Operational/Learning Goal
Women's Resource Center (WRC) staff will improve programs and services to better meet the specific needs of women students of color.

2. Outcome(s)
As a result of voluntarily participating in a focus group, students will be able to articulate two programs, resources or services the Women's Resource Center can offer women students of color.

3. Evaluation Strategy
Facilitated by the Director of Research and Assessment for Student Life, focus groups will be conducted with women students of color during the Fall 2017 semester.

4. Method for Disseminating and Using Information for Improvement
This information will be shared with the WRC Advisory Board in the Spring of 2018. It will also be used to inform program planning for 2018-2019.

5. Summary of Results
Focus groups were not conducted with women of color due to the group conducting them choosing to dissolve in October 2017 as a result of a change in the group's leadership.

6. What did you learn?
The dissolution of the Black Women's Initiative indicates a need for research and assessment into how to best provide resources, programming, and support to Black women students.

7. Actions Taken
Although the focus groups were not conducted, in Fall and Spring, monthly discussion groups were hosted for Black women, as well as two programs specifically focused on Black women's experiences, including an off-campus field trip to hear a reading from a prominent scholar on Black women's lives.

Goal 2 WRC Programs and Services

1. Operational/Learning Goal
Through the provision of programs, events and seminars, the Women's Resource Center (WRC) staff will enhance the GT experience among specific populations of women (graduate women, women of color, student parents, and transfer students) who may be underserved on campus.

2. Outcome(s)
After participation in WRC programs and services, participants will report an increased awareness of resources provided to further connect them to the GT campus community. After participation in WRC programs, events, and services, at least 75% of participants will indicate an enhanced perception of the GT community as a result of the Women's Resource Center.

3. Evaluation Strategy
A brief, hard copy survey will be administered at the end of programs, events, and seminars offered by the Women's Resource Center.

4. Method for Disseminating and Using Information for Improvement
This information will be shared with the WRC Advisory Board in the Spring of 2018. It will also be used for to inform WRC program planning for 2018-2019.

5. Summary of Results
Among students who completed surveys at the end of programs who who identified as women of color or graduate women, participants reported an increased understanding of campus resources. Specifically, when asked, "After attending this program do you know about more or have a better understanding of campus resources that you can utilize for support," 84% of graduate women and 93% of undergraduate women of color surveyed reported that they had an increased knowledge of campus resources to support them.
When asked, "What, if any, new information did you learn about the Women's Center from this program" Graduate women reported learning about academic support and about additional programming opportunities.

Select quotes from graduate women:
"I learned a lot about what the Women's Center does from this program. As a graduate student I didn't realize that I could attend so many events."

"I was happy to learn that the Women's Center could help me address issues I am facing with my advisor."

When asked, "What, if any, new information did you learn about the Women's Center from this program," undergraduate women of color reported learning about programming initiatives offered by the WRC.

Select quotes from undergraduate women of color:
"This is the second program I have attended at the WRC so I didn't expect to learn anything new about them but I like that they do so many kinds of events."

"I learned about the discussion group for Black women and the yoga classes."

6. What did you learn?
Highlighting WRC programs and services at the beginning or end of WRC programs with specific groups of students can lead them to have increased knowledge, not only of what the WRC has to offer, but also of other supportive resources on campus.

7. Actions Taken
The WRC will continue to highlight programs and services at the beginning or end of all of WRC programs as a method of outreach to the campus community.

Goal 3 WRC Salary Negotiation Workshop

1. Operational/Learning Goal
In an effort to close the gender pay gap, Women's Resource Center (WRC) staff will conduct Salary Negotiation workshops for all women students on campus.

2. Outcome(s)
As a result of attending a WRC Salary Negotiation workshop, participants will be able to indicate their ability to confidently negotiate employment salary and benefits packages.

3. Evaluation Strategy
A Pre and Post survey will be administered to attendees at each WRC Salary Negotiation Workshop. In addition to demographic information, participants will rate their perceived degree of confidence on select salary and benefits-related measures; their level of skill on wage, budget, and salary-related measures.

4. Method for Disseminating and Using Information for Improvement
This information will be shared with the WRC Advisory Board in the Spring 2018. It will also be used for program planning for 2018-2019.

5. Summary of Results
30 participants were surveyed. A 50% increase was observed in the degree of confidence on select salary and benefits-related measures. Participants reported a 50% increase degree in their level of skill on wage, budget, and salary-related measures. Participants communicated that this workshop should be offered each semester, around the on campus career fair. Unexpected outcomes included that participants extended beyond students, and were comprised of staff from campus

who were interested in learning more about salary and benefit-related measures and to enhance their skills on wage, budget and salary-related measures.

6. What did you learn?
Based on the pre and post survey, participants were able to demonstrate an increase in their ability to confidently negotiate employment salary and benefits packages.

7. Actions Taken
The Salary Negotiation Workshops will continue to be offered due participants reporting an increased knowledge of their ability to confidently negotiate salary and benefits packages. This program will be part of a semester long Career Development Series in collaboration with Graduate Studies, Career Development and Discovery and Women in Engineering.

VI. Leadership, Education and Development (LEAD)

Grand Challenges

Goal 1 Degree to Which Participants in Grand Challenges Living Learning Communities (GCLLC) Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills

1. Operational/Learning Goal
Leadership, Education and Development staff will learn the perception of student's in GCLLC of: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills.

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

3. Evaluation Strategy
Ready, Willing and Able pre-and-post Leadership Capacity Surveys will be administered to GCLLC students at the beginning and end of each semester in AY15-16, AY16-17, and AY17-18.

4. Method for Disseminating and Using Information for Improvement
Pre-and-post leadership capacity surveys will be evaluated and a final report distributed among Grand Challenges faculty, staff and GC stakeholders in the Summer of 2019.

5. Summary of Results
N/A until Summer 2019

6. What did you learn?
N/A until Summer 2019

7. Actions Taken
N/A until Summer 2019

Goal 2 GPA of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal
Leadership, Education and Development (LEAD) staff will increase their knowledge of GCLLC students' Grade Point Averages (GPAs). Grand Challenges (GC) staff will learn of any differences among Grand Challenge Living Learning Communities (GCLLC) GPAs compared to their non-GCLLC peers.

2. Outcome(s)
GCLLC first-year students will have a higher GPA when compared to their non-GCLLC peers.

3. Evaluation Strategy
GC staff will use comparative data analysis to examine differences in GPAs. At the end of Spring 2018, the average GPA of the GCLLC students will be calculated and compared to the average GPA of their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement
Grand Challenges staff will a statistical analysis of GPA-related data from the Division of Student Life's Director of Research and Assessment to compare GCLLC students' GPAs to their non-GCLLC peers.

5. Summary of Results
Initial findings from both qualitative and quantitative data indicate that GCLLC students have a more productive and enriched first-year experience than their non-GC peers at Georgia Tech. For the first-year AY17-18 cohort, assessment data provides evidence that the average GPA for Grand Challenges students was 0.16 points higher than their non-GC peers (GC, 3.59; non-GC, 3.43).

6. What did you learn?
Qualitative data suggest a greater sense of pride and shared community among the GCLLC students. This sense of community appears to be correlated to increased self-confidence and feelings of academic empowerment amongst the GCLLC students. These students further demonstrate evidence of positive student/faculty engagement through social interaction at GCLLC sponsored faculty events. Quantitative data indicates that GCLLC students earn higher first-year GPAs than their non-GC peers (GC, 3.59; non-GC, 3.43).

7. Actions Taken
Grand Challenges faculty and staff will continue supporting students in their Grand Challenges academic courses and with additional positive student/faculty engagement through GCLLC sponsored events.

Goal 3 Graduation rates of GCLLC Students cf. Non-GCLLC Peers

1. Operational/Learning Goal
Leadership, Education and Development (LEAD) staff will increase their knowledge of GCLLC students' graduation rates. Grand Challenges staff will compare four-year graduation rates among the 2012 and 2013 Grand Challenge Living Learning Communities (GCLLC) cohort in relation to other students.

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

3. Evaluation Strategy
At the end of the academic year 2017-2018, the graduation rate of GCLLC students (Cohort 2012-2013) will be analyzed and compared to their non-GCLLC peers.

4. Method for Disseminating and Using Information for Improvement
Grand Challenges will request data from the Division of Student Life's Director of Research and Assessment to compare GCLLC students graduation rates to their non-GCLLC peers.

5. Summary of Results
Initial findings from the Division of Student Life's Director of Research and Assessment evaluated the four-year graduation rates for 2012 and 2013 cohorts. Fifty-two percent of the 2012 GC cohort (110 students) graduated within four years versus thirty-nine percent of their non-GC peers (2,942 students). Thirty-five percent of the 2013 GC cohort (111 students) graduated within four years versus forty-six percent of their non-GC peers (2,564 students).

6. What did you learn?
While Grand Challenges students experienced a higher rate of four-year graduation in the first 2012 cohort, the percentage decreased in the second year of the GCLLC program. Based on qualitative data, students in the second cohort participated in more Co-Ops, Internships, and Study Abroad experiences than the first cohort. The data collected only evaluated four-year graduation rates, while Georgia Tech's average graduation rate is four and a half years.

7. Actions Taken
During future assessments of the Grand Challenges graduation rates, GCLLC staff will request additional data to determine not only the rate of graduation, but the time to graduation for GCLLC students in comparison to their non-GC peers. Additionally, staff will request the co-op, internship, and study abroad designations for each student to determine how, if at all, these opportunities impact students' time to graduation rates.

Goal 4 2017 cf. 2018 GCLLC Recruiting and Admission Procedures

1. Operational/Learning Goal
Grand Challenges staff will compare 2017 and 2018 Grand Challenge Living Learning Communities (GCLLC) recruiting and admission procedures in relation to non-GCLLC students.

2. Outcome(s)
Applications to Grand Challenges Living Learning Community will increase in quantity and quality.

3. Evaluation Strategy
Application process will be recorded and student applicants will be tracked for quantity and quality based on established metrics and criteria.

4. Method for Disseminating and Using Information for Improvement
Grand Challenge, Center for Academic Enrichment (CAE), and GT Admission staff will evaluate results of process.

5. Summary of Results
Grand Challenges admitted 110 students from the nearly 660 applicants in Fall 2017. As of Spring 2018, Grand Challenges has impacted 660 students through the first-year Living Learning Community, with over 400 students continuing with their team projects in the second year and beyond. Through the Division of Student Life, the Center for Academic Enrichment, and the College of Engineering, Grand Challenges will expand to 200 first-year students in the Fall of 2018. The Grand Challenges Living Learning Community continues to provide like-minded students with the opportunity to engage the world's Grand Challenges and develop the skills to become highly effective team members. Students enhance their problem solving, analytical, and critical thinking skills, and their ability to give and receive critical feedback within a diverse team environment.

AY18-19 Admission Process:
- All admitted GT students received an invitation to apply to Grand Challenge and all other Living Learning Communities (LLCs)

- Living Learning Communities partnered to distribute a common application to reduce the barriers in the admissions process,

- Using a link through an emailed invitation or their Admissions portal, students completed one common LLC essay and selected a minimum of two LLC preferences. Students were required to answer one additional short essay question per LLC preference.

- The Grand Challenges staff and student admission team read all Grand Challenges application essay using Slate Reader.

- Students are evaluated on dedication and passion in their essays, in hopes to make an impact on their community.

- Staff only assessed the common LLC short essay and the Grand Challenges specific short essay (compared to three essays and the Common Application).

- Over 650 students applied to GC (517 Early Action, 139 Regular Decision).

Grand Challenges staff aimed for a 50/50 male/female ration (Howell Residence Hall: 66 women and 44 men; Cloudman Residence Hall: 37 women and 71 men).

6. What did you learn?
Through the development of a standard living learning community short essay question, we were able to gain insight on why students were applying for these opportunities and the impact they wanted to make within their personal communities and at Georgia Tech. Through one general LLC question and one specific Grand Challenges question, staff were also able to spend more time evaluating the well-roundedness of each individual student.

While application numbers held steady from AY16-17 to AY17-18, fewer students selected Grand Challenges as their first priority and the yield per living learning community declined with the addition of the Global Leadership LLC and the expansion of Grand Challenges. Each living learning community struggled to secure women for a 50/50 male/female ratio as fewer women made their financial despoosits to Georgia Tech for AY18-19. Due to this difference in Admission rates, Grand Challenges secured a full Cloudman residence hall, but did not fill all of Howell.

7. Actions Taken
Following the first year of a combined living learning communities' application, staff will continue to work on the format and length of the application. While the barrier to apply to multiple LLCs lessened, students viewed the length of each question as a barrier, especially suffering from essay-fatigue at the end of their college choice search. All of the GCLLC Assistant Directors will meet this fall to discuss the application and work with incoming first-year students to alter the

format. Staff and the admission team will potentially expand to review one Common Application essay question, in addition to the LLC application. We will also revert back to the 60/40% male/female ratio, as staff have realized that more men are interested in joining Grand Challenges than women. Grand Challenges will be evaluating the recruitment process to engage with incoming students earlier in the spring semester.

Goal 5 Grand Challenges Facilitators Learning Outcomes and Professional Development

1. Operational/Learning Goal
Grand Challenges will conduct interviews with new* Grand Challenges facilitators to determine if learning outcomes and professional development opportunities are maximized. The Grand Challenges Living Learning Community will improve the quality of the Grand Challenges facilitator program.

*Returning facilitators were not interviewed for AY17-18.

2. Outcome(s)
Grand Challenges Living Learning Community student facilitators will report high levels of satisfaction with their GCLLC-specific learning and professional development

3. Evaluation Strategy
Individual interviews will be conducted and an analysis will be performed to determine changes that need to be made in the program.

4. Method for Disseminating and Using Information for Improvement
Grand Challenge staff will evaluate results and determine next steps.

5. Summary of Results
In individual interviews with Grand Challenge Facilitators, participants expressed a desire for a more-defined role within the classroom as a facilitator. New Facilitators struggled with the ambiguity of their interactions with students and were looking for additional support and guidance from the faculty and staff. Participants also requested additional training and professional development opportunities as graduate students. Since Facilitators often work with teams in various stages of progress, Facilitators also reported that trainings held throughout the academic year would be more beneficial than a two-day retreat.

6. What did you learn?
The need to restructure and continue developing initial training and ongoing development for Facilitators.

7. Actions Taken

As a result of these interviews, Grand Challenges Living Learning Communities has restructured the Facilitator's initial half-day training session prior to the Fall semester, to include: Technology Training, Team Scenarios, and more clearly defining the role of facilitator versus teaching assistant. Staff will continue to offer bi-weekly training check-ins and monthly professional development meetings.

During training sessions, facilitators have the opportunity to review classroom logistics, improve their facilitation skills, provide team progress updates and seek individual meetings with faculty. Grand Challenges faculty provides professional development seminars at monthly meetings, based on Facilitator needs.

LEAD 1000

Goal 1 Degree to Which Participants in GT 1000 Report Changes in Leadership Self-Efficacy, Motivation to Lead and Leadership Skills

1. Operational/Learning Goal
LEAD will conduct a leadership development series within eighteen GT1000 1st year seminar courses and conduct an evaluation at the end of the 2017 Semester to determine scalability options in 2018 Fall Semester.

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

3. Evaluation Strategy
1. Ready, Willing and Able Pre-Leadership Capacity Survey administered to GT 1000 students at the beginning of 2017 Fall semester.
2. Ready, Willing and Able Post-Leadership Capacity Survey administered to GT 1000 students at the end of the 2018 Spring semester.

4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD faculty, staff, and other university stakeholders.

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

In the 2017 Fall Semester, leadership development modules were incorporated into 18 sections of GT 1000 for a total of 339 undergraduate students. Leadership learning outcomes were measured pre/post by the Ready, Willing, Able Assessment on three indices (self-efficacy, motivation, skill). Ready, Willing, and Able Assessments were also administered to all students in non-leadership sections of GT 1000 to serve as the control group (1,542 students).

The highest level of gains were made in:
- Readiness - Confidence in engaging in leadership Behaviors (SEL)

- Willingness – Degree to which a person is drawn to leadership roles (MTLAI) and avoidance of rationally calculating cost/benefit of leadership position (MTLNC).

- Ability - Generalized transformational (LBSFORM) leadership skills

Smaller effect sizes were observed in:
- Willingness – those who feel it is their duty to lead others (MTLSN).

- Ability - transactional (LBSACT) leadership behaviors displayed within group

This indicates that the leadership development treatment is having its intended effect.

See Appendix J on page 113 for the Ready Willing and Able results.

6. What did you learn?
During the 2017 Fall Semester, LEAD learned the following:
- Training instructors on leadership curriculum
  GT 1000 is taught by volunteer instructors with advanced degrees; instructors attend a one-day training workshop each summer, but generally do not attend additional instructor development beyond this.

- Integrating leadership curriculum into GT 1000 learning outcomes and objectives is challenging. Because the course meets only once a week for 50 minutes and has six required learning objectives, integrating additional materials proved challenging for instructors

- End-of-semester assessment survey response rate tends to be low
  While LEAD generally has high numbers of respondents to the pre-survey at the start of the semester, students in GT 1000 received three post-semester surveys (institution, GT 1000, and leadership). Survey fatigue resulted in low response rates to the post survey.

- Integration of leadership facilitators earlier on would have proved beneficial. In Fall 2017, LEAD paired all GT 1000 instructors with a LEAD facilitator (for a total of 13 graduate students). In addition, an Advanced Graduate Student Fellow was hired to coordinate and provide administrative support for leadership sections offered. Because the facilitators were not assigned until near the start of the Fall semester, integrating them into sections proved to be one of the most pressing challenges.

In future research, LEAD staff intend to launch a longitudinal program of study where responses can be tracked semester-to-semester. The results may yield different results and could provide valuable insights into how LEAD staff might improve the curriculum and training.

7. Actions Taken

Using the data and learnings from the challenges LEAD faced in Fall 2017, the Center for Academic Enrichment in partnership with the Office of Leadership Education and Development is revising the leadership program in the following ways:

- Provide a one-day training for all instructors teaching a leadership-themed section of GT 1000.

- Allow instructors to opt-in to the leadership themed sections.

- Allow instructors to opt-in to a hybrid teaching model with a trained Leadership Fellow

- Eliminate "modules" for instructional format, instead allowing instructors to incorporate concepts in a variety of pedagogical ways.

- Provide a small assessment incentive for completing pre-and-post leadership capacity surveys.

Two LEAD staff members presented the learnings to the First-Year Experience Conference in San Antonio, TX in February 2018. Feedback from constituents at the conference confirmed the proposed revisions for the future and generated excitement and information sharing from other universities (e.g. Virginia Tech) interested in implementing/enhancing leadership development within their first-year seminar courses.

Leading Edge

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

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

2. Outcome(s)
A minimum of one-thousand Georgia Tech students will participate in a leadership development opportunity.

3. Evaluation Strategy
Number of participants will be tracked.

4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD faculty, staff, and other LEAD stakeholders

5. Summary of Results
In AY17-18 the program impacted more than 1,600 students through intentional growth and development:

- Scaled Leading Edge | One-on-One Leadership Coaching program participation by more than 30% thus enabling more students to intentionally explore and develop their leadership skills. Nearly 1,150 undergraduate students, 204 graduate students and 61 faculty/staff have sharpened and enhanced their leadership skills since its inception in AY13-14.

- Continued to utilize the LEAD Engagement Team (formally Recruitment Team) to assist the Office of Leadership Education and Development and the Colleges in increasing awareness of leadership development opportunities at Georgia Tech, recruiting new participants in the Minor in Leadership Studies, Grand Challenges, and Leading Edge (One-on-One and Team-based Coaching), capturing students' leadership development needs/desires and stories.

- To assist with our anticipated growth in the Grand Challenges and Leading Edge program a new position has been added – Undergraduate Student Ambassador. The Georgia Tech Undergraduate Student Ambassador is a dedicated student representative that strives to promote LEAD graduate student opportunities to their peers, faculty and staff while providing knowledgeable insights about being a Leadership

Fellow/Facilitator. The Undergraduate Student LEAD Ambassador serves as a liaison between the undergraduate student body, LEAD and Institute alumni, faculty, staff and guests. In addition, they work to improve LEAD's social media footprint.

- Over the course of three fall semesters (2015-2017), there have been a total of 45 faculty/staff instructors, 15 graduate students, 112 student Team Leaders, and 567 students with a leadership development experience impacted. In Fall 2018 GT 1000 instructors will identify if they would like to be a part of a themed-leadership section. They will have the option to either teach the section themselves or teach with a leadership fellow. Students participating in these sections will realize the following benefits - improved outcomes in academics, leadership skills, performance in Student Organizations, team projects, augmenting and supplementing technical degrees, and preparing them for professional life

- Teams for Tech is a year-long student initiative where undergraduate student teams work closely with a team leadership coach to create a product, service, project or venture concept to enhance the life quality at Georgia Tech. Projects could focus on reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Georgia Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics. Each team will work closely with a trained team leadership fellow (coach) that will observe and ask curious questions to aid members in building a high-performing cohesive team. With a $4,200 award from the Georgia Tech Student Foundation a soft launch was completed in Fall 2017 impacting 5 graduate students and 8 undergraduate students in AY17-18.

- Administered team evaluations to more than 3,150 students to date helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs).

- Continued with a series of Leadership Development Workshops for selected classes within the Minor (CEE and PUBP), GT 1000 Summer Session Team Workshop, Black Student Caucus Planning Retreat, Sibs Day and Family Weekend.

6. What did you learn?
There continues to be a growing demand for leadership development on campus. As long as there is demand, LEAD will continue to improve existing programs and develop new ones that meet the needs of the student body. Also necessary is

the impartment and training of more faculty/staff (GT 1000) and graduate students to deliver workshops within their colleges and beyond.

7. Actions Taken
To ensure that LEAD maintains the quality of the Leading Edge program staff have decided to cap the number of students being coached to 165 per semester for the next academic year. During this time we plan to continue monitoring the effectiveness of the program, making improvements, and enhancing the overall coaching experience. LEAD staff are also looking to identify students' needs by year (first-year, sophomore, junior, senior) to see what might further improve training and field coaching in the future. For Teams for Tech, staff will conduct a "sprint" with our facilitators in October 2018 to develop an Ideas Competition to recruit graduate and undergraduate teams for AY18-19.

With the implementation of new online solutions (Deskle, Teambit and Typeform) in 2018 Fall Semester of Grand Challenges students will be able to visually collaborate with each other, provide more immediate feedback and identify areas of development more quickly. LEAD staff will also have access to a wealth of data for further assessment of LEAD programs.

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

1. Operational/Learning Goal
LEAD will measure change, if any, among students prior to and after Leading Edge with respect to: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills.

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

3. Evaluation Strategy
1. Ready, Willing and Able Pre-Leadership Capacity Survey administered to Leading Edge students at the beginning of 2016 Fall/2017 Spring semesters, 2017 Fall/2018 Spring semesters.
2. Ready, Willing and Able Post-Leadership Capacity Survey administered to Leading Edge students at the end of 2016 Fall/2017 Spring semesters, 2017 Fall/2018 Spring semesters.

4. Method for Disseminating and Using Information for Improvement
Leadership capacity will be analyzed at the end of AY17-18 and a report will be disseminated among LEAD faculty, staff, other LEAD stakeholders program improvements in Summer 2019.

5. Summary of Results
N/A until Summer 2019

6. What did you learn?
N/A until Summer 2019

7. Actions Taken
N/A until Summer 2019

Goal 3 Degree to Which Learning Outcomes from Leadership Fellows Training Were Met

1. Operational/Learning Goal
LEAD will assess how the Leadership Fellows are experiencing their Fellowship through "30-minute Coach Chats" (qualitative interviews conducted by Leadership Support Fellows).

2. Outcome(s)
1. Increase visibility into how coaching is working in the field to be able to make quicker decisions on program improvements.

2. Measure whether learning outcomes from the Leadership Fellows Summer Intensive are being met in the field

3. Evaluation Strategy
5-6 questions will be presented to the Leadership Fellows during a qualitative interview during AY17-18.

See Appendix K on page 114 for the 2017 Fall Semester Leadership Fellows Field Assessment and Coach Chats.

4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD faculty, staff, and other LEAD stakeholders

5. Summary of Results
In AY17-18 LEAD continued with a formal assessment strategy within Leading Edge (One-on-one Leadership Coaching) to measure learning outcomes for graduate students, faculty, staff and alumni. LEAD staff identified 3 Leadership Fellows to conduct interviews in a 30-minute coach chat. Thirty-three coach chats were conducted. Overall, the following outcomes were met:

- Develop a sense of what leadership/coaching means & that leadership/coaching requires commitment to personal development & hard work.

- Become more familiar with oneself, strengths and weaknesses, and how one can best work in a leadership context.

- Learn and apply leadership coaching concepts, processes and techniques in a hands-on experiential way that encourages implementation of the co-active coaching model into coaching sessions that specifically involve 3-levels of listening skills, asking curious questions, trusting and using our intuition, forwarding the action/ deepening the learning ,and self-management.

- Develop a coaching habit that supports coachees' own personal leadership development.

- Design a co-active coaching alliance that openly outlines the strategies that will make the relationship as effective as possible.

- Ignite coaching conversations with a challenge, tool (e.g. Wheel of Life, 360-Survey or Personality Assessment), and/or a competency discussion.

- Learn to aid students through experiment development relevant to desired growth in identified leadership competencies.

- Practice, practice, practice coaching others using real-life student situations.

- Participate as an active and effective member of the Leadership Fellows community that encourages peer learning and sharing.

Coaching skills were being implemented in the field, experiments were being developed with coaches, and the program was helping them better understand themselves as leaders. They also provided feedback on how to improve the program.

6. What did you learn?
In Summer 2017, LEAD staff adjusted training to focus on more practical aspects of coaching and started building coaching skills at the onset of training. For the participants in this training, staff began to see an improvement in the quality of coaching in the field. For those that participated in the monthly meetings and took advantage of peer coaching relationship, personal leadership development growth and sharing of best practices were key benefits. Fellows clearly understand that leadership/coaching requires commitment to personal development & hard work.

Fellows indicated that coaching is not easy. Igniting coaching conversations (especially when students do not have a leadership role), asking curious questions (without a solution in mind), aiding students with experiment development, and the importance of progress and follow-up seem to be areas of opportunity for further refinement. Fellows also expressed desire to use existing tools to facilitate coaching engagement tracking (taking handwritten notes, emailing agendas, using existing calendars, Slack for messaging) in lieu of an online coaching solution.

7. Actions Taken
Based on the results of the chats, LEAD staff adjusted the Leadership Fellows Training (Retreat) a bit to include more exercises and practical aspects of coaching. Pods will be created (with experienced Fellows as pod leaders) in September 2018 to foster support and community with cohort. Pod leaders will run Leadership Fellows Meeting as well with staff providing support.

In order to get our Fellows up to speed more quickly, LEAD staff will develop a training arc for the AY18-19 cohort. This will include preliminary training prior to retreat, an intensive follow-up to retreat along with a clear trajectory of learning outcomes and training throughout the academic year. In addition, staff will add a formalized toolkit to help coaches when they would like to uncover more growth opportunities for their coachees.

SLACKShop, online workshops that facilitate professional leadership / coaching development to meet the needs of the One-on-One Leadership Coaching Community will continue. Staff observed great success with them last year and they encouraged further engagement with the coaches. Each facilitated workshop offers a rich multimedia learning experience with no scheduled meeting times. Bite-sized tasks are structured to encourage collaboration, discussion and learning. Anytime/anywhere over a one-week period. Incorporating workshops around weaknesses in coaching will be the primary focus. Staff will also consider opening these up to coachees as well when we begin group coaching begins in the Fall 2018 and Spring 2019 semesters.

In AY18-19 LEAD staff plan to evaluate existing/new tools for use with One-on-One Leadership Coaching.

Minor in Leadership Studies

Goal 1 Compare growth in the Business, Global Engineering, and Public Policy Tracks and Identify the Top Three Majors Represented

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

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

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

4. Method for Disseminating and Using Information for Improvement
Information will be disseminated among LEAD partners and other university stakeholders

5. Summary of Results
Since LEAD starting tracking in 2013, LAED has admitted more than 255 students in the Minor in Leadership Studies with over 50% of them graduated. Over the past year staff has seen the Minor in Leadership Studies grow between 10-15%.

The Business track continues to have the highest current enrollment at 46 students with Global Engineering at 30. Within the business track, the strongest percentages of enrollment are coming from Biomedical Engineering (17%) and Industrial Engineering (17%) with Business Administration and Mechanical Engineering both coming in at 13% of the total. This would indicate that awareness is increasing outside of the College of Business. Within the Global Engineering track 78% of the current enrollment are CEE majors. Public Policy enrollment continues to follow suit with past Public Policy students. This would indicate that the awareness is higher within these colleges and students clearly see the benefits.

In AY17-18, 22 students graduated in Business, 3 students in Global Engineering and 1 student in Public Policy Tracks. The highest percentage of graduates came out of BME (27%), with BA (18%), CEE (18%) and IE (14%) following suit for

the Business Track. and CEE (67%) and IE (33%) for the Global Engineering Track. Public Policy had 100% from BME.

Since LEAD staff started asking the question, "How did you hear about the Minor?" in August of 2015, students identified that GT websites (19%), students (15.7%), and professors (14.8%) as their top marketing sources. Academic advisors remain an active source as well (12.6%). What is interesting to note is that more students are talking about their experiences in the Minor. Given that the percentage of students that have heard about the Minor in Leadership Studies via students is up from 11% last year this might lead staff to believe that more students are speaking about their experiences and the stories that have been shared via the website are making traction. It is also interesting to note that one-on-one interactions with professors, staff and students make up more than 70% of the results (up from 65% last year). We will continue to have a LEAD representative in GTAAN (Georgia Tech Academic Advisors Network) and will publish additional current and longitudinal stories from students.

At their Exit Interviews this summer, CEE graduates with the GELM (Minor in Leadership Studies – Global Engineering Track) articulated several positives including the GELM courses being among some of the best they have taken at GT, appreciation for the hands-on nature of the GELM courses and experience, and the positive impact of the GELM on their job search experiences, plus others. One thing they almost always mentioned was that they would like to have more opportunities to meet with and get to know other GELM students, and develop more of a community as they make their way through the Program.

6. What did you learn?
Data indicates that while enrollment remains on a steady incline, the majority of students are still seeking out the minor on their own (e.g. LEAD website or asking a faculty/staff member). Staff are starting to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomore), however, the majority of students declare the Minor when they are in their Junior and Senior year. While staff continue to place more targeted marketing messaging in place, it is believed that getting in front of students in their first-year with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. In addition, LEAD staff are learning that students have a desire to share their experiences with other students. By creating community-type events where students can gather to share and learn about the Minor in Leadership Studies staff hope to generate more interest in the Minor within and outside of the colleges that support the track.

7. Actions Taken
In AY17-18 the marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. The LEAD Recruitment Team played a large role in this effort. Moving forward into AY18-19, staff will increase our engagement with professors (specifically one 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, staff will be rolling out a new validated assessment in 2019 Spring Semester to assess skill development gains along with a longitudinal study to assess impact of the Minor beyond Tech, GELM fall social, and a Minor in Leadership Studies graduation celebration.

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

1. Operational/Learning Goal
LEAD will measure change, if any, among students prior to and after Foundations of Leadership with respect to: Leadership Self-Efficacy, Motivation to Lead, and Leadership Skills.

2. Outcome(s)
Minor in Leadership Studies students will show improvements in their level of confidence in engaging in leadership behaviors, the degree to which they are drawn to personal leadership roles and transformational leadership and transactional leadership behaviors displayed within their groups.

3. Evaluation Strategy
Ready, Willing and Able Pre-Leadership Capacity Survey administered to Minor students at the beginning and end of 2016 Fall-2018 Spring Semesters.

4. Method for Disseminating and Using Information for Improvement
Leadership capacity will be analyzed and a report will be disseminated among LEAD faculty, staff, other LEAD stakeholders in Summer 2019.

5. Summary of Results
N/A until Summer 2019

6. What did you learn?
N/A until Summer 2019

7. Actions Taken
N/A until Summer 2019

VII. Marketing and Communications

Goal One Communications Audit

1. Operational/Learning Goal
Marketing and Communications staff will conduct a Communications Audit of all division departments to assess the usage of campus and external communication channels to promote events and services.

2. Outcome(s)
Directors will report an acquisition of knowledge to assist them with their communications strategies and annual marketing plans.

3. Evaluation Strategy
In collaboration with the Director of Research and Assessment for Student Life a survey will be developed and administered via the Campus Labs Baseline survey software platform to all division department Directors to assess their usage of common campus and external communication tools.

4. Method for Disseminating and Using Information for Improvement
Once the survey is completed, the Director of Student Life Communications will review the responses, and use the data to assist directors in improving their communications strategy and annual marketing plans.

5. Summary of Results
This assessment was not completed and will be completed within the following academic year.

6. What did you learn?
N/A

7. Actions Taken
N/A

VIII. Office of the Arts

Goal 1 Activate: Enhance Engagement with the Georgia Tech Public Art Collection

1. Operational/Learning Goal
Continue growing the Public Art Program at Georgia Tech to activate and engage the midtown Atlanta campus with visual artworks that enrich the cultural, intellectual, and scholarly life of campus.

2. Outcome(s)
Outcome 1: To acquire for the campus collection at least one permanent significant work by a leading artist that celebrates the intersection of science, engineering, technology, and creativity.

Outcome 2: To commission at least one local and one national artist to create and install temporary interactive public artworks on campus aimed at engaging the campus community.

3. Evaluation Strategy
Acquisition and commissioning of work will be led and documented by the Office of the Arts in partnership with the Provost's Office. The Student Engagement and Marketing Teams will create timelines and entry points for students, faculty, staff and the larger Atlanta community to engage with the process from creation through installation. Collateral materials will be archived on the Office of the Arts website and distributed electronically enabling the team to track digital engagement. Additionally, for temporary works, the team will create social media campaigns geared towards tracking engagement – i.e. Hashtag campaigns along with live workshops, panels, and other creative opportunities for students to have a hands-on experience.

4. Method for Disseminating and Using Information for Improvement
Both digital and live activities will be tracked via Campus Labs Baseline survey software platform, and then reported out at the end of each term.

5. Summary of Results
Outcome 1: Several new public art works were installed on campus in FY18. At the intersection of art and technology is the work of artist Josh Garber, whose stainless steel sculptures are on view on the EBB lawn, and were commissioned by Georgia Tech. A piece by noted artist William Tucker, *The Rim*, was relocated from the Bank of America Plaza to the lawn near the Manufacturing Research building. A gift of Thomas and Ann Cousins, the circular steel piece was on view in several American museums before being placed at the Bank of America Plaza on Peachtree Street in 2004. These pieces were recorded and promoted on social media, on the Arts@Tech website, through campus emails and through other

campus communications. An educational tour and discussion of the work was given by Dr. Rafael Bras and curatorial consultant Ann Tracht to the Georgia Tech Arts Advisory Board in February 2018.

Outcome 2: Installed in April 2018 is a new work featuring civil rights activist Rosa Parks. Created by local sculptor Martin Dawe and titled *Continuing the Conversation,* the granite piece depicts Rosa Parks at age 42 — the year her courageous act helped launch the Montgomery bus boycott — and at age 92, the year she died. They sit across from each other, an empty seat between them, inviting passersby to join in. A festive event heralded the installation of this piece on campus, attended by several hundred alumni, students, staff, and invited guests, including Rosa Parks' family and a member of the Martin Luther King Jr family. The sculpture is a gift of Tech alumni Rod and Michelle Adkins. In just a few months it has become a popular site for the Georgia Tech community and visitors.

6. What did you learn?
In the last five years, many styles of public art have been installed at Georgia Tech, adding to the cultural environment and improving the quality of life on campus for all who walk from one building to another, and for the many visitors to campus. Many of the pieces connect art, science, and technology in some way, and therefore are significantly relevant to campus, while others hold mostly historical or artistic significance. The campus is "activated" with these beautiful additions to Georgia Tech, but resources are needed to maintain, identify the works with signage, and support the works with ongoing programming and in order to be relevant to the Georgia Tech community.

7. Actions Taken
Programming for FY19 will include engagement around new works of public art installed on campus.

Goal 2 Engage: Creative Curricular Initiatives

1. Operational/Learning Goal
Under the umbrella of the Creative Curricular Initiatives (CCI), launch an Arts Curricular Innovations program (ACI) and an Arts Council Fellows program (ACF).

CCI at Georgia Tech brings together artists, students, and faculty to infuse curriculum, teaching, and research with creative practice. CCI supports the development of frameworks to instigate collaborations between visiting artists and existing courses; and promotes the outcomes of these activities broadly. Tech's goal to ensure that innovation, entrepreneurship, and public service are fundamental characteristics of its graduates is intrinsically linked to the development of students' creativity. Creativity is often defined as the ability to

imagine new ideas, seeing connections between seemingly random or unrelated things, while innovation is turning those ideas and connections into new tangible methods or products. This path from creative development to innovation and entrepreneurship can be greatly enhanced by connecting faculty and artists with each other and with students, providing students with curricular enhancements that demonstrate how artists develop deep understandings of the norms of their disciplines and then creatively manipulate, subvert, and push against the norms. Ultimately, this enables students to integrate these creative models into their own coursework, careers, and lives.

2. Outcome(s)
To accomplish this, the Office of the Arts (OOA) will launch the Arts Curricular Innovations (ACI) program to support and promote courses across campus that meaningfully engage with the arts and collaborate with visiting artists to teach creative thinking in the context of existing course objectives. OOA staff will embed at least 6 artists in the classroom. Staff will also launch the Arts Council Fellows program (ACF) that will support faculty, students, and staff in the conception and implementation of unit-level initiatives related to arts and academics and bring fellows together to share best practices and support each other. The ACF program will support at least 6 Fellows this year.

3. Evaluation Strategy
The Year One participation goal is to recruit and select at least one Arts Council Fellow for each college, for a total of six Fellows in the first year. Another minimum of six Fellows will be selected for Year Two, for 12 total Arts Council Fellows in the second year. Staff will partner with 12 artists and faculty for ACI curricular enhancements each year, with a goal of engaging 1000 students per year.

The Office of the Arts will work closely with the Director of Research & Assessment for Student Life to build and implement assessment. The Director will assist with the development and implementation of surveys for all participants based on an Appreciative Inquiry model.

4. Method for Disseminating and Using Information for Improvement
The Office of the Arts will implement a multi-faceted marketing and communications plan in order to bring awareness of these new initiatives to the campus community, and to recruit applicants for ACI and ACF. Once the new programs are underway, communications efforts will be required to further publicize the project and establish it as a replicable national model.
Marketing and Communications for this project will concentrate on four areas of activity: the call for applications; the announcement of the awards; the impact or follow-up stories that highlight the course activities, projects, faculty, and students involved; and ACI and ACF as a national, replicable model.

The marketing and communications plan will follow a similar process for each of the four areas: set marketing and communications goals by reviewing the project benchmarks for both ACI and ACF participation; determine consistent messaging by working with the director and staff of the Office of the Arts and the chair of the Arts Council for use across all channels; and determine key dates to align with grant award notification, the campus calendar, specific media requirements, award deadlines, project milestones, and project completion.

Marketing and communications planning and implementation will take place throughout the two-year project. Primary efforts for the ACI and ACF call for applications, announcement of awards, and impact stories will include printed materials to distribute across campus, advertising and/or news announcements in campus publications (Daily Digest, The Whistle, Technique, the Alumni Magazine), social media announcements, email newsletters, printed and digital signage, shareable email messages; speaking to faculty meetings in the various Colleges and Schools, hosting events to invite faculty to learn more about these initiatives and opportunities, and inclusion of all information on Georgia Tech, Office of the Arts, academic unit, and partner program websites.

Coordination with Institute Communications will be instrumental in promoting all areas, and especially in promoting ACI and ACF on a national level as a successful model for nurturing creative and innovative learning through the arts. Targeted media outlets will include national higher education publications, national arts publications, and selected news outlets.
All areas of promotion will require evaluation, with adjustments made in marketing and communications as needed for the following year.

5. Summary of Results
Major Accomplishments for Creative Curricular Initiatives:
The first year was very successful with three projects in fall 2017 integrating visiting artists into courses in Mechanical Engineering, the College of Computing, and the School of Literature, Media, Communications. A campus-wide call for arts+academics projects for spring 2018 received 35 applications from all six colleges. The review panel of faculty, students, staff, and alumni selected 15 projects to support from five colleges. The projects were led by faculty, staff, graduate students, and undergraduate students, and directly impacted 300 students. Project leaders were integrated into the existing Georgia Tech Arts Council through a mentorship program, January summit, and monthly meetings to build community, share ideas, and offer support.

An example of the projects that connected with the GT curriculum include: support for music that explains complex science concepts, a social justice film festival, an exploration of optical toys, a virtual reality project, teaching students to give better Capstone presentations by learning theatrical presentation skills, and more.

The Office of the Arts and the Georgia Tech Arts Council chaired by Professor Jason Freeman collaborated with project leaders to support project administration, match projects with artists, and market and promote project events and activities through a variety of communications channels. Communications support was provided throughout the year and a professional video was made in the spring to help support fundraising and communication efforts moving forward. Project updates were presented to the Georgia Tech Arts Advisory Board and the Georgia Tech Parents Board.

For formal assessment, The Findings Group was selected to conduct an evaluation of all spring 2018 projects, including student engagement / creativity surveys, project leader pre- and post- surveys, and success case interviewing of student participants. Data collection continues, but an initial "Ongoing Report" has been received from The Findings Group and attached here.

Findings include:
Students connect to their campus and/or larger community through art. As a result of CCI participation, students express greater awareness of, participation in, and appreciation of their surroundings, both on campus and in the greater metro Atlanta area. This reflects the ability of artistic engagement to lessen students' sense of isolation and the 'bubble effect' of living and working on a college campus. This finding shows that students are finding that 'art matters' through their own awareness of their surroundings and community. Participating in artistic endeavors helps take students out of their daily routine.

Students' qualitative responses reveal changes in their definition of art and/or their identification of themselves as artistic, particularly when referring to the disciplines and types of work that brought them to Georgia Tech. The following quotes are in response to "Has your definition of art changed this semester? If so, how?"
- "Yes, I am striving to see and feel the bridge connecting science and art, science could be a special form of art."
- "Yes, it has, in that it is now more than paintings etc. Have seen a side to the arts that related more to engineering than anything else, which was surprising."

Overall, findings from project leaders reveal a pervasive culture that distances art from science/technology along with an interest in supporting students to apply artistic processes that may better prepare students to respond creatively to problem-solving within their discipline. These findings reveal that while faculty may disagree about whether art is a worthy endeavor on its own or whether artistic processes are best used to make students better at their disciplines, students benefit from 'expansive' thinking associated with artistic processes such as working on projects that take them to physical locations and intellectual pursuits they would otherwise not experience.

Preliminary results show that Office of the Arts and Arts Council leadership may want to alter the idea of "Culture Change" on campus as the problem to change (specifically, increasing the percentage of students who agree or strongly agree that "art matters"). Findings indicate that the culture of Georgia Tech may already value art. The report asks that the Office of the Arts reconsider and try to better clarify the intended impact of the CCI initiative, and recommends that the CCI initiative might be better served by focusing on engaging students in artistic processes that promote creativity and innovation as the program's impact.

6. What did you learn?
Several conclusions were made from the first year of CCI:
1. The CCI projects were varied in theme, audience, leadership, college, and diversity of participants.

2. Projects often required more time than one semester for completion, and need to be continued into the next semester.

3. The original design of the program made distinctions between the types of projects and which project leaders would become Arts Council Fellows. In practice, however, those distinctions were not practical and all CCI project leaders became Arts Council Fellows.

4. An Assessment Report by the Findings Group titled an "Ongoing Report" is attached. The group assessed both students and project leaders (both faculty and student leaders). See summary in #5 above.

5. The project leaders and Arts Council members who served as mentors provided ongoing and valuable feedback throughout the first year of the project.

7. Actions Taken
The Office of the Arts and Council for the Arts leadership adopted an individual approach to the projects as much as possible, recognizing the individual needs and unique character of each project. FY19 projects were selected in the spring of FY18 and several of the original group will continue into the fall. Expectations for assessment results were revised to lengthen the time needed to complete the full assessment of projects continuing in the fall. Fundraising to continue this program will continue with the hiring of the new Development Associate.

Goal 3 Produce: Made @ GT

1. Operational/Learning Goal
Use the ACCelerate Creativity and Innovation Festival to build and launch the Made@GT platform and series. The Made@GT Program fosters the collaborative

creative process of Georgia Tech students, faculty, and artists through making, refining, presenting, and producing.

2. Outcome(s)
Support the off-campus presentations of at least three Made@GT projects / performances promoting awareness of the transdisciplinary nature of the works as well as the overall Georgia Tech brand to the general public. Pitch at least one Made@GT project to outside funders.

3. Evaluation Strategy
Working with the Georgia Tech Arts Advisory Board Made@GT committee to finalize the model for the platform, evaluation of the model will come from submission of the platform to national experts for review and feedback. All works presented and/or produced under the Made@GT platform at the Smithsonian and other venues will be documented and archived with text, video and photos.

4. Method for Disseminating and Using Information for Improvement
The Office of the Arts will implement a multi-faceted marketing and communications plan in order to bring awareness of this new initiative to the campus community, and to recruit projects for Made@GT.

5. Summary of Results
The ACCelerate Festival at the Smithsonian in October 2018 was the first phase of the Made@GT program, and it featured innovative art and technology projects created by Georgia Tech students and faculty. An astounding 30,000 people across a three-day period attended the Festival - an audience comprised of students, general public, and other university colleagues.
Although it was the first such effort, there were few challenges in selecting the projects, coordinating travel and exhibition arrangements, and promoting the event. Advance and onsite coordination was led by a Festival committee, and our staff worked in conjunction with the committee and staff at Virginia Tech, the Smithsonian and the ACC.
Additional events surrounding our participation included presentations on campus at three GVU Center Brown Bag Lunches prior to the Festival. In Washington, our office also held an event to introduce the Festival and the work of the Office of the Art to DC-area alumni and donors. In addition, a VIP event was held as part of the Festival. Funding for the event was provided by members of the Georgia Tech Arts Advisory Board and the Division of Student Life.
The Festival and Georgia Tech's projects received good advance publicity on campus, and our office commissioned a video of the Festival for both archival and communication uses.

6. What did you learn?
The internal Call for Projects for the Festival is an effective way to seek out students and faculty working at the intersection of art and technology. Going forward, some projects may need mentoring by the Georgia Tech Arts Council

and/or the Office of the Arts to reach their potential for both Festival participation and further presentation through the Made@GT program.

Logistically, working with many other ACC colleges and universities to present the Festival in Washington, DC presented some communications challenges. The Festival committee worked hard to present a coordinated brand and well-organized event. While the initial intent was for all projects to be focused on the intersection of creativity and technology with an arts element, in practice Georgia Tech was one of the few schools whose projects combined all of these elements.

7. Actions Taken
Georgia Tech will participate in the next Festival in spring 2019. A call for projects was issued in spring and summer 2018, and since more time is available for planning, participants will be mentored in their work.

IX. Orientation and Transition

Disability Services

Goal 1 Transition Needs Among Students With Disabilities

1. Operational/Learning Goal
The Office of Disability Services (ODS) staff will increase their knowledge as the transition needs of students with disabilities at Georgia Tech.

2. Outcome(s)
ODS staff will report an enhanced understanding as to the transition needs of undergraduate and graduate students registered with the Office of Disability Services.

3. Evaluation Strategy
The ODS Staff will work with the Director of Research and Assessment for Student Life to develop research questions and conduct two focus groups consisting of undergraduate and graduate students registered with the Office of Disability Services.

4. Method for Disseminating and Using Information for Improvement
The Office of Disability Services will circulate its Campus Labs "Disability Services Evaluation – Students" to all students registered with Disability Services at the conclusion of the Fall 2018 and Spring 2019 semesters. A report will be published and disseminated to the Division of Student Life. The information will be used by the Office of Disability Services to develop specific programming to meet the transition needs of student with disabilities at Georgia Tech.

5. Summary of Results
The qualitative research questions asked of participants were as follows:

1. Thinking back to your first year at Georgia Tech, what type of support would have been valuable for the Office of Disability Services to provide you during your first year at Tech? After the first year?

2. What did you wish you knew about navigating Georgia Tech with a disability before you started classes?

3. Before registering with Disability Services, how did you think connecting with the office would assist you at Georgia Tech?

4. How would you describe the process to obtain accommodations (i.e. easy, difficult, complex, timely, long)?

5. Based on your experience, what suggestions do you have to improve the process?

6. How would you describe interactions with the staff?

7. Do you take advantage of any or all accommodations offered to you? If not, why not?

8. What type of programming/training would you like to see offered through Disability Services?

9. Is there anything else you would like for me to know?

Some highlighted quotes from participants included:

"…the administration needs to know that having a disability is a social issue…disability needs to be in diversity…."

"Georgia Tech Admissions needs to recruit students with disabilities…if they don't…sends the message that students with disabilities are not wanted here."

"…the perception among some people that because we have a disability doesn't mean we don't deserve to be here."

"…just knowing that some of my professors would be so resistant…"

"…been here a long time…the quality of staff has greatly improved…"

6. What did you learn?
The focus group identified needs that were, and were not met in transitioning to Georgia Tech. Focus groups resulted in actionable items to better meet the needs of students with disabilities.

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

Goal 2 Working With Faculty

1. Operational/Learning Goal
The Office of Disability Services (ODS) staff will gain a greater understanding of faculty knowledge and attitudes regarding working with students with disabilities and accommodations.

2. Outcome(s)
Faculty members who complete a survey will describe their knowledge of best practices, legal obligations, and attitudes around working with students with disabilities.

3. Evaluation Strategy
In collaboration with the Director of Research and Assessment for Student Life a survey will be developed and sent to all faculty members associated with the Institute during the 2017-2018 academic year.

4. Method for Disseminating and Using Information for Improvement
The survey results will be disseminated among all Disability Services stakeholders providing information regarding faculty knowledge and attitudes to focus ODS outreach efforts to faculty.

5. Summary of Results
This learning outcome was not completed within the designated timeline due to significant delays requesting permission to include copyrighted materials within the faculty survey.

6. What did you learn?
N/A

7. Actions Taken
N/A

Goal 3 Vital Student Statistics

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

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

3. Evaluation Strategy
In collaboration with the Office of Institutional Effectiveness, data will be collected through information recorded in Banner. Factors of focus in this analysis will be graduation rates, retention rates, grade point averages, majors, and the rates at which students with disabilities enroll in Co-Ops, Internships, and Study Abroad programs.

4. Method for Disseminating and Using Information for Improvement:
A report will be disseminated to the Division of Student Life, academic units, and other key individuals in the administration at Georgia Tech. The information will be used in the future by the Office of Disability Services to develop specific training sessions and outreach to support specific populations of students and Georgia Tech faculty and staff.

5. Summary of Results
Retention
From first time, first year students entering in the Fall, 2015 cohort 93% of the students with disabilities were retained to Fall, 2016 compared to 97% of first-time first year students without disabilities.
Graduation
Comparing six year graduation rates, students with disabilities had a 75% graduation rate while students without disabilities had an 87% graduation rate. Georgia Tech's overall graduation rate is 86%.

Enrollment and Academic Performance
- Undergraduate Cumulative GPA
  - Students with disabilities   3.05
  - Students without disabilities   3.27

- Graduate Cumulative GPA
  - Students with disabilities   3.39
  - Students without disabilities   3.49

- Co-op / Internship Participation (Undergraduate)
  - Students with disabilities   12%
  - Students without disabilities   15%

- Undergraduate Research Participation (Undergraduate)
  - Students with disabilities   10%
  - Students without disabilities   13%

- Study Abroad Participation (Undergraduate)
  - Students with disabilities   6%
  - Students without disabilities   9%

Undergraduate Majors

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

Graduate Majors

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

Undergraduate Students

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

Graduate Students

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

6. What did you learn?

Overall, the results support the following conclusions:

- Students with disabilities at Georgia Tech have slightly lower GPA's compared to students without disabilities.

- Students with disabilities at Georgia Tech do not participate at the same rates in study abroad, co-ops/internships and undergraduate research opportunities compared to students without disabilities.

- Students with disabilities are not retained at the same rate as students without disabilities.

- Students with disabilities do not graduate at the same rate as students without disabilities.

7. Actions Taken

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

New Student and Transition Programs

Goal 1 Recognition Program to Enhance Inclusivity

1. Operational/Learning Goal
New Student and Transition Programs will enhance the perception of inclusivity through the development of a recognition process for Familiarization and Adaptation to the Surroundings and Environs of Tech (FASET) Leaders that allows the opportunity for everyone to feel included and build community.

2. Outcome(s)
Student leaders that participate in FASET will be able to:
- be recognized for their hard work and efforts
- create pride in themselves for their performance
- Interact and learn from other leaders and how they perform in their roles
- understand how to perform their jobs in a productive manner

3. Evaluation Strategy
Students who served as FASET leaders over the last several years were given an assessment to give feedback on the current recognition system of the program.

4. Method for Disseminating and Using Information for Improvement
Survey data will be shared with FASET Cabinet members and the professional staff members of New Student & Transition Programs. This data will be utilized to evaluate the effectiveness of the current recognition program and offer guidance for the reformulation of the current plan or creation of a new plan.

5. Summary of Results
Past FASET staff were able to give open responses on the Master Leader and Leader of the Session recognition programs. The results showed that students felt the processes were ones that were biased, unclear, and ending up only creating an exclusive environment within the organization. While they agreed that recognition is a great aspect to create motivation, they stated the previous process did more damage than good.

Participants stated:
- "It seemed that Leader of the Session were handed to people so they can become Master Leaders, even if they may have not deserved it that session.

- "I don't agree with it. Every leader is working hard and recognizing some of them over others is unfair and ungrateful."

- "More input from staff the better the process will be."

- "More transparency of the process."

6. What did you learn?
As a program, FASET is committed to recognizing the efforts of its staff and has made good efforts to build community. However, the current recognition programs are ones that create divides in the community as people do not understand the process of how leaders are selected and do not view it as fair. Other things learned were to be as transparent as possible in the recognition process and to make sure that everyone had the chance to be recognized.

7. Actions Taken
From these results, existing programs were removed and new programming has been created to help foster an inclusive environment of recognizing each staff member that is involved with FASET. FASET Cabinet decided to create a recognition process that current staff could nominate each other for jobs well done during a FASET session that they felt should be recognized for. The form will be made available to all staff members, as well as professional staff to nominate leaders.

Goal 2 Acquisition of Facilitation Skills Among Student Leaders

1. Operational/Learning Goal
New Student and Transition Programs staff will educate student leaders with information regarding small group facilitation skills, what transitions incoming students may face, campus resources available to them, and the importance of connecting to other new students.

2. Outcome(s)
Student leaders who help facilitate extended orientation programs will be able to:
1. Facilitate connections between other new students and experienced student leaders.
2. Lead a small group through transition activities and discussion topics.
3. Understand the variety of campus resources that can assist new students in their transition.

3. Evaluation Strategy
A pre- and post-survey were given to student leaders to assess knowledge before the start of training and at its conclusion.

4. Method for Disseminating and Using Information for Improvement
This information will be shared with the student leaders as the planning begins for future programs and training. For any campus partners who may have assisted in the training of student leaders, information will also be shared.

5. Summary of Results
Participants reported an increased awareness of training expectations, increased knowledge of campus and community resources, and an increased affinity for developing relationships with incoming students.
Participants stated:
- "I have been extremely happy with the activities we have been doing. I can tell how much thought has gone into them and I already feel like Wreck Camp is a family."
- "The activities were pretty balanced in terms of outlining expectations while also showing that support is available throughout campus."
- "I felt very prepared to meet with my group of mentees. Although the selfie accountability measures felt trivial at times, I understood the check-in expectations and incorporated them into my meetings.

6. What did you learn?
As a program, New Student and Transition Programs aids in the transition of incoming students to increase learning about the Institute, themselves, and in connecting with other students. These programs are made possible by dedicated student leaders who share their time and talents with the office. In return, it is important the office continue to re-evaluate student learning objectives to ensure the continued growth of its programs and application to life after Tech.

7. Actions Taken
After the assessment results were evaluated, the staff began to build a training model and schedule for the next year of each program. While the program had an influence on those who participated previously, the staff made efforts to focus on small group facilitation skills, transitions incoming students face, significance of social identities and intersectionality, and campus resources.

Goal 3 FASET Registration Assistance Center

1. Operational/Learning Goal
New Student and Transition Programs staff will gain knowledge as to what type of assistance students need and by whom at the Registration Assistance Center during FASET.

2. Outcome(s)
Advisors will attend the Registration Assistance Center for the entire time it is open to assist students with questions.

3. Evaluation Strategy
Students will complete a form to request assistance. On the form, it will ask what their major is and what classes they require registration assistance.

4. Method for Disseminating and Using Information for Improvement
Information will be shared with Undergraduate Education, Academic Advising Task Force, and the Associate Deans of the colleges so there was a common understanding of which advisors needed to attend the Registration Assistance Center.

5. Summary of Results
For first-years, there were 364 different students who requested to see an advisor. Math and computer science had the most unfulfilled requests either due to the advisor not attending at all (Computer Science) or the advisor arrived late and left early (Math). Forty-two out of the seventy-five requests to see the Math advisor went unfulfilled due to the advisor's attendance. Eighteen students were unable to see a Computer Science advisor.
For transfer students, there were 160 different student requests to see an advisor. Thankfully, the advisors do attend the Registration Assistance Center due to the complex needs Transfer students have when it comes to registering for classes. However, sixteen students requested to see a Computer Science advisor, and they were advised to email the department since they do not normally attend the Registration Assistance Cluster.

6. What did you learn?
It is imperative that advisors attend the Registration Assistance Center, even if their major participates in Satellite Registration. The classes with the most unseen requests are the core classes for most majors on campus. Students should have their specific registration questions answered before they leave FASET.

7. Actions Taken
Met with Undergraduate Education and the Associate Deans who gained a better understanding of registration needs during FASET. Math now provides two advisors at the Registration Assistance Center. Computer Science asked that we get additional information on the specific CS classes that students need information. This information is being gathered in the FASET survey students will complete and will be shared in the fall with Undergraduate Education and Computer Science.

Parents and Family Programs

Goal 1 GT Connectedness

1. Operational/Learning Goal
Parent & Family Programs will provide programs and services that will build the foundation for lifelong relationships between families and Georgia Tech.

2. Outcome(s)
Parents and families will express feelings of connectedness after attending various events. Connectedness is defined as feeling tied or joined to an individual, organization, or group.

3. Evaluation Strategy
Parent & Family Programs will ask survey respondents in Family Weekend 2017 Survey and the Sibs Day 2018 Survey if they felt more connected to Georgia Tech and the campus community after special events created for parents and families.

4. Method for Disseminating and Using Information for Improvement
Parent & Family Programs will utilize this data to improve programmatic efforts and outreach to families to ensure that a majority of Yellow Jacket families feel connected and involved.

5. Summary of Results
The following statement was listed on the Family Weekend 2017 Survey, "My involvement with Family Weekend 2017 makes me feel more connected to Georgia Tech." A total of 86% of respondents (88/99) either agreed or strongly agreed with the above statement regarding circumstances. Further, respondents indicated that the information gained and/or connections made during Family Weekend 2017 would help them better support their Georgia Tech student(s) toward graduation." Of the respondents, 78% of respondents (63/108) either "Agreed" or "Strongly Agreed."

After participating in Sibs Day, 86% of parents surveyed (26/22) stated they had a more positive view of Georgia Tech. A total of 93% of the families felt as though they had a better understanding of Georgia Tech campus life and a student's college experience. After participating in Sibs Day, 85% of siblings/guests stated they had a more positive view of Georgia Tech and 86% of the students felt they had a great sense of pride after attending Sibs Day.

6. What did you learn?
Family Weekend and Sibs Day continue to grow in popularity and also allows families the opportunity to come to campus, spend quality time with their student, and learn more about campus life. This in turn, helps build affinity for Georgia Tech. Georgia Tech families enjoy events that are created for families and would welcome other opportunities. Future programming and resources available online

could prove helpful to families who are not able to come to campus, but still want to be connected and involved.

7. Actions Taken
Parent & Family Programs will continue to enhance Family Weekend and Sibs Day programming to meet the needs of diverse families.
Continue to offer volunteer opportunities locally and regionally to allow families to get more involved and network with other Yellow Jacket families in their area.
Gather data on grandparent attendance at Family Weekend for possible future event planning.

Goal 2 Parent Assistant Leaders (PALs) Skill Building

1. Operational/Learning Goal
Parent and Family Programs staff will improve Parent Assistant Leaders (PAL)s' skills associated with leadership, interpersonal skills, problem solving and commuication skills.

2. Outcome(s)
As a department in the Division of Student Life, Parent & Family Programs understands and values student development. Parent & Family Programs created a student leadership position, Parent Assistant Leaders (PAL)s in 2014 to assist families, but also to help students develop leadership and interpersonal skills needed to be a well-rounded student at Georgia Tech. Following Astin's Developmental Theory of Student Involvement, Parent & Family Programs strive to use the student leadership program to give PALs an avenue where they can become highly involved students.

Parent Assistant Leaders (PALs) will report feeling comfortable talking to peers, parents, and others as they grow their interpersonal skills in their role. PALs will develop critical thinking skills and learn to problem solve as a result of working Family Weekend and Sibs Day. PALs will learn to work on a team and communicate effectively. PALs will learn to understand more about others who are different from them and value diversity.

3. Evaluation Strategy
Parent & Family Programs will utilize survey data collected by the Division of Student Life. This survey asks students to share an experience that was most impactful and attributed to their learning. In the spring, a survey was emailed to all students working in the Division of Student Life. Parent & Family Programs extracted their student data from this survey.

4. Method for Disseminating and Using Information for Improvement
Information will be shared with Parent and Family Program stakeholders.

5. Summary of Results
Qualitative responses submitted by PALs in the survey reflect that students cultivated new skills and improved existing ones:

- "Being able to serve as a PAL for the Parents & Family Programs was a great experience and allowed me to train / develop exercises for team-building activities. It allowed me to mentor the new hires as well and offer my own experiences as reference."

- "Family Weekend has taught me a lot about problem solving and working together in a team. There is always so much going on and it's necessary to take responsibility for certain aspects of it as well as trust your coworkers and delegate to them as well. The experience of working this weekend has definitely improved my analytical skills. I have also improved my communication skills through this by learning to present to large groups as well as speaking to many families individually. I've had a great time being part of it!"

- "Working the Parent Orientation (FASET) sessions really helped open my eyes to a lot of the concerns parents have with their students coming to GT and gave me a chance to develop my "people skills" by handling concerns and questions from parents of all different backgrounds and walks of life."

- "Working with Laci Weeden in the Parent & Family Programs office has been particularly meaningful – one time she had brought me into her office to talk about a specific e-mail I had sent that may had been inappropriate (asking other departments for training assistance, which could reflect poorly on the current department). This taught me to be more aware of my actions and to be more collaborative within my department."

6. What did you learn?
Students feel a sense of belonging and connectedness to the team and each other. They mostly stay on staff until they graduate because of the leadership development they receive, but also because they enjoy mentoring the next set of PALs.

7. Actions Taken
By recruiting students who are not only diverse in interest as well as demographics, but are also skilled in a variety of talents, students have the opportunity to learn from one and other. The interaction between the students in this diverse group allows them to develop and practice a variety of soft skills through event-planning, recruiting, and leadership.

Goal 3 Parents & Family Ambassadors Program

1. Operational/Learning Goal
Parent & Family Programs will improve parent/families experience by providing a richer experience/opportunity for families to be able to give back to Georgia Tech by supporting Georgia Tech students and families.

2. Outcome(s)
Participation in the Parent & Family Ambassadors Program will allow parents/families to be supportive of their student as well as local families in their area/region. Serving as a Parent & Family Ambassador will also help cultivate affinity for Georgia Tech.

3. Evaluation Strategy
Parent & Family Programs will create a survey for the Parent & Family Ambassadors in Spring 2017 about their experience and their participation in the Ambassador Program.

4. Method for Disseminating and Using Information for Improvement
Parent & Family Programs will utilize this data to determine needs for our Parent & Family Ambassadors.

5. Summary of Results
Unfortunately, this survey did not occur this academic year. However, this outcome will be revisited during 2018-2019 to help direct training and planning for the future Parent & Family Ambassadors program.

6. What did you learn?
N/A

7. Actions Taken
N/A

X. Student Integrity

Goal 1 Strategic Plan 2018- 2023

1. Operational/Learning Goal
The Office of Student Integrity (OSI) will embark upon a process to create an all-encompassing Strategic Plan with measurable outcomes. The goal of the plan is to focus the office's efforts to create a more sound process, easy-to-understand procedures, and educational outreach objectives for the community. Upon completion, OSI plans to have a revised mission, vision, 3 goals, 10 objectives and 39 action items with action plans.

2. Outcome(s)
OSI will create a strategic plan with 3 goals: 1)Strengthen OSI's focus on educational outreach, 2) Increase awareness of OSI's mission and services, 3) Enhance the efficiency and effectiveness of OSI's operations. These goals will provide an immediate re-focus of the operations of OSI, specifically in the areas of how OSI tracks inquiries about cases, ensure compliance with federal, state, and institutional regulations for record keeping, issue educational sanctions for student development within the process.

Within goal 1, OSI plans to increase awareness of the Code of Conduct through peer- peer interactions and programming, specifically the Undergraduate Judiciary Cabinet, Graduate Judiciary Cabinet, and Honor Advisory Council student members; increase educational sanctioning options to address the behavioral decisions of students; and increase faculty awareness and participation in the referral process for violations.

3. Evaluation Strategy
OSI staff will create objectives which are measurable through benchmarks and measurement targets. There are target achievement dates for each of the benchmarks connected to the various objectives. For example, OSI increased transparency with key campus partners through activity reports on a semester-ly basis.

See Appendix L on page 117 for the Measurement Plan Spreadsheet.

4. Method for Disseminating and Using Information for Improvement
Information will be shared with the Vice President for Student Life/Dean of Students, Student Integrity staff and stakeholders.

5. Summary of Results
See Appendix M on page 127 for the Strategic Plan Booklet.

6. What did you learn?
OSI gathered several points in regards to their effectiveness in the community: improvement in communication about the incident referral process, the case resolution process and status of cases, transparency in the resolution of cases, rationale for case decisions, communicating policy updates, and the additional personnel needs for the office for more streamlined processes.

7. Actions Taken
OSI is currently creating procedures manuals, procedural flow charts, video tutorials for online students, additional educational workshops for students, and proposing additional personnel needs.

Goal 2 Increase the participation and programming of the Honor Advisory Council

1. Operational/Learning Goal
OSI and HAC will create and advance an Academic Integrity awareness campaign for the campus community.

2. Outcome(s)
HAC will provide evidence of improved training and leadership.

3. Evaluation Strategy
HAC will administer a survey to assess the campus climate and the results will be distributed during Honor Week as well as prizes distributed to students who participated in the survey. In addition, Honor Week will be expanded to include more passive information to the community and a greater focus on educating the campus about the Academic Honor Code.

4. Method for Disseminating and Using Information for Improvement
Information has been shared with those specific areas, however, the Academic Integrity Committee, HAC, Vice President for Student Life, and Faculty Senate.

5. Summary of Results
HAC has revamped its training and leadership program under the leadership of its staff. The executive leadership team has strengthened the requirements for their positions. The leadership team also created an apprenticeship program within HAC for newer members to shadow exec leadership and prepare for leadership roles as older members graduate and depart for other opportunities.

6. What did you learn?
Students have concerns about the academic integrity within the community and want increased education in regards to specific violations and how to report academic integrity issues.

7. Actions Taken
OSI and HAC would like to co-create an Academic Resource Program consisting of FAQs of the process, clearly identified academic integrity violations, and educational resources available on campus.

End of Report

Division of Student Life

2017-2018

Final Assessment Report

Appendices

Appendix A
Fraternity and Sorority Life

CPE Training Exam Results

Question	Amount of knowledge	Pre-test Percentage	Post-test Percentage	Difference
History of peer education	None	20	1	-19
	Little	63	3	-60
	Adequate	16	76	60
	Extraordinary	0	18	18
Acting with ethics and integrity	None	0	0	0
	Little	6	0	-6
	Adequate	75	42	-33
	Extraordinary	18	57	39
Personal self-care techniques	None	0	0	0
	Little	18	0	-18
	Adequate	67	46	-21
	Extraordinary	13	53	40
Techniques to create change in your life	None	0	0	0
	Little	38	0	-38
	Adequate	56	50	-6
	Extraordinary	4	50	46
Evidence based practices in creating change	None	7	0	-7
	Little	64	0	-64
	Adequate	21	57	36
	Extraordinary	6	42	36
Techniques for active listening	None	0	0	0
	Little	24	0	-24
	Adequate	63	42	-21
	Extraordinary	12	57	45
Barriers to active listening	None	3	0	-3
	Little	43	1	-42
	Adequate	45	44	-1
	Extraordinary	7	53	46

Ways to encourage individuals to share when speaking to them	None	1	0	-1
	Little	48	0	-48
	Adequate	39	46	7
	Extraordinary	10	53	43
Campus resources that you can refer peers to as needed	None	4	0	-4
	Little	33	0	-33
	Adequate	47	51	4
	Extraordinary	13	48	35
The bystander concept	None	4	0	-4
	Little	15	1	-14
	Adequate	44	25	-19
	Extraordinary	35	73	38
Reasons why individuals would NOT act as an empowered bystander	None	3	0	-3
	Little	32	1	-31
	Adequate	49	31	-18
	Extraordinary	15	67	52
Techniques to intervene with a friend, versus a stranger	None	0	0	0
	Little	43	3	-40
	Adequate	50	53	3
	Extraordinary	6	42	36
The social identities which you hold	None	3	0	-3
	Little	35	0	-35
	Adequate	50	26	-24
	Extraordinary	10	42	32
The intersectionality of your social identities	None	9	0	-9
	Little	53	4	-49
	Adequate	34	48	14
	Extraordinary	3	46	43
Ways to conduct a successful brainstorm	None	4	0	-4
	Little	30	0	-30
	Adequate	63	45	-18
	Extraordinary	1	46	45

Steps needed to plan a successful program	None	4	0	-4
	Little	43	0	-43
	Adequate	47	50	3
	Extraordinary	4	50	46
Writing learning outcomes and objectives for your presentations/programs	None	4	0	-4
	Little	44	0	-44
	Adequate	47	54	7
	Extraordinary	3	45	42
Ways to market and promote programs and presentations	None	4	0	-4
	Little	56	9	-47
	Adequate	36	53	17
	Extraordinary	1	37	36
How groups form and develop	None	0	0	0
	Little	40	1	-39
	Adequate	55	40	-15
	Extraordinary	4	57	53
Characteristics of high performing peer educators and peer education groups	None	12	0	-12
	Little	56	0	-56
	Adequate	26	40	14
	Extraordinary	4	59	55

Appendix B

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

Safe Space: Peer Education Pre-Test

1. Below are the definitions of 9 sexual or gender identities. In the space next to each definition, enter the identity that you think corresponds to that definition.

DEFINITION	TERM
Individuals who do not fit the typical definitions of male or female because of the hormones, chromosomes, or anatomy they were born with.	
A term that describes people whose gender identity aligns with the sex or gender they were assigned at birth.	
Individuals who identify as women and are attracted only to other women.	
An umbrella term that describes people whose gender identity does not align with the sex or gender they were assigned at birth.	
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.	
Someone who supports and advocates for a community that they may or may not belong to themselves.	
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.	
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.	
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.	

2. Fill in the blanks using the terms below. Note that there are more terms than spaces so you will have some terms left over.

Choose from: intersexuality, assigned sex, asexuality, gender expression, gender fluidity, crossdressing, sexual orientation, gender identity, trans identity, cisgender

_____ refers to how we present our gender to the world and includes our speech, clothing, mannerisms, and hairstyle, among other things.

_____ is determined at birth based on the appearance of a person's genitalia and then recorded on their birth certificate.

_____ refers to the sexual, romantic, and/or emotional attractions that a person has or doesn't have to other people

_____ refers to a person's internal sense of gender.

3. Describe 2 policies that support LGBTQIA communities at Georgia Tech.

    1. _____
       _____

    2. _____
       _____

4. List 3 on-campus resources that support LGBTQIA people.

    1. _____
       _____

    2. _____
       _____

    3. _____
       _____

5. List 2 off-campus resources that support LGBTQIA people.

1. _____
   _____

2. _____
   _____

Appendix C

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

Safe Space: Peer Education Post-Test

Please circle your responses to the following questions. Please circle ONE response for each question only.

1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

6. I learned something new in this training.

   1   2   3   4   5

7. The facilitators were knowledgeable about the subject matter.

   1   2   3   4   5

8. As a result of completing this training, I am more confident in my ability to be a good ally to LGBTQIA people.

   1   2   3   4   5

9. I would recommend this training to others.

   1   2   3   4   5

10. What parts of the training did you find most helpful?

   _____

   _____

11. What parts of the training did you find least helpful?

_____

_____

12. How will you use the information or skills you learned today when you return to your workplace/organization/residence hall/classroom?

_____

_____

_____

13. Fill in the blanks using the terms below. Note that there are more terms than spaces so you will have some terms left over.

Choose from: intersexuality, assigned sex, asexuality, gender expression, gender fluidity, crossdressing, sexual orientation, gender identity, trans identity, cisgender

_____ refers to how we present our gender to the world and includes our speech, clothing, mannerisms, and hairstyle, among other things.

_____ is determined at birth based on the appearance of a person's genitalia and then recorded on their birth certificate.

_____ refers to the sexual, romantic, and/or emotional attractions that a person has or doesn't have to other people

_____ refers to a person's internal sense of gender.

14. Below are the definitions of 10 sexual or gender identities. In the space next to each definition, enter the identity that you think corresponds to that definition.

DEFINITION	TERM
Individuals who do not fit the typical definitions of male or female because of the hormones, chromosomes, or anatomy they were born with.	
A term that describes people whose gender identity aligns with the sex or gender they were assigned at birth.	
Someone who experiences no sexual attraction.	
Individuals who identify as women and are attracted only to other women.	
An umbrella term that describes people whose gender identity does not align with the sex or gender they were assigned at birth.	
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.	
Someone who supports and advocates for a community that they may or may not belong to themselves.	
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.	
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.	
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.	

15. Describe 2 policies that support LGBTQIA communities at Georgia Tech.

    3. _____
       _____

    4. _____
       _____

16. List 3 on-campus resources that support LGBTQIA people.

    4. _____
       _____

    5. _____
       _____

    6. _____
       _____

17. List 2 off-campus resources that support LGBTQIA people.

    3. _____
       _____

    4. _____
       _____

Please share any other comments you have about the training.

_____

_____

_____

_____

Appendix D

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

Safe Space Assessment Goal Data for 2017-18

Term	n = correct in pre-test	% correct in pre-test	n = correct in post-test	% correct in post-test	n = increase in correct answers	% increase in correct answers
Intersex	43	34	98	77	55	43
Cisgender	60	47	117	92	57	45
Asexual	110	87	121	95	11	8
Lesbian	109	86	124	98	15	12
Transgender	73	57	110	87	37	30
Gay	91	72	116	91	25	19
Ally	80	63	122	96	42	33
Queer	70	55	113	89	43	34
Bisexual	116	91	122	96	6	5
Pansexual	68	54	121	95	53	41

Appendix E

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

Interfaith Evaluation for November 2017 Comments

Please share any other feedback on the back of this sheet.
oppressed oppressing the oppressed (liberation, the power of it); how do we address this to put an end to it?
More discussions like this, but not only on faith & LGBT, but other topics as well
very informative, intimate setting
Thank you!
So great! Thank you Aby and Steve
I look forward to this series. Please keep it up.

Appendix F

Student Diversity Programs

MCOD External Review

Goals of Program Review:

1. Assess the MCOD Initiative's quality and currency with the staff in the Division of Student Life;
2. Reflect on the alignment of the MCOD Initiative's goal and learning outcomes with division and institutional mission and strategic initiatives;
3. Assess the impact the MCOD Initiative has in our daily work with students

The role of the external review is important to the Initiative's overall review. During the site visit, the external reviewer will meet with staff in the Division of Student Life and students. At the conclusion of the site visit, the external reviewer will prepare a summary. The summary should include findings and any recommendations.

External Reviewer Responsibilities:

1. The external reviewer, as recognized expert in the disciplinary/professional field should provide critical judgment and critique of the MCOD Initiative.
2. The reviewer should bring an informed and unbiased view to the assessment of the MCOD Initiative.
3. Within three weeks of the site visit, the external reviewer will submit a final written report summarizing the findings and recommendations.

Appendix G

Student Diversity Programs

MCOD Cabinet Profile

- Conduct an annual diversity and in each department that looks at staff hiring, salaries and promotions.
- Require department heads to provide an annual "diversity retreat" that all department members participate in.
- Develop a plan for promoting understanding of international student experiences as a way to broader our perspective.
- Communicate current efforts to all staffs.
- Include all staff in the process of assessing where we are and planning where we want to go.
- Unify the efforts. LGBTQIA, Veterans, Arts, WRC, and Diversity – all plan and all work together.
- Inclusivity and diversity plan with implementation plan details from each area.
- Require multicultural competence certification for all members of the Division (as well as train additional trainers to alleviate workload on current trainer).
- Resurrect the Multicultural Competing Team to continue our work in this area.
- Survey our Division staff to assess their thoughts on where we are.
- Conduct an audit to assess where we are as a Division.
- Start with foundational education for the Division then more to higher order topics/projects.
- Share across team/cluster/department (programs, readings, speakers, etc.)
- Hold regular dialogue lunches to start the conversation.
- Two-way dialogue to introduce topic into individual daily workflow/routine (Internal to Division).
- Integrate Practices to specific areas of outreach: HR, Registrar, Residence Life (Institute).
- Create mentorship opportunities for staff within the Division.
- Share stories of individual's backgrounds about their culture and how their work is impacted.
- Examine policies and practices to include goals of inclusion and cultural competences expected of all staff.
- Require search committees to participate in Diversity/Inclusion workshop designed to eliminate discriminating protocol.
- Revise as needed on boarding and orientation programs to address issues of inclusion.
- Turn the model upside down. Assume those are no "groups"- How would behavior change?
- Focus outward vs inward – we serve students. How much we work with "dominant" groups and inform our own work?
- Teach skill of providing behavioral level feedback on these topics.

Appendix H

## Student Diversity Programs

Diversity Symposium Storytelling

• I believe personal stories can faster inclusion on campus by creating personal connections and relationship across differences. It can help foster contact theory.

• Personal stories provide catharsis, humanize experiences and remind us that at our core, we are more alike than different.

• Stories can share examples of how faculty/student/staff feel welcome at Georgia Tech. They can also share examples of how they have addressed feeling uncomfortable or left out, or what resources would make them feel more loved and at "home"!

• I think a lot of people feel they are alone in their story when they come to an overwhelming campus like GT. The more stories we can tell, the more people will realize that we are a family, and all facing in experiencing similar things. From there, hopefully people will begin feeling even more melded.

• I believe by sharing stories that are controversial because they will cause us to hear uncomfortable situations and hopefully learn from them.

• Opening eyes to different personalities

• Sharing stories creates relatability and a common bond than can stretch across all boundaries.

• By allowing others to know who you are, not just a physical body walking around campus.

• Storytelling is a universal of the human condition. It's a major way of how we define and identify ourselves. Stories help us to understand and empathize with other around you. By telling/sharing stories you help those around you expand their mind and avoid the danger of a single story.

• I think personal stories humanize people from stereotype categories to individual narratives that others can relate to. We are all sons, daughters, friends and many other social categories that shape ourselves and common identities and experiences.

• Personal stories always humanize big issues and help us take them to heart. The very rapid potential change to accept marriage equality care about because almost everyone knows and likes somebody who is gay.

• Stories show that we are not alone – we all have fears about entering this new world/ And knowing that someone else (whether a student or a faculty member) has been in our shoes before, can help to make us feel part of a supportive community.

• Stories have the ability to make us realize that we are not alone, common experiences abound.

• Stories can make people feel things and understand better the way the world looks to someone else. It may help to open their eyes.

• Personal stories enable others to realize that we all have struggles, fears and experiences that have defined who we are. Personal stories provide the back story of our current perspectives.

• They offer personal perspectives.

• Make folks with similar stories/challenges feel less alone

• Hearing someone's story may help me realize they are not alone. Someone may share a similar experience and that's good to know

• It allows people to connect in ways they don't even realize producing more empathic individuals yielding a better world
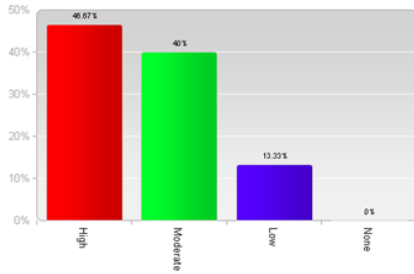
Appendix I

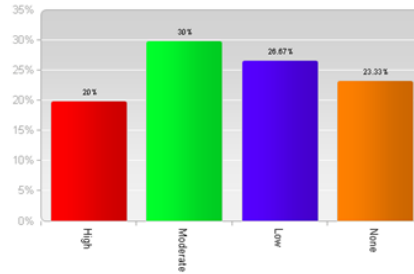## Student Diversity Programs

International Spouses' Group Survey Results

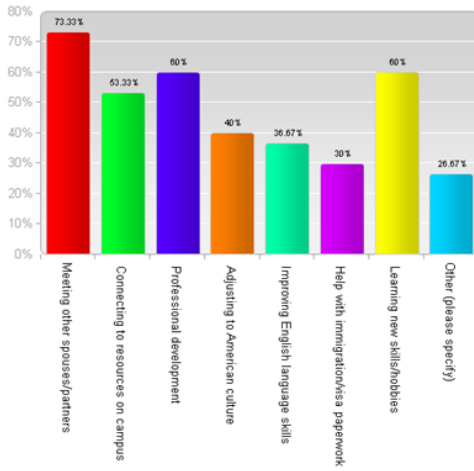Q1. Please indicate the value you get from attending spouses' group. - Meeting other spouses/partners

High: 90%
Moderate: 10%
Low: 0%
None: 0%
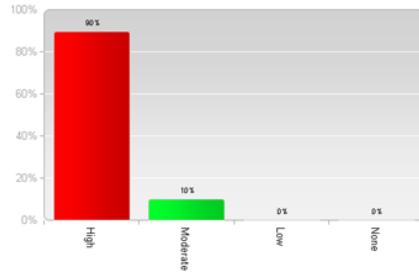
Q7. Please indicate the value you get from attending spouses' group. - Learning new skills/hobbies (please specify below)

High: 46.67%
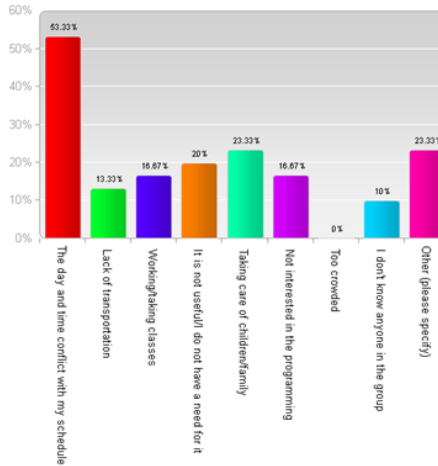Moderate: 40%
Low: 13.33%
None: 0%

Q6. Please indicate the value you get from attending spouses' group. - Help with immigration/visa paperwork

High: 20%
Moderate: 30%
Low: 26.67%
None: 23.33%

Q10. What would you like more of? (Check all that apply)

Meeting other spouses/partners: 73.33%
Connecting to resources on campus: 53.33%
Professional development: 60%
Adjusting to American culture: 40%
Improving English language skills: 36.67%
Help with immigration/visa paperwork: 30%
Learning new skills/hobbies: 60%
Other (please specify): 26.67%

Q30. Why do you not attend the group meetings? (check all that apply)

The day and time conflict with my schedule: 53.33%
Lack of transportation: 13.33%
Working/taking classes: 16.67%
It is not useful/I do not have a need for it: 20%
Taking care of children/family: 23.33%
Not interested in the programming: 16.67%
Too crowded: 0%
I don't know anyone in the group: 10%
Other (please specify): 23.33%

Appendix J

LEAD Programs

Ready Willing and Able Results Image
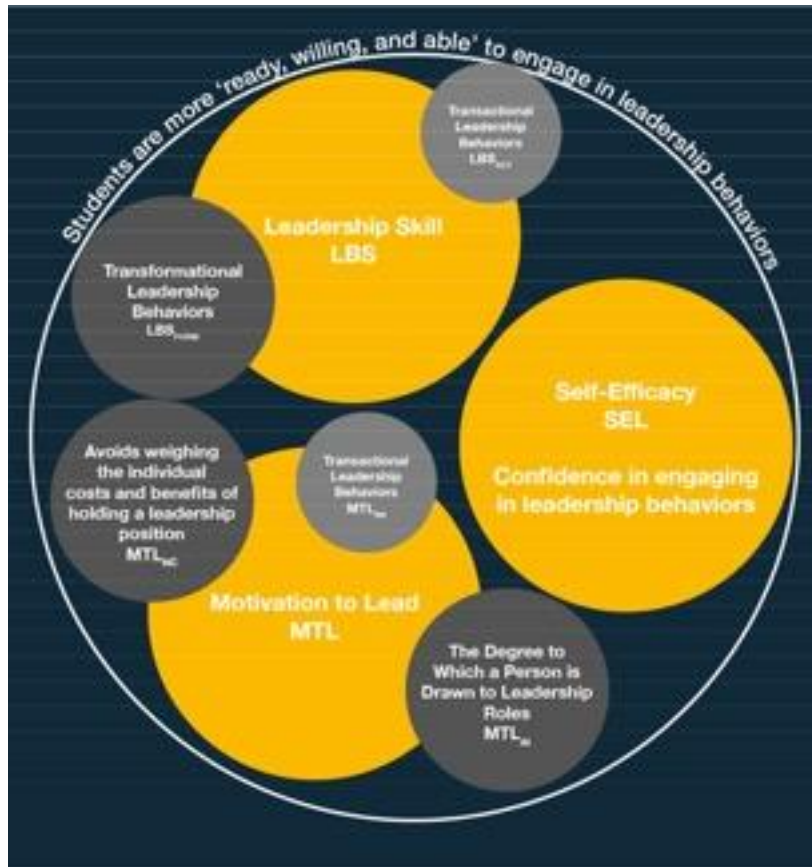
Appendix K

LEADING Edge

2017 Fall Semester Leadership Fellows Field Assessment Coach Chats

Learning Outcomes from August Training

- **Develop a sense of what leadership/coaching means** & that leadership/coaching requires commitment to personal development & hard work
- **Become more familiar with yourself**, your strengths and weaknesses, and how you can best work in a leadership context
- **Learn and apply leadership coaching concepts, processes and techniques in a hands-on experiential way** that encourages you to incorporate co-active coaching model into coaching sessions that specifically involve 3-levels of listening skills, asking curious questions, trusting and using our intuition, forwarding the action / deepening the learning, and self-management
- **Develop a coaching habit** that supports your coachee's own personal leadership development
- **Design a co-active coaching alliance** that openly outlines the strategies that will make the relationship as effective as possible.
- **Ignite coaching conversations** with a challenge, tool (e.g. Wheel of Life, 360-Survey or Personality Assessment), and/or a competency discussion
- **Learn to aid students through experiment development** relevant to desired growth in identified leadership competencies
- **Practice, practice, practice** coaching others using real-life student situations
- **Participate as an active and effective member of the Leadership Fellows community** that encourages peer learning and sharing

Proposed Interview Questions

1. What is working for you in coaching?
2. What do you find most challenging in coaching?
3. What insights did you learn about yourself?
4. What insights did you learn about coaching?
5. How has intuition played a role in your coaching? If yes, how so?
6. How do you deepen the learning/knowledge and forwarding the action in your sessions?
7. How do you practice active listening during your coaching sessions?
8. What is your greatest strength/weakness in coaching?
9. How has coaching influenced your personal leadership development at Tech and Beyond?
10. How, if at all, has your definition of leadership changed since you got involved with the Leadership Fellows program?

11. How would you like the support coaches to assist you in the future?

Questions / Feedback (including any changes you would like to see in the program)

Appendix L

Student Integrity

Measurement Plan Spreadsheet

Measurement Plan (MP) #	Goal	Numbered Objective	Benchmark/Target	Target Achievement Date
MP-1	1. Strengthen OSI's focus on educational outreach	1.4. Deepen faculty knowledge about the referral and resolution process.	Reduction in faculty inquiries related to the referral and resolution process of 50% by May 2021 (From [Current #--TBD in AY1] inquiries to [Target #--TBD in AY 1] inquiries)	May 2021
MP-2	1. Strengthen OSI's focus on educational outreach	1.3. Expand student participation in outreach efforts in order to capitalize on the benefits of peer-to-peer education.	100% of OSI presentations led or co-led by students by August 2022.	August 2022
MP-3	1. Strengthen OSI's focus on educational outreach	1.3. Expand student participation in outreach efforts in order to capitalize on the benefits of peer-to-peer education.	100% of events where OSI tabling includes students by August 2022.	August 2022
MP-4	1. Strengthen OSI's focus on educational outreach	1.1. Increase awareness of Georgia Tech's codes to foster a accountability through peer-to-peer interaction.	20% year over year increase in the number of referrals made by students starting with May 2022 vs. May 2021.	May 2022
MP-5	1. Strengthen OSI's focus on educational outreach	1.1. Increase awareness of Georgia Tech's codes to foster a accountability through peer-to-peer interaction.	5% of all referrals are self reported by May 2023 (From an AY 17 baseline of .5% of all referrals)	May 2023

MP-6	1. Strengthen OSI's focus on educational outreach	1.1. Increase awareness of Georgia Tech's codes to foster a accountability through peer-to-peer interaction.	50% decrease in the number of inquiries about the resolution process by May 2021 (based on inquiries tracked in baseline year)	May 2021
MP-7	1. Strengthen OSI's focus on educational outreach	1.1. Increase awareness of Georgia Tech's codes to foster a accountability through peer-to-peer interaction.	85% of exit survey responses related to understanding the resolution process are "favorable" by May 2023.	May 2023
MP-8	2. Increase awareness of OSI's mission and services	2.1. Increase transparency with key partners about referrals, incidents, and outcomes.	100% of high-impact departments receive OSI activity reports on a semesterly basis by December 2018.	December 2018
MP-9	2. Increase awareness of OSI's mission and services	2.2. Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.	SOCIAL MEDIA EFFECTIVENESS METRICS - TBD ONCE SOCIAL MEDIA STRATEGY IS DEVELOPED	TBD
MP-10	2. Increase awareness of OSI's mission and services	2.2. Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.	WEBSITE EFFECTIVENESS METRICS - TBD ONCE WEBSITE STRATEGY IS DEVELOPED	TBD
MP-11	2. Increase awareness of OSI's mission and services	2.2. Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.	A communication plan and strategy is in place for 100% of high-profile cases by August 2018.	August 2018
MP-12	3. Enhance the efficiency and effectiveness of OSI's operations	3.3. Document and standardize major processes and procedures to increase capacity and consistency.	100% of major processes and procedures are documented by end June 2018.	June 2018

MP-13	3. Enhance the efficiency and effectiveness of OSI's operations	3.3. Document and standardize major processes and procedures to increase capacity and consistency.	100% of major processes and procedures are reviewed and those requiring optimization are improved by January 2020.	January 2020
MP-14	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	100% compliance with USG policies by May 2019.	May 2019
MP-15	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	Ensure processes and procedures are in place to sustain 100% of compliance with USG policies by May 2020.	May 2020
MP-16	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	100% compliance with Institute policies by May 2019.	May 2019
MP-17	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	Ensure processes and procedures are in place to sustain 100% of compliance with Institute policies by May 2020.	May 2020
MP-18	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	100% compliance with federal policies (i.e. DoEd, Title IX, FERPA, etc.) by May 2019.	May 2019
MP-19	3. Enhance the efficiency and effectiveness of OSI's operations	3.2. Ensure continued compliance with all applicable policies and regulations.	Ensure processes and procedures are in place to sustain 100% of compliance with federal policies by May 2020.	May 2020
MP-20	1. Strengthen OSI's focus on educational outreach	1.2. Improve the sanctioning process to promote an educational approach and reduce recidivism.	Consistent 10% year over year increase in the number of cases that are resolved through informal resolution starting with May 2020 (AY 17 baseline is 65 cases resolved through informal resolution)	May 2020

MP-21	1. Strengthen OSI's focus on educational outreach	1.2. Improve the sanctioning process to promote an educational approach and reduce recidivism.	TBD ___% decrease in the number of students found responsible for repeat violations by end of ____ (Baseline = 45 cases in AY 17)	TBD
MP-22	3. Enhance the efficiency and effectiveness of OSI's operations	3.1. Increase efficiency to allow for a greater focus on educational outreach.	Continuous 20% decrease year over year in the number of in-person meetings for low-level cases starting with difference between May 2019 and May 2020 (AY 17 baseline is 550 meetings)	May 2020
MP-23	3. Enhance the efficiency and effectiveness of OSI's operations	3.1. Increase efficiency to allow for a greater focus on educational outreach.	50% decrease in the number of "referrer" inquiries by May 2021 (From [Current #--TBD in AY 19] of inquiries to [Target #--TBD in AY 19] of inquiries	May 2021
MP-24	3. Enhance the efficiency and effectiveness of OSI's operations	3.1. Increase efficiency to allow for a greater focus on educational outreach.	Decrease in the average case to closure time for low-level, individual cases from 3-4 of weeks to 2 weeks by May 2021	May 2021
MP-25	3. Enhance the efficiency and effectiveness of OSI's operations	3.1. Increase efficiency to allow for a greater focus on educational outreach.	Decrease in the average case to closure time for medium-level, individual cases from 3-5 weeks to 2-3 weeks by May 2022	May 2022
MP-26	3. Enhance the efficiency and effectiveness of OSI's operations	3.4. Provide staff development opportunities to continuously enhance OSI's knowledge and skills.	100% of staff participate in at least 2 professional development opportunities annually by May 2021.	January 2021
MP-27	3. Enhance the efficiency and effectiveness of OSI's operations	3.4. Provide staff development opportunities to continuously enhance OSI's knowledge and skills.	100% of case resolution team is certified in investigations by January 2020.	January 2020

	3. Enhance the efficiency and effectiveness of OSI's operations	3.4. Provide staff development opportunities to continuously enhance OSI's knowledge and skills.	100% of administrative support team is certified in core professional administrative processes by January 2020.	January 2020
MP-28				

Measurement Plan (MP) #	Measurement Method	Dependencies	May 2019	May 2020
MP-1	Percentage of inquiries about the referral and resolution process as made by faculty	A way to track inquiries by inquiry context, constituent, and method (the tracking should occur during first year)	BASELINE MEASUREMENT YEAR	IMPLEMENTATION YEAR: 10% decrease in inquiries
MP-2	Number of presentations given by students involving students	A way to track student participation in OSI outreach		50% of OSI presentations led or co-led by students
MP-3	Number of events where OSI is represented by students	A way to track student participation in OSI outreach		50% of events where OSI tabling includes student
MP-4	Change in percentage of referrals made by students as tracked in Advocate from the prior academic year			5% increase over prior year
MP-5	Percentage of self reported cases as tracked in Advocate	Already tracked--need to gain approval from faculty to refine sanctions for self-reported cases		

MP-6	Percent change in number of inquiries from the prior academic year	A way to track inquiries by inquiry context, constituent, and method--need to research a technology tool to do this	BASELINE MEASUREMENT YEAR	IMPLEMENTATION YEAR: 10% decrease in baseline
MP-7	Exit survey (questions focused on level of understanding of the process)	Need to create an exit survey and possibly an entrance survey to measure current awareness as they enter the process		IMPLEMENTATION YEAR
MP-8	Percentage of reports provided on time to high-impact departments	Identifying tools available on campus that will allow us to be more efficient in creating reports; identifying information that needs to be included on reports; identifying what the high-impact departments are	100% of high-impact departments receive OSI activity reports on an semesterly basis	SAME AS PRIOR YEAR
MP-9	TBD	Bring in consultant to create a social media strategy	TBD	TBD
MP-10	TBD	Bring in consultant to create a website strategy	TBD	TBD
MP-11	Percentage of high-profile cases with a communication plan and strategy in place		Communication plan and strategy is in place for 100% of high-profile cases	SAME AS PY 1

MP-12	Percentage of major processes and procedures that are documented	Determine which processes and procedures that need to be documented	100% of processes and procedures documented	SAME AS PRIOR YEAR
MP-13	Percentage of major processes and procedures that need to be optimized are actually optimized		25% of processes and procedures optimized	100% of processes and procedures optimized
MP-14	Percentage of policies that OSI needs to be in compliance with are actually meeting compliance standards	Need to document what policies OSI needs to be in compliance with	100% of policies meeting compliance standards	SAME AS PRIOR YEAR
MP-15	Percentage of policies where processes and procedures are in place for compliance standards	Need to document what policies OSI needs to be in compliance with		100% of policies with processes and procedures in place
MP-16	Percentage of policies that OSI needs to be in compliance with are actually meeting compliance standards	Need to document what policies OSI needs to be in compliance with	100% of policies meeting institutional compliance standards	SAME AS PRIOR YEAR
MP-17	Percentage of policies where processes and procedures are in place for compliance standards	Need to document what policies OSI needs to be in compliance with		100% of policies with processes and procedures in place
MP-18	Percentage of policies that OSI needs to be in compliance with are actually	Need to document what policies OSI needs to be in compliance with	100% of policies meeting federal compliance standards	SAME AS PRIOR YEAR

	meeting compliance standards		
MP-19	Percentage of policies where processes and procedures are in place for compliance standards	Need to document what policies OSI needs to be in compliance with		100% of policies with processes and procedures in place
MP-20	Percent change in the number of cases involving informal resolution from the prior academic year			10% increase over prior year
MP-21	Percent change in the number of students found responsible for repeat violations from the prior academic year	Need to conduct internal audit of violations and sanctions and create a matrix then design a sanction model	DEVELOP MATRIX AND DEFINE MEASURES	TBD
MP-22	Percent change in number of in-person meetings from the prior academic year	Developing an automatic case processing tool		20% decrease over prior year
MP-23	Percentage of inquiries made by referrers to determine the status of referrals	A way to track inquiries by inquiry context, constituent, and method (the tracking should occur during AY 19)	BASELINE MEASUREMENT YEAR	25% decrease over AY 19 data
MP-24	Case to closure metrics by case type (already tracked by OSI in Advocate)			
MP-25	Case to closure metrics by case type (already tracked by OSI in Advocate)			

MP-26	Percentage of staff participating in development opportunities annually	A way to track staff professional development		50% of staff particpate in at least 1 professional development opportunity
MP-27	Percentage of staff achieving a certification	A way to track staff professional development		100% of case resolution team is certified in investigations
MP-28	Percentage of staff achieving a certification	Need to define what core administrative processes are		100% of administrative support team is certified in core professional administrative processes

Measurement Plan (MP) #	May 2021	May 2022
MP-1	50% decrease in inquiries	
MP-2	75% of OSI presentations led or co-led by students	90% of OSI presentations led or co-led by students
MP-3	75% of events where OSI tabling includes student	90% of events where OSI tabling includes student
MP-4	10% increase over prior year	20% increase over prior year
MP-5	1% of all referrals are self reported	2% of all referrals are self reported
MP-6	50% decrease in baseline	

MP-7	70% favorable response rate	80% favorable response rate
MP-8	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-9	TBD	TBD
MP-10	TBD	TBD
MP-11	SAME AS PY 2	SAME AS PY3
MP-12	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-13	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-14	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-15	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-16	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-17	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-18	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR
MP-19	SAME AS PRIOR YEAR	SAME AS PRIOR YEAR

MP-20	10% increase over prior year	10% increase over prior year
MP-21	TBD	TBD
MP-22	20% decrease over prior year	20% decrease over prior year
MP-23	50% decrease over AY 19 data	SAME AS PRIOR YEAR
MP-24	2 week average case to closure time for low-level, individual cases	SAME AS PRIOR YEAR

Appendix M

Student Integrity

Strategic Plan Booklet

OFFICE OF STUDENT INTEGRITY
2018 – 2023 STRATEGIC PLAN
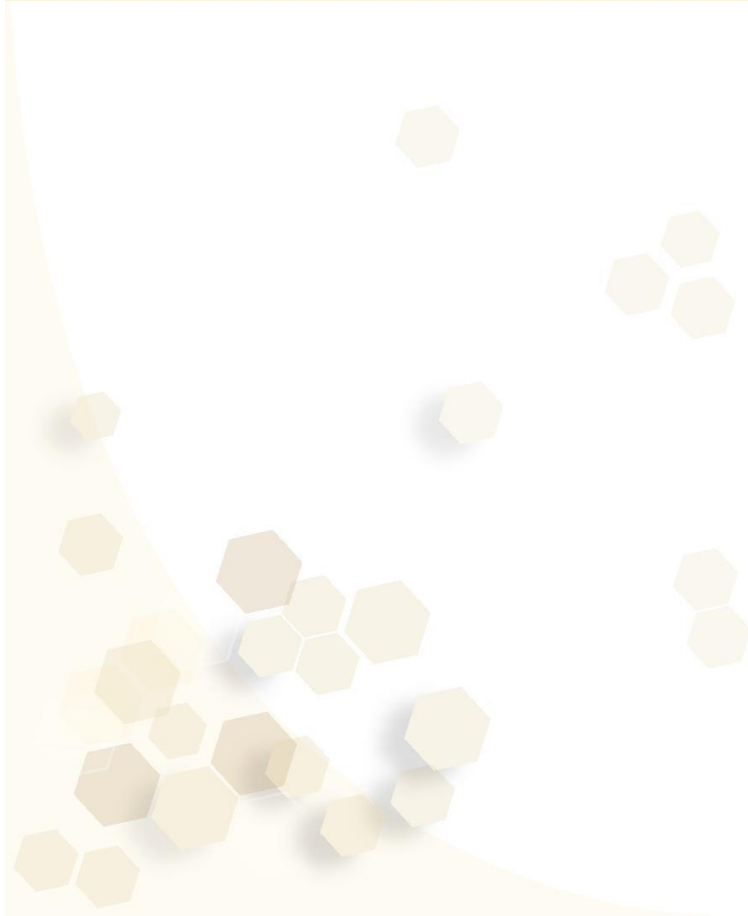
Office of Student Integrity Strategic Plan

OSI.GATECH.EDU

MISSION

We inspire students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity.

VISION

Georgia Tech is a community of trust where every decision is made with integrity.

TIMELINE

July – September:
Defined project objectives and scope, identified working group, conducted steakholder and strategic analysis, and developed communications plan

September – November:
Conducted PESTLE, benchmarking, & SWOT analyses, developed mission & vision

November – December:
Developed departmental goals, objectives, action items, outcomes and measurement targets

December – January:
Finalized the plan

GEORGIA TECH'S STRATEGIC PLAN

www.gatech.edu/about/strategic-plan

GOAL 1

Strengthen OSI's focus on educational outreach

OBJECTIVES

Increase the awareness of Georgia Tech's codes to foster accountability through peer-to-peer interaction.

Improve the sanctioning process to promote an educational approach and reduce recidivism.

Expand student participation in outreach efforts in order to capitalize on the benefits of peer-to-peer education.

Strengthen faculty knowledge about the referral and resolution process.

GOAL 2

Increase awareness of OSI's mission and services

OBJECTIVES

Increase transparency with key partners about referrals, incidents, and outcomes.

Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.

GOAL 3

Enhance the efficiency and effectiveness of OSI's operations

OBJECTIVES

Increase efficiency to allow for a greater focus on educational outreach.

Ensure continued compliance with all applicable policies and regulations.

Document and standardize major processes and procedures to increase capacity and consistency.

Provide staff development opportunities to continuously enhance OSI's knowledge and skills.

Georgia Tech | Student Integrity
Division of Student Life

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2 Improve the sanctioning process to foster education and reduce recidivism.

>>>> Design and develop a more robust sanction model to address educational sanction needs and revamp sanction wording in Code to allow for more flexible sanctioning.

>>>> Identify opportunities for students to repair harm to the community through specified service opportunities separate from community engagement events.

>>>> Collaborate with Legal Affairs to assess current investigative processes (i.e. investigator training, templates, deliberative summaries, etc.) and design a training program for OSI staff to achieve certification in investigative procedures.

>>>> Develop robust assessment measures to determine efficacy of sanctioning with Director of Assessment.

>>>> Conduct an internal audit of violations and sanctions issued to students within the conduct process and create a matrix of violations and sanctions for review by OSI staff and campus partners to assess educational impact.

>>>> Collaborate with Counseling Center, Women's Resource Center, and Student Engagement to design and create student-centered educational programs focused on self-care in personal decision making to be added to sanctioning options.

3 Increase student participation in outreach efforts in order to capitalize on the benefits of peer-to-peer education.

>>>> Develop more robust recruitment and selection process for HAC and UJC members to be reflective of the campus community.

>>>> Develop engagement schedule and intentional opportunities for OSI professional staff and HAC/UJC students to foster more cross relationships between the groups.

>>>> Create schedule for HAC and UJC to be involved with tabling during FASET events.

4 Increase faculty knowledge about the referral and resolution process.

>>>> Develop "tips and tools" tutorial and printed materials for online and traditional faculty for academic integrity issues and classroom management.

>>>> Develop brochures to educate faculty regarding the Title IX and Conduct referral process in collaboration with the Title/ Deputy Title IX Coordinator and VOICE.

>>>> Develop video presentations on frequently referred and suggested topics subjects for faculty to review with classes.

Strengthen OSI's focus on educational outreach

1 Increase the awareness of Georgia Tech's codes to foster a community of trust through peer-to-peer accountability.

»» Develop a video tutorial (with the College of Computer Science and Online Education) with specific content for new online graduate students to explain academic integrity expectations of the Tech community.

»» Create video tutorial for faculty/ Academic Affairs to educate students about the Honor code and academic misconduct process. Video should be distributed to each faculty member for placement in each electronic medium used by course instructors, i.e. Piazza, BlackBoard, etc

»» Develop written materials and electronic resources (in conjunction with underrepresented student support office staff and student affinity groups) to educate students about the conduct and academic integrity policies and community expectations. Offices and groups to include OMED, Athletics, OIE, FSL, NPHC, MGC, AASU, SBE, etc. Materials and resources to include written materials (brochures, infocards, etc) and electronic resources (video tutorials, website direction, etc) for staff to inform their students and create a better understanding of the conduct process and educational resources available.

»» Develop educational materials (brochure, infocard, video tutorial) with OIE for international students regarding academic integrity policies and academic culture at Georgia Tech.

»» Create informational material to add to current presentation efforts to educate Greek councils and student groups of the investigatory and conduct process and educational resources provided by OSI.

»» Develop additional educational materials and electronic resources for the campus community (social media, campus media outlets, etc.) to communicate changing policies

»» Create explanatory flowcharts as additional information for students and others regarding the conduct process. Flow charts to be added into notification and communication letters from OSI to students.

»» Develop written educational resources for HAC and UJC to utilize in outreach efforts; materials should include preventative educactional information.

»» Identify and secure funding to create graduate assistantship specifically working with educational outreach and programmatic efforts from OSI to the campus community

»» Develop written educational materials to educate the campus community about student and student organization rights (i.e. due process, free speech, appeals, etc.) at the Institute.

Increase awareness of OSI's mission, services, and value

OBJECTIVES

1 Increase transparency with key partners about referral, incident, and resolution activity.

>>> Collaborate with IT to create/utilize existing platform as a data- sharing site and predictive data analytics for reports for various partners (Greek life, Athletics, Legal Affairs, Executive leadership, etc.).

>>> Provide overall case information (EOY stats, trends, etc.) to campus community (SGA, Faculty, Greek community, Student Engagement, etc.)

2 Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.

>>> Develop branding and informational material for HAC ambassadors with divisional Institute Communications liaison.

>>> Reformat website for ease of discovery of information (end of semester statistics, organizational case information, etc.).

>>> Identify and secure funding to create graduate assistantship specifically working with departmental communication, branding, website, and policy management.

>>> Develop communication plan with divisional Institute Communications liaison to create a strategy for high profile and high sensitivity cases.

Enhance the efficiency and effectiveness of OSI's operations

OBJECTIVES

1 Increase efficiency to allow for a greater focus on educational outreach.

>>> Develop more effective method of conducting academic integrity meetings in order to achieve maximum student learning and education regarding behavior and decision making.

>>> Collaborate with IT to develop an online tracking system for referrers to see the status of their referred incident. Must be in adherence to due process, FERPA, and confidentiality policies.

>>> Create link to student case for automatic case processing in low level violation cases for students to utilize automated system.

>>> Collaborate with IT to develop autobot or chat system to answer questions students pose to OSI personnel.

>>> Develop training protocol with Human Resources and Legal Affairs to cross train staff members within the campus community (Athletics, HR, Student Center, etc.) in order to create a more in-depth pool of investigators on campus.

2 Ensure continued compliance with all applicable policies and regulations.

>>> Collaborate with Legal Affairs on effective data maintenance process in compliance with USG, Federal, and State standards.

>>> Review all federal, USG, and Institute policies related to OSI's work to ensure full compliance.

>>> Develop and implement processes and procedures to sustain continuous full compliance with federal, USG, and Institute policies.

3 Document and standardize major processes and procedures to increase capacity and consistency.

>>> Create written protocol and guidelines for all functions within OSI to allow others to resolve issues and assist in balancing the departmental workload.

>>> Collaborate with members of the Registrar's Office to develop a process to provide conduct records regarding academic misconduct to the office for requested course withdrawals.

4 Provide staff development opportunities to continuously enhance OSI's knowledge and skills.

>>> Develop In service trainings with campus partners (i.e. Athletics, Registrar, Admissions, GTPD, Greek Councils, Greek Life, Academic Affairs, Colleges, Legal Affairs, Diversity programs, LGBTQIA, etc.) to better understand procedures and processes in different areas.

>>> Collaborate with IT to develop an OSI staff training on online environments and educational technology to better serve the online education community within Tech.

>>> Secure funding for OSI staff to regularly participate in professional development opportunities and obtain certifications in investigations and administrative support.

Measurement Plan

Goal	Objective	Benchmark	Target Achievement Date
Strengthen OSI's focus on educational outreach	Increase the awareness of Georgia Tech's codes to foster a community of trust through peer-to-peer account-ability.	20% year over year increase in the number of referrals made by students starting with May 2022 vs. May 2021.	May 2022
		5% of all referrals are self reported by May 2023 (From an AY 17 baseline of .5% of all referrals)	May 2023
		50% decrease in the number of inquiries about the resolution process by May 2021 (based on inquiries tracked in baseline year)	May 2021
		85% of exit survey responses related to understanding the resolution process are "favorable" by May 2023.	May 2023
	Improve the sanctioning process to foster educa-tion and reduce recidi-vism.	Consistent 10% year over year increase in the number of cases that are resolved through informal resolution starting with May 2020 (AY 17 baseline is 65 cases resolved through informal resolution)	May 2020
		TBD ____% decrease in the number of students found responsible for repeat violations by end of _____ (Baseline = 45 cases in AY 17)	TBD
	Increase student participation in outreach efforts in order to capitalize on the benefits of peer-to-peer education.	100% of OSI presentations led or co-led by students by August 2022.	August 2022
		100% of events where OSI tabling includes students by August 2022.	August 2022
	Increase faculty knowl-edge about the referral and resolution process.	Reduction in faculty inquiries related to the referral and resolution process of 50% by May 2021 (From [Current #--TBD in AY1] inquiries to [Target #--TBD in AY 1] inqui-ries)	May 2021

Measurement Plan

Goal	Objective	Benchmark	Target Achievement Date
Increase awareness of OSI's mission, services, and value	Increase transparency with key partners about referral, incident, and resolution activity.	100% of high-impact departments receive OSI activity reports on a semesterly basis by December 2018.	December 2018
	Strengthen OSI's marketing and branding strategy to increase campus knowledge of OSI's role, responsibilities, and services.	WEBSITE EFFECTIVENESS METRICS - TBD ONCE WEBSITE STRATEGY IS DEVELOPED	TBD
		A communication plan and strategy is in place for 100% of high-profile cases by August 2018.	August 2018
		SOCIAL MEDIA EFFECTIVENESS METRICS – TBD ONCE SOCIAL MEDIA STRATEGY IS DEVELOPED	TBD

Measurement Plan

Goal	Objective	Benchmark	Target Achievement Date
Enhance the efficiency and effectiveness of OSI's operations	Increase efficiency to allow for a greater focus on educational outreach.	Continuous 20% decrease year over year in the number of in-person meetings for low-level cases starting with difference between May 2019 and May 2020 (AY 17 baseline is 550 meetings)	May 2020
		50% decrease in the number of "referrer" inquiries by May 2021 (From [Current #--TBD in AY 19] of inquiries to [Target #--TBD in AY 19] of inquiries	May 2021
		Decrease in the average case to closure time for low-level, individual cases from 3-4 of weeks to 2 weeks by May 2021	May 2021
		Decrease in the average case to closure time for medium-level, individual cases from 3-5 weeks to 2-3 weeks by May 2022	May 2022
	Ensure continued compliance with all applicable policies and regulations.	100% compliance with USG policies by May 2019.	May 2019
		Ensure processes and procedures are in place to sustain 100% of compliance with USG policies by May 2020.	May 2020
		100% compliance with Institute policies by May 2019.	May 2019
		Ensure processes and procedures are in place to sustain 100% of compliance with Institute policies by May 2020.	May 2020
		100% compliance with federal policies (i.e. DoEd, Title IX, FERPA, etc.) by May 2019.	May 2019
		Ensure processes and procedures are in place to sustain 100% of compliance with federal policies by May 2020.	May 2020
	Document and standard-ize major processes and procedures to increase capacity and consistency.	100% of major processes and procedures are documented by end June 2018.	June 2018
		100% of major processes and procedures are reviewed and those requiring optimization are improved by January 2020.	January 2020
	Provide staff development opportunities to continuously enhance OSI's knowledge and skills.	100% of staff participate in at least 2 professional development opportunities annually by May 2021.	January 2021
		100% of case resolution team is certified in investigations by January 2020.	January 2020
		100% of administrative support team is certified in core professional administrative processes by January 2020.	January 2020

Appendix N

LEAD Programs

The Division of Student Life's Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills, develop multicultural appreciation, and gain support in their investigation of grand challenges. The LEAD Office offers a thoughtful and intentional series of academic, experiential, and co-curricular activities to help students prepare for leadership in a rapidly evolving global society.

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

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

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

Research Question

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

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

Research Question(s)

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

1) "Do students make developmental gains in leadership skill, self-efficacy, and motivation to lead after completing the GT 1000 First Year Seminar Leadership Sections?"

2) "As we continue to grow Leading Edge, does it make sense to cap participation at some point to ensure the quality of the program?"

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

Research Question(s)

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

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

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

Research Question

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

Program / Leadership Capacity Assessment Sources

- 2017 Fall Semester Leadership Fellows Sea Kayaking Survey_FINAL
- GT 1000 Ready, Willing and Able | Pre-and-Post Leadership Scales
- Facilitator Interviews / Focus Groups (GC) - Brenda Woods
- GPA data (GC) – Brenda Woods
- Retention data (GC) – Brenda Woods
- Coach Chats (Qualitative Study with Coaches)
- Coachee Chats (Qualitative Study with Coachees)
- GT 1000 Leadership Facilitator Teaching Evaluations
- Minor in Leadership Studies – Statistics
- LEAD Dashboard - Statistics

- 2018 Spring Semester Leading Edge – Competencies Pre-and-Post Survey (ongoing)

Analysis / Findings (Compliance Assist)

- GT 1000 - First-Year Experience (FYE) Poster
- GC - First-Year Experience Presentation
- Grand Challenges Facilitator Interviews February 2018
- GT 1000 Ready, Willing and Able Analysis
- AY17-18 Minor in Leadership Studies Year in Review
- 2017 Fall Semester Sea Kayaking Report
- Grand Challenges Student Interviews February 2018
- GC Facilitator Team Evaluations