



Georgia Institute of Technology

**Georgia Institute of Technology
Division of Student Affairs**

Final Assessment Report

2007-2008

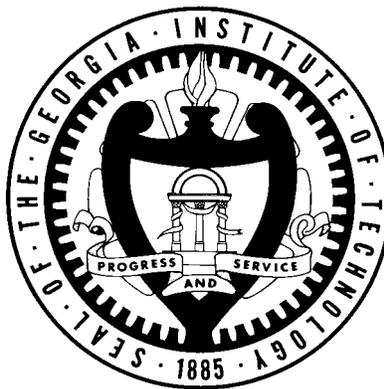


Table of Contents

Campus Recreation Center (CRC)	Pages 3-14
Career Services	15-23
Counseling Center	24-26
Dean of Students Office	27-30
<i>ADAPTS – Disability Services Programs</i>	31-32
<i>Diversity Programs</i>	33-40
<i>GT SMART</i>	41
<i>Greek Affairs</i>	42-45
<i>Office of Student Integrity (OSI)</i>	46-48
<i>Student Involvement</i>	49-65
<i>Women’s Resource Center (WRC)</i>	66-72
Ferst Center for the Arts	73-75
LEAD – Leadership Education	76-78
Office of Information Technology (OIT)	79-81
Success Programs – FASET	82-92

Campus Recreation Center (CRC)

Goal #1: G.I.T. FIT

Learning Goal

Through employment at CRC student employees will develop transferable skills they can take into any employment setting.

Outcome

Student employees will demonstrate the following skills: 1. Interpersonal skills 2. Professionalism 3. Intrapersonal skills 4. Intellectual skills 5. Problem solving skills

Evaluation Strategy

To provide work performance evaluations and consistent continuous feedback, 4 types of evaluations are done once a semester

1. Self evaluation
2. Participant feedback (participant surveys- each semester)
3. Peer evaluations
4. Supervisory evaluations

Method of disseminating and using information for improvement

Face to face review of the evaluations with the student employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

Group fitness participants for Fall 2007 and Spring 2008 had the opportunity to fill out a web-based evaluation form during the last month of each semester. Seventy (70) evaluation forms were received for Fall 2007 and currently twenty-one (21) evaluations have been received for Spring 2008. These evaluations revealed popular instructors, instructors that needed further skill/etiquette training, and a desire for the participants to have more class opportunities in the evenings. Along with participant evaluations, the group fitness instructors were also required to attend and provide a peer evaluation for at least 2 other instructors/classes. The G.I.T FIT Coordinator also administered a practical evaluation with each instructor. Each instructor then met with the Fitness Coordinator to discuss the participant evaluation(s), peer evaluations, and a practical evaluation at the end of each semester. This review provided an opportunity for the coordinator to determine the interests and goals of each instructor as well as potential operational/facility feedback to assist with improvement of the program. These evaluations also allow the G.I.T. FIT department to identify key instructors that will be successful for providing training and team teaching experience to new staff members (instructors).

Actions taken

Based on competencies and current data from our group fitness participant/instructor evaluations, decisions were made for the Summer 2008 schedule as to classes each instructor would teach. This also identified instructors that needed further skill

development by way of team teaching with an instructor of greater experience. Based on data from FY07, as well as continuous FY08 survey data, the G.I.T. FIT program expanded class offerings, class times, and thus class participation.

For example, in Spring 2007, class distribution in Studio A, B, and C were as follows:

Studio A= 20 classes per week

Studio B= 17 classes per week

Studio C= 24 classes per week

Total= 61 classes per week

Spring 2008 brought an increase in classes available (by transitioning Studio B to a multi-purpose studio and including more evening programming).

Studio A= 21 classes per week

Studio B= 29 classes per week

Studio C= 24 classes per week

Total= 74 classes per week

Based on continuous instructor improvement and increased class variety, the group fitness program reached an all-time high during Spring 2008 with 357 participants. This was a dramatic increase from the 284 participants from Fall 2007.

2007 CRC Team Training

The CRC Team Training (Staff Orientation) provided educational sessions for 215 student employees. Based on feedback from the 2006 CRC Orientation, all staff was required to attend. However, many returning student staff members had the opportunity to team with a full-time staff member to lead each educational session. A total of 18 students, representing the different department areas, participated as a session leader.

The four-hour long session encompassed four important training areas: Risk Management, Customer Service, Policies/Procedures, and CRC Team Scavenger Hunt (providing familiarity with various areas within the CRC). Each session incorporated scenarios that required problem-solving and interaction between the session leaders and student staff. A post-test provided the opportunity for students to be quizzed on basic CRC facts, mission, and values. These post-quiz/performance agreement forms were given to each department supervisor to add to the employee files. Based on the 2007 survey, it is recommended that a Fall staff training session continue, but be divided into 2 sections: new hire orientation and a leadership/supervisory workshop (for returning student staff).

2008 CRC Hiring Expo

The CRC Hiring Expo netted 147 student applicants, resulting in 84 students being offered employment.

The CRC Hiring Expo was developed to better prepare incoming student employees in the process of interviewing and to educate them on CRC employment expectations. In addition to attending a required informational session, all candidates had to attend two separate interviews; one with current student employees and another with full-time CRC staff as their interviewers. A partnership with Career Services brought another training component to the 2008 Hiring Expo. An interview training session was held for the applicants prior to their first interview. A total of 11 student applicants attended this session. Nine (9) were applying for positions at the CRC. Of these 9 applicants, 5 were hired by the CRC.

Our CRC student panel contained 34 students who, over the course of 3 days, interviewed 114 applicants. Based on the feedback from the student panel, the full-time staff chose to interview 107 applicants. Feedback from full-time staff, student panel members, and hired applicants is currently being gathered to provide guidance for next year's event.

Goal 1: Facilities

Operational Goal (e.g. improve customer service, intended impact on student development, results of program, quality of service, etc.):

Learning Goal

Outcome:

Through employment at CRC student employees will develop transferable skills they can take into any employment setting.

Student employees will demonstrate the following skills:

1. Interpersonal skills
2. Professionalism
3. Intrapersonal skills
4. Intellectual skills
5. Problem solving skills

Evaluation Strategy:

Work performance evaluations and consistent continuous feedback: self evaluation and supervisory evaluation. This should be done once a semester.

Method of Disseminating and Using Information for Improvement:

Face to face review of the evaluation with the student employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results:

The purpose of this performance evaluation is to improve job performance. In the past, those staff members evaluated averaged/scored 76 points (based on the Performance Evaluation Scales) as assessed by their supervisors and managers. The overall score equated to be categorized as 4 on a scale of 1 – 5 which is listed as being “Commendable” – see Evaluation Scaled Defined below.

Professional staff shall conduct the standardized Peer Evaluations during a given term. Unfortunately, we were not able to properly access our student staff due to limitations with professional staff (i.e. vacant positions).

Evaluation Scale Defined

5 = Outstanding = Performance epitomizes the ideal employee.

4 = Commendable = Performance produces results that clearly exceed position requirements.

3 = Meets Job Expectations = Performance is considered average.

2 = Needs Improvement = Performance is characterized as “just getting by.”

1 = Unacceptable = Performance will not be allowed to continue.

Performance Evaluation Scale

90 - 80	Outstanding
79 - 66	Commendable
65 - 52	Meets Job Expectations
51 - 36	Needs Improvement
35 - 18	Unacceptable

Areas (and average scores based on Evaluation Scale) covered in the assessment are as follows:

- **Reliability – 4.65**
- **Attitude – 4.35**
- **Policies and Procedures – 4.05**
- **Initiative – 4.10**

Actions taken:

As a result of the staff participation in the evaluations, staff will be expected to improve and/or continue to gain a better understanding as to their job duties, responsibilities; adherence to job requirements; and the requisite to demonstrate proficiencies/skills associated with the scope of their job. Staff training will continually be a part of their on-going development.

Goal 4a: Facilities Operational Goal

Learning Goal:

Through in-service training twice monthly, building supervisors and student assistants will be better prepared for potential emergency situations/crisis.

Outcome:

Students will demonstrate through red shirt emergency drills the knowledge and problem solving skills needed to help a victim have the best possible chance for survival.

Evaluation Strategy:

The emergency training drill will be observed by CRC professional staff and Campus emergency personnel.

Method of Disseminating and Using Information for Improvement:

Observations made by these personnel will be reviewed during a debrief session immediately following the training exercise.

Summary of Results:

Continuously throughout the year (spring, summer, and fall semesters) staff will continually refine their skills in accordance to various EAP situations. Announced and un-announced drills (such as fire alarms, Code ADAM, etc.), immediate debriefing after said drills and constant feedback from both the GTPD and professional staff all contribute to the staff becoming more comfortable when in a crisis situation.

Actions taken:

Power point presentations on who/what/where/why/when/and how to conduct certain EAP situations, Code ADAM DVD highlighting what it is, where it originated and what other entities are doing. Random training/quizzes on CPR/AED/1st Aid information that is deemed critical to know, weekly checks on AED's throughout the facility

Goal 5a:

Learning Goal

Through training/clinics/evaluations intramural officials will demonstrate improved officiating skills, thus improving the level of officiating during intramural games

Outcome

Student officials will be able to better control an intramural game and its participants during intramural activities.

Evaluation Strategy

Approximately 600 written evaluations were performed on 50+ student officials throughout Fall and Spring Semesters

- All evaluations were conducted by the Intramural Coordinator and Intramural Supervisors
- Each student official was evaluated at least once a week during the regular season for both flag football and basketball
- Video evaluation was a standardized tool for immediate visual feedback

Method of disseminating and using information for improvement

Bi-weekly meetings with officials were established to disseminate general and specific feedback

- Points of emphasis included game management and communication
- Video of specific individuals were utilized to provide examples of improvement and areas of deficiencies

- Hard-copy evaluations were presented to the officials, with specific recommendations for improvement
- The Intramural website was promoted to include a staff-only section for continued development
 - Specific improvement areas were listed and related courses of action provided
 - Video footage/training material was available for on-going visual training

Pre-season training - Fall 2007

- Officials were initially trained through clinics for Flag Football, Soccer, Sand Volleyball, and Indoor Volleyball for a total of 14 training days
 - Flag Football – 3 nights
 - Soccer – 2 nights
 - Sand and Indoor Volleyball – 1 night each, respectively
- Number of officials who attended trainings
 - Flag Football – ~35 each of 3 nights
 - Soccer – ~25 each of 2 nights
 - Sand and Indoor Volleyball – ~15 each night, respectively
 -

Pre-season training - Spring 2008

- Officials were initially trained through clinics for Basketball, Indoor Soccer, Softball and 4-on-4 Flag Football for a total of 15 training days
 - Basketball – 3 nights
 - Indoor Soccer – 1 night
 - Softball and 4-on-4 Flag Football – 2 nights each, respectively
- Number of officials who attended trainings
 - Basketball - ~35 each of 3 nights
 - Indoor Soccer - ~15 each for 2 nights

Softball and 4-on-4 Flag Football - ~20 each night, respectively

Goal 1:

Learning Goal

Through employment at the CRC student employees will develop transferable skills that they can take into any employment setting.

Outcome

Student employees will demonstrate the following skills: 1. Interpersonal skills 2. Professionalism 3. Intrapersonal skills 4. Intellectual skills 5. Problem Solving Skills

Evaluation Strategy

Survey team members at end of semester measuring the above skills using the qualitative and quantitative member services assistant survey.

Method of disseminating and using information for improvement

Survey results rank skills from weakest to strongest and dictates the skill areas that need

improvement. Development for improving weaker skills is conducted in bi-weekly member services meetings. Further action is taken to work with the employee individually and in a group setting to improve skills not initially learned.

Summary of Results

The following is the member services assistant survey that is administered at the end of the semester and the results fall 2007 are below:

On a scale of 1-5, 1 being highly disagree and 5 being highly agree, please rank the following:

1. Working as a CRC Member Services Assistant, I have gained the ability to demonstrate the following:

_____ Interpersonal skills

_____ Intrapersonal skills

_____ Professionalism

_____ Intellectual skills

_____ Problem solving skills

_____ 2. The CRC has provided me with the skills to provide excellent customer service.

_____ 3. On a daily basis, I strive to provide CRC Members with excellent customer service.

_____ 4. When interacting with CRC Members, I suggest longer memberships and/or spouse memberships.

_____ 5. When interacting with CRC Guests that are eligible for memberships, I suggest he or she purchase a membership.

_____ 6. In an emergency situation, I am equipped and knowledgeable enough to implement the CRC Emergency Action Plan.

_____ 7. I believe that I will continue working at the CRC until I leave Georgia Tech.

**Feel free to write any additional information you would like the CRC administration to know about your job.

Of the latest survey completed in January 2008 measuring fall 2007 progress, students felt that the level of their interpersonal skills greatly improved over time. The average score for this was 4.4 out of 5 total points. However, the categories with the lowest

ratings included intellectual skills and problem solving skills registering an average of 3.67.

Actions taken

Improvement in the level of intellectual and problem solving skills were emphasized in trainings going forward. Specifically, training is delivered in various ways to teach new program procedures such as buddy training, fitness assessment, and corporate challenge. Role-playing, games, repetition, and real time feedback are the primary methods used to develop member service assistants' interpersonal skills, professionalism, intrapersonal skills, intellectual skills, and problem solving skills.

Goal 2:

Operational Goal

Improve customer service in the CRC

Outcome

Customer service at the CRC will improve over the "c" grade given in the customer service analysis.

Evaluation Strategy

Customer suggestion boxes are currently placed throughout the CRC. Customer suggestion forms have been placed on the CRC website. Trial and error proved that lost and found and risk management procedures needed improvement at Member Services. As requested by the Georgia Tech Police, new guest sign-in was developed.

Method of disseminating and using information for improvement

Suggestion forms are received by the manager of each area and are responded to within two days of receipt of the suggestion. Survey results are discussed in the managers' meetings and issues addressed. Lost and found and risk management procedures were in-house procedural changes to Member Services only with the new procedures announced at staff meeting. Guest sign-in information was disseminated to the CRC and MS staff at normal staff meetings.

Summary of results

Customer Suggestion Forms--6/07-5/08--33 Customer Suggestions forms were submitted. These included suggestions about Equipment (36%), the facility (21%), Member Services (9%), Access Control, Aquatics and GIT FIT (1% each) and Misc. Other (8%). Equipment suggestions included were to add more equipment, disinfect the yoga mats on a regular, allow power lifts and make the treadmills faster. Facility suggestions included having a women's only workout area, adding a baby changing table in the family locker room, add benches in the locker rooms, allowing students to create music play lists, create a visitor tracking system, and remove the mat in Studio B. Member Services had two suggestions about the music and a request for a limited membership package. Access Control had a personnel complaint, Aquatics had a leaking shower complaint and G.I.T. FIT was asked to email when classes are cancelled and to

schedule more evening classes. Other suggestions involved dust control on the basketball courts, landscaping, music choices and students vs. faculty/staff in locker rooms.

Lost and found--New procedures make it easier to locate lost items and to dispose of older items. We can now call the customer if something shows up that they were looking for.

Risk Management--MS team members can quickly locate and perform their role in the Emergency Action Plan (EAP).

Actions Taken

Customer Suggestions Forms--Equipment: More squash and racquetball racquets were ordered. Space is not available for power lifting platforms. The yoga and ab mats are disinfected a minimum of a monthly basis and the instructors are told to instruct their participants to disinfect the mat after each use with our gym wipes located in each studio. Both the disinfectant and gym wipes are anti-bacterial and designed to kill the MRSA virus. A new body fat machine was purchased. Upright cycle screens, pedal straps and general overall were checked, maintained as needed. Treadmills will remain the same speed. They cannot be programmed over 10 mph. Facility: An area near the lower dumbbell weights by the competition pool has been made more women-friendly and less intimidating. A baby changing table was ordered and installed. Additional benches in the locker rooms are not preferable for the cleaning staff, since the current stools are stackable as they clean. The CRC does have a Visitor Tracking System in place. Due to growth and demand for various space and mat time, it was determined that having three multi-purpose rooms (as opposed to two) would assist with availability for a variety of events/programs. Therefore, the mat in Studio B was replaced with a top-of-the-line Swain mat that will now be stored in Studio C. Member Services: Complaints about the music were sent the standard letter from our previous music survey. Other options are continually considered. Other membership options were offered for August and December when the CRC is closed for maintenance and Winter break. Access Control: The rude team member at Access Control was identified and retrained. Aquatics: The leaking shower was fixed. In addition, water conservation signs were posted. G.I.T FIT: Hopefully, a mailing list for group fitness will start soon. Evening class space must be shared with martial arts, instructional classes and sport clubs so limited space at night means limited classes. Other: The Facilities personnel followed up with the Custodial staff regarding dusting the basketball courts, so hopefully that has improved. Landscaping is not controlled by the CRC. Facilities, who does control landscaping, says funding is the issue. Access to the CRC staff locker room was denied because of limited space. Other areas recommended to use were the family changing rooms, the Aquatic locker rooms and the shower stalls in the Women's Locker Room.

Lost and found--Developed new procedure for lost and found. We also added a new part of lost and found to include collecting names and contact info for people who are looking for items so that we can call them if they turn up.

Risk Management--From the overall CRC EAP, the MS role was extracted for each emergency incidence.

ORGT

Goal 1:

Operational Goal

Transferable skills in the areas of professionalism, interpersonal skills, intrapersonal skills, intellectual skills, problem solving skills.

Learning Goal

Through employment at the CRC student employees will develop transferable skills they can take into any employment setting.

Outcome

Student employees will demonstrate the following skills: 1. Interpersonal skills 2. Professionalism 3. Intrapersonal skills 4. Intellectual skills 5. Problem Solving Skills

Evaluation Strategy

Work performance evaluations and consistent continuous feedback; self-evaluation and supervisory evaluation. This will be done once a semester.

Method of disseminating and using information for improvement

Face to face review of the evaluation with the student employee by the supervisor will allow for improvement of weak areas and reinforce areas of strength.

Summary of Results

13 ORGT Employees were given supervisory evaluations toward the end of spring 2008 semester. They were reviewed based on their available schedules. We found that we are doing great in the area of intellectual and problem solving skills, good in the area of intrapersonal skills, but need more work in the areas of interpersonal and problem solving skills.

Actions Taken

Professionalism

In order to address concerns in the area of professionalism, mostly timeliness and actively being engaged with work (instead of homework). We have decided to have more professional staff presence at the climbing wall to address this issue there, especially right when the wall is to open for the day.

Interpersonal

We have decided to work harder as a management team to recognize good interpersonal skills, through verbal and non-verbal communication and through in-service training on teaching and coaching techniques.

ORGT

Goal 2:

Operational Goal

Improve customer service in the Campus Recreation Center.

Outcome

Customer service at CRC will improve over the “c” grade given in the customer service analysis.

Evaluation Strategy

Customer suggestion boxes are currently placed throughout the CRC. Customer suggestion forms have been placed on the CRC website. Surveys on customer service and other issues will be randomly conducted throughout the year.

Method of disseminating and using information for improvement

Suggestion forms received by the manager of each area are responded to within 2 days of receipt of the suggestion. Suggestions that can be acted on will be posted on an issues resolution board located in the CRC for all to see. Survey results will be discussed in the managers meetings and issues addressed.

Summary of Results

Suggestions

This year ORGT received 6 requests, 5 of which were actually questions. Each one was returned with a timely email addressing the question. The suggestion that came to us this year was to open the wall on the weekends. I explained to that person that I agree, and that I have been trying to get funding from SGA to do just that, but SGA has not funded it. We will keep trying.

Surveys

We completed ORGT Wall and Outpost Surveys this year. We received 37 responses related to the Outpost and 49 responses relating to the Climbing Wall area. At the Outpost we found that 33.3% people were somewhat satisfied and 57.6% were highly satisfied with the customer service.

At the Climbing Wall we found that 12.8% were neutral, 31.9% were somewhat satisfied and 59.6% were highly satisfied with customer service.

Actions Taken

Suggestions

I will ask for funding to open the wall on the weekend hours again in FY11 and work to see if I can pull other resources/funds to help make it happen.

Surveys

We found that even though most of our customers are highly satisfied this is an area that needs improvement. We plan to add training on customer service skills to our in-service meetings next year.

Survey Results from Germany and France Trips

Survey data may be found in Appendix A of this report.

Career Services

Goal 1

Operational Goal

Provide timely and effective services to students.

Outcome

Customer service will be improved in the Career Services office.

Evaluation Strategy

An on-line survey will be sent to students visiting the Career Services office to ascertain students' satisfaction with services received.

Method of disseminating and using information for improvement

Information will be distributed through annual reports and reviews. Information will also be disseminated and discussed at the annual Career Services Staff Retreat and, as appropriate, at general and other staff meetings.

Summary of Results

An on-line survey was sent to students* in April 2008. The primary purpose of the survey was to determine the quality of student experiences in several areas including staff timeliness, professionalism, knowledge, etc. Students were asked to rate their experiences from Poor to Excellent (Five point Likert Scale) in eight categories. A summary of scores are attached. Generally the results were good with scores ranging from 4.0 to 4.4 with only small differences noted from year-to-year.

Internship Program

Goal 2

Learning Goal

Improve student's knowledge of the benefits of pursuing an internship.

Outcome

Students will have a better understanding of the importance of participating in an internship, resources available to them through Career Services, and increase confidence in their ability to effectively conduct a job search.

Evaluation Strategy

An on-line survey is sent to each student attending an Internship Information Session.

Method of disseminating and using information for improvement

Information gathered through the Internship Information Sessions survey is reviewed and evaluated by the Operations Team. If needed, changes will be recommended to the Director.

Summary of Results

These results covered the Fall 2007 and Spring 2008 semesters. As a result of low attendance at the weekly session during the 2006-2007 school year, fewer sessions were

conducted on Tuesdays and Wednesday sessions changed to evening sessions. With these changes, students attended in larger numbers. On average, 15 students attended the sessions on Tuesdays and 10 on Wednesday evening (last year's sessions averaged 4 students). A total of 30 students completed the online survey (4 last year).

Actions taken

To increase students confidence in their ability to find an internship, statistical information on the number of employers seeking Georgia Tech students for internships, the number of paid positions being posted, and national data on internship hiring have been incorporated in the Internship Information Sessions.

With more emphasis placed on the resources available and how to conduct an effective job search, students should leave each session feeling confident in their ability to find an internship.

Survey: Internship Information Sessions
Fall 2007 – Spring 2008

Questions	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
1. Rate your understanding of what an internship is and the benefits of completing one before graduation	3.2333	4.3103	1.077	33.30%
2. Rate your knowledge of resources that can be used in your search for an internship (Monstertrak, Career Fish, Career Search, etc.)	2.5000	3.7500	1.25	50.00%
3. Rate your knowledge of things you should consider while searching for an internship	2.8000	4.0000	1.200	42.85%

(housing, transportation, paid/non-paid, location, etc.)				
4. Rate your confidence in your ability to find an internship	2.9333	3.6552	.7219	24.61%

<p>5. Rate your knowledge of how to make the most of your internship experience (showing up on time, positive attitude, performing to the best of my ability, asking for appropriate feedback from supervisor, etc.)</p>	<p>3.1667</p>	<p>4.3000</p>	<p>1.1333</p>	<p>35.78%</p>
<p>6. Rate your overall impression of the information presented at the Internship Information Session</p>		<p>4.1333</p>		

Comparison (Fall 2006 – Spring 2007 and Fall 2007 – Spring 2008)

Question #1	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008	3.2333	4.3103	1.0770	33.30%
2006-2007	3.5000	4.6667	1.1667	33.33%

Question #2	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008	2.5000	3.7500	1.2500	50.00%
2006-2007	2.8333	4.4000	1.5667	55.29%

Question #3	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008	2.8000	4.0000	1.200	42.85%
2006-2007	3.1667	4.1667	1.000	31.57%

Question #4	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008	2.9333	3.6552	0.7219	24.61%
2006-2007	2.8333	3.1667	0.3334	11.76%

Question #5	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008	3.1667	4.3000	1.1333	35.78%
2006-2007	3.1667	4.1667	1.0000	31.57%

Question #6	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
2007-2008		4.1333		
2006-2007		4.5000		

Goal 3:**Learning Goal**

Educate students about the career decision-making process. Students will be able to demonstrate their knowledge and understanding of the career decision-making process.

Outcome

Students will demonstrate their knowledge and understanding of the career decision-making process that will enable them to make informed/educated decisions about their choice of major and/or career path.

Evaluation Strategy

Pre and post Career Counseling surveys will be administered.

Method of disseminating and using information for improvement

Information will be distributed through Annual reviews with Associate Director, Career Planning and Education and appropriate staff in the Career Services office.

Summary of Results

Survey results were assessed in April 2008. The attached tables demonstrate students' increased knowledge and understanding of the career decision-making process as a result of participating in career counseling. These results indicate that career counseling continues to be a very valuable service to students. The percent of change was lower on survey questions 1, 3, and 4 for Fall 2007 vs. Fall 2006 and on survey questions 1, 2, and 3 for Spring 2008 vs. Spring 2007. Weekly formal supervision of Career Counselor was suspended upon Counselor meeting licensure requirements and obtaining licensure. Formal supervision will be reinstated. Post Career Counseling surveys will be reviewed at the end of each semester.

Actions taken

Associate Director will provide formal supervision and informal guidance to career counselor(s). Post Career Counseling surveys will be reviewed at the end of each semester. Counselors will continue to receive continuing education to remain up-to-date on counseling skills, as well as, to maintain current certification and licensure.

Goal 4:**Learning Goal**

Educate students about the job search process through a series of Career Education seminars.

Outcome

Students will demonstrate knowledge and skills needed to write a professional resume, participate in a job interview, and conduct a successful job search

Evaluation Strategy

Paper and pencil survey conducted immediately after seminar. Implementation in place.

Method of disseminating and using information for improvement
End of semester and annual reports provided to appropriate staff.

Summary of Results

Survey results were assessed in April 2008. The attached tables indicate that students gained an increase in knowledge and skills in resume writing, interviewing and conducting a successful job search as a result of attending these seminars. Include more information on organizing a job search to potentially increase average survey response on Post Job Search Seminar Questionnaire question 4 by .10 to .20 needed to consistently attain a 4 on Likert scale.

Actions taken

Increase information on organizing a job search in the Job Search Seminar (see above Summary of Results).

Goal 5:

Learning Goal

Educate students about employer expectations relating to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Week program.

Outcome

Students will demonstrate their knowledge of employer expectations relating to resume preparation and interviewing skills.

Evaluation Strategy

A student Questionnaire designed to measure student's ability to prepare a resume and present themselves professionally in a job interview will be conducted in the 2007 Spring Semester for the Mock Interview Week event.

Another survey measuring the Resume Blitz event will be prepared for the fall 2007 event.

Method of disseminating and using information for improvement

Results will be provided in the Career Services Annual Report and disseminated to appropriate Career Services staff. As well, findings will be posted as an article in the Career Services Newsletters for students and employers.

Summary of Results

For the Resume Blitz event no survey was conducted. This event took place early in September before the assessment plan was put into place.

For the Mock Interview Event two surveys were developed: One for students, based on a scale of 1-10, with 10 being the highest. The second survey was for employers, using a rating factor of Strongly Agree to Strongly Disagree. Both surveys are attached for review.

Out of the 177 student responses, 77 students ranked the feedback learned as a 10. Likewise, when ranking the interview experience, 79 students ranked it a 10. Only a fourth of the students, 8, ranked the event a six or below. Of the 177 students reporting, 98% said they would recommend the event to a friend.

For the employer evaluation, 37 employers ranked this event. 29 responded Strongly Agree about the experience; 31 responded Strongly Agree that the students were receptive and open to suggestions. Only one employer for each category reported Disagree. 30 of the 37 reported that they would participate again.

Goal 6:

Operational Goal

Improve services provided to employers during on-campus recruiting activities.

Outcome

Employers will report high levels of satisfaction with Career Services.

Evaluation Strategy

A questionnaire will be administered to recruiters in an effort to measure their degree of satisfaction with Career Services during recruiting activities.

Method of disseminating and using information for improvement

Information will be disseminated through the provision of summaries in an Annual report and to appropriate Career Services staff.

Summary of Results

Career Services feedback form, based on the attached employer survey, shows that 44 surveys were received and tallied. The scale is based on a zero (No Opinion) to a five (Extremely Satisfied). Our highest Level of Satisfaction ranking, 3.9, came in for helpfulness and our lowest ranking, 3.3, came in for procedures observed. A total of six categories are used to measure Career Services. A copy of the survey is available in the office of Career Services.

III. Survey: Level of Satisfaction with Career Services

No Opinion

Extremely Satisfied

0

1

2

3

4

5

Information received from Career Services:	
-Timeliness	3.8
-Accuracy	3.8
-Helpfulness	3.9
Career Services procedures observed by you	3.3
Helpfulness of Career Services staff	3.8
Overall interviewing experience at Georgia Tech	3.6

What could be done to improve your recruiting visit?

More professional interview rooms

Windows

Adjust temperature in rooms

Tables are small

Whiteboards in interview rooms

Put a screen to check arrivals in the back of the interview rooms

Better wireless internet services

Counseling Center

Goal 1

Operational Goal

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

Outcome

Students who obtain individual counseling services from the Counseling Center will experience an alleviation of the presenting concerns as reported on the OQ-45.

Evaluation Strategy

Pre and post OQ-45 client outcomes will be gathered and assessed.

Method of disseminating and using information for improvement

OQ-45 was administered to clients as a part of the initial screening paperwork. During the past year, there was inconsistent administration of the OQ-45 to clients post counseling.

Summary of Results

Clients were administered the OQ-45 at initial screening and at termination. The average total score at initial screening was **66**, indicating a significant level of overall distress. The average client total score upon termination was **49**. Statistical analysis was performed on the pre and post data. A significant difference was found between pre and post test results ($t(838) = 4.49, p < .05$), indicating a significant difference between the initial session and the final counseling sessions. Based on pre-post OQ-45 data, clients reported significant improvement in their overall level of distress after completion of counseling.

Actions taken

Will begin to phase-out use of the OQ-45 and replace with the Counseling Center Assessment of Psychological Symptoms (CCAPS). Initial screening paperwork has been revised to obtain additional client data. Implemented new paperwork at the start of Spring '08.

Goal 2

Operational Goal

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

Outcome

Clients will report experiencing an overall average rating of 6.0 (satisfied) based on current client satisfaction survey.

Evaluation Strategy

The Client Satisfaction Survey was sent to all clients seen at the Counseling Center during the Fall 06 and Spring 07 semesters. The survey is based on a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied).

Method of disseminating and using information for improvement

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

Summary of Results

Results of the survey indicate that, overall, students were satisfied with their experience at the Counseling Center. The following are other results from the survey:

How satisfied are you with the services you have received at the Counseling Center?	6
Do you think you are making progress on the problems that brought you in?	5
How helpful has your counselor been?	6
Do you feel that your counselor understands the nature of your concerns?	6
If Applicable, how helpful is the assistance you have received in improving or maintaining your academic performance?	5
Have you found the receptionist and office staff easy to interact with?	6
Would you recommend our services to a friend?	6

Actions taken

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

Goal 3

Operational Goal

To contribute to the academic progress/process of students.

Outcome

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

Evaluation Strategy

The Client Satisfaction Survey was sent to all clients seen at the Counseling Center during the Fall 06 and Spring 07 semesters. The survey is based on a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied).

Method of disseminating and using information for improvement:

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

Summary of Results

Results of the survey indicate that, overall, students reported that their counseling experience was helpful to them in improving/maintaining their academic performance (avg. rating= 5.0).

Actions taken

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

Goal 4

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Results of the survey indicate that, overall, students were satisfied with their experience of the outreach programs offered by the Counseling Center. The following are the results of the average ratings from the survey:

General Workshop Evaluation	3.99
• Breadth of Coverage	3.96
• Personal/Practical Relevance	4.06
• Effectiveness of Presentation	3.96
Presenter	4.14
• Knowledge	4.27
• Preparation	4.10
• Engagement of Audience	4.06
Goal Accomplishment	3.81

Addressed My Concern	3.45
Arrangements	3.86
• Convenience	3.93
• Notification of Event	3.82
• Location/Room Environment	3.93
• Format/Multimedia Use	3.75

Actions taken

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

Goal #5

Operational Goal

To provide a quality and effective training program for practicum students and postdoctoral residents.

Outcome

Practicum students and postdoctoral residents will report an overall successful training experience at the Counseling Center.

Evaluation Strategy

Practicum students and postdoctoral residents were asked to complete an evaluation of their training experience upon completion of their training year.

Method of disseminating and using information for improvement

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

Summary of Results

In process of gathering responses at this time.

Actions taken

Evaluation forms and processes will be reviewed by the Training Committee and to revise assessment of training experiences for interns and practicum students for the following academic year (07-08). Training committee will continually assess the information collected on the evaluation forms and work to improve the effectiveness of the training program.

Training Committee will review survey results in Summer '08.

Office of the Dean of Students

Goal 1

Operational Goal :

The Office of the Dean of Students will provide more efficient and timely services to students requesting meetings with Deans.

Outcome

Students who request a meeting with a Dean will be scheduled to meet with a one within 48 hours of making the request.

Method of disseminating and using information for improvement

Data will be analyzed on a semester basis (Fall, Spring, Summer) and shared with the Dean of Students Staff.

Evaluation Strategy

The number of students who request a meeting with a Dean will be tracked and maintained in a database.

Summary of Results

Total Deans Appointments;

Fall '06-318, Spring '07-266, Summer '07-114 (Total=698)

Fall '07-263, Spring '08-267, (Total to Date=530)

Seen by a Dean Within 48 Hours:

Fall '06-77%, Spring '07-77%, Summer '07-91%

Fall '07-68%, Spring '08-numbers not available yet.

Actions Taken

1. A review was conducted after each semester over a two year period to assess our efficiency and timely scheduling of student appointments.
2. An analysis of two years was conducted at the conclusion of the 2007-2008 academic year.
3. An analysis of why we dipped to 68% was conducted. This reduction can be explained by the fact that two of the Deans were involved in a major program on campus, Masters Series, which reduced their availability.

Goal 2

Operational Goal

The Office of the Dean of Students will conduct a review of the Dean of Students Critical Incident and Emergency Response Protocol by the end of the 2006-2007 academic year.

Outcome

After reviewing the Critical Incident and Emergency Response Protocol modifications will be made if needed.

Evaluation Strategy

1. Monitor weekly Campus Update meetings to determine if protocols are working.
2. Review Critical Incident and Emergency Response Protocols with key areas on campus (GT Police,
(Housing, ICPA, Vice President of Student Affairs)

Method of disseminating and using information for improvement

1. Possible modifications to the Critical Incident and Emergency Response Protocols will be updated in
the Dean on Call Notebook
2. Possible modifications to the Critical Incident and Emergency Response Protocols will be distributed
To key areas on campus (GT Police, Housing, ICPA, Vice President of Student Affairs).

Summary of Results

A review of the emergency response protocol was conducted at the end of the 2006-2007 academic year.

Actions Taken

Modifications were made and implemented during the 2007-2008 academic year. Specific modifications were made regarding when a Dean on Call should be contacted. Armed Robbery was added to the list. In addition study abroad and work abroad information was updated.

Goal 3

Operational Goal :

The Office of the Dean of Students will develop a plan to support student sponsored initiatives through attendance at events.

Outcome:

The Office of the Dean of Students will have a representative in attendance at key student sponsored initiatives.

Evaluation Strategy:

We will track weekly attendance by members of the Office of the Dean of Students at student sponsored initiatives.

Method of disseminating and using information for improvement:

Staff will include their involvement in student sponsored events as part of their semester report and annual report.

Summary of Results:

Discussions were held at each Deans Meeting regarding significant or high profile events on campus. Attendance at those events were noted and recorded as part of an annual report.

Actions Taken:

Weekly discussion of high profile events were added to the Deans Meeting Agenda.

Goal 4

Operational Goal

A review will be initiated during the spring '07 semester to determine the effectiveness of the programs and organizational structure associated with the Office of the Dean of Students.

Outcome

Upon completion of the review changes will be made (if it is determined to be needed) to the structure and daily operations of the Office of the Dean of Students.

Evaluation Strategy

A team will be formed to conduct a review.

Method of disseminating and using information for improvement

A report will be written at the end of the review that will note possible recommendations for change and/or modifications. This report will be shared with the Dean of Students staff and with the Vice President of Student Affairs.

Summary of Results

A review of the Dean of Students Office was conducted by the Office of Organizational Development during the spring 2008 semester.

Actions Taken

A report was written by the Office of Organizational Development. Discussions will occur on possible changes to the Dean of Students Office based on the OOD review.

ADAPTS – Disability Services Program

Goal 1

Operational Goal

ADAPTS-Disability Services Program will conduct a study to streamline testing center procedures for services to students.

Outcome

Faculty, staff and students will find a more time efficient way to utilize the testing services provided to students registered with ADAPTS Disability Services Program.

Evaluation Strategy

Phase I-Conduct data analysis to identify top 4 departments utilizing the testing center over the academic year.

Method of disseminating and using information for improvement

Data collected and departments identified will be used in Phase II (survey and departmental interviews) designed to identify ways to streamline the testing procedures. Results will be integrated in to current procedures and distributed to students, faculty and staff utilizing the ADAPTS Testing Center.

Summary of Results

Daily use data was collected over the past academic year to capture frequency and volume of use. The data identified four departments with significant amount of tests administered by the ADAPTS Testing Center. The Math department had the majority with 383 followed by Management with 196, CS with 155 and ECE with 131. These departments are considered our case departments in which we will conduct Phase II with surveying and departmental interviews.

Phase I Data Collection:

	SEPT.	OCT.	NOV.	DEC.	Fall TOTAL
CS	17	20	17	13	67
ECE	15	16	21	22	74
Math	52	54	57	53	216
MGT	28	36	21	25	110

	JAN.	FEB.	MAR.	APR.	MAY	SPRING TOTAL
CS		29	14	40	5	88
ECE	1	18	9	24	5	57
Math	15	48	34	49	21	167
MGT	3	23	22	20	8	76

	Fall TOTAL	SPRING TOTAL	Year TOTAL
CS	67	88	155
ECE	74	57	131
Math	216	167	383
MGT	110	76	186

Diversity Programs

Goal 1

Operational Goal

Interfaith Council members who have structures on campus will complete an Emergency Evacuation Plan (EAP), schedule a fire inspection/or turn recent fire inspection records to Georgia Tech's Environmental Health and Safety Office.

Outcome

Interfaith Council members will be better prepared to deal with fire and other campus emergencies.

Evaluation Strategy

It was the intention of the Associate Dean/Director to administer pre and post tests to the Interfaith Council members who have houses on campus, but pre and post tests were not administered because only two out of the six religious houses completed Red Books.

Method of disseminating and using information for improvement

The information was shared with the Dean of Students.

In the future, pre and post tests will be reviewed by Diversity Programs staff, and will be used to determine future needs of Interfaith Council regarding safety. Highlights will be shared with key staff and Homeland Safety Personnel.

Summary of Results

Frank Stanley, Emergency Preparedness, met with Interfaith Council members on November 29, 2007 to go over "Emergency Preparedness on Camps." The program focused on the following areas: risks and threats, current projects, key partners, and emergency notification procedures. Interfaith Council members were also instructed on how to complete a "Red Book" for their houses. Stanley gave them instructions on how to draw a floor plan and how to arrange a fire drill. In addition, a few weeks before a meeting the Associate Dean/Director emailed all ministers files they would need to complete the "Red Book." Wesley Foundation and the Baptist Student Center completed the Red Book Westminster (Presbyterian) turned in a roster of current residents, complete with emergency contact information.

Actions taken

- Due to the fact that only two Red Books have been turned in, Interfaith Council members have been told that "Red Books" will be due September 1 of every school year. Interfaith Council members have also been instructed to schedule a fire inspection yearly and turn in building rosters to the Associate Dean/Director by September 1.
- It was also noted that Interfaith Council members were no longer meeting as a group. When it appeared that the group lacked leadership, The Associate Dean/Director and Dean of Students hosted a luncheon for Council members. It

was well attended, however that was the only meeting the Interfaith Council had Spring 2008.

Goal 2

Operational Goal

To develop and maintain avenues and opportunities for collaboration and communication among diverse groups on campus and among other state institutions.

Outcome

Campus Departments, student organizations, and state diversity officers will be able to share information and resources pertaining to diversity initiatives.

Evaluation Strategy

A. Survey Diversity Forum participants for feedback.

B. Survey participants who attended, "From the Classroom to the Boardroom: Diversity Practitioners Collaborating to Develop a Culturally Competent Workforce."

Method of disseminating and using information for improvement

A Feedback was shared with Diversity Forum participants, students, deans, and other relevant campus departments/committees/programs.

B. Feedback was shared with students, corporate leaders, university diversity leaders and Career Services.

Summary of Results

A. The Diversity Forum held a retreat on October 7, 2007. Thirty-eight individuals, representing a cross-section of the Institute participated in the day-long event. It was a cross-representation of the Institute. Five major diversity areas of concentration were identified: Representation, Cultural Competency, Academic, Awareness/Communication, and Environment. Once the areas were identified, five work groups identified diversity issues pertinent to each area. In addition, the work groups developed strategies for each area. The following trends were noted:

- A campus-wide definition for diversity is needed.
- A systematic approach/strategic plan for diversity is needed.
- A campus-wide diversity calendar/better marketing should be implemented.
- The Institute should employ a better representation of women and people of color. within faculty, high-level staff positions, students, and upper administration.
- There is a need for members of the Institute to recognize the need for diversity.
- More funding for diversity initiatives is required.

An evaluation was administered after the retreat. Participants rated the retreat a 7.5 on an 8.0 scale. They felt the subject matter was treated a 7.6 out of an 8.0 scale. Participants also indicated that their personal understanding of the subject matter increased as a result of the retreat a 7.3 on an 8.0 scale. Participants were also asked how they will use what

they learned in the classroom, workplace and/or student organization(s). They responded as follows:

“Inspired to do my own research/reading.”

“Help the students I mentor.”

“Educate my children and co-workers.”

“Pay more attention to my surroundings.”

“Enlightenment.”

“Teach.”

“Understanding symbolic/historic meaning.”

“Figure things out.”

“I will use this info to shape the history courses I teach.”

B. Diversity Programs partnered with the Atlanta Diversity Managers Affinity Group to present a workshop on February 21, 2008 on the Georgia Tech Campus. About forty diversity practitioners attended, including representatives from corporate America and universities. Participants were given an evaluation. Participants rated the workshop at 7.0 based on an 8.0 scale. They also rated the subject matter and how the workshop increased their level of understanding of diversity concerns (university diversity practitioners looked at their level of understanding of corporate needs while corporate leaders evaluated their level of understanding of university needs) as a 7.0 based on an 8.0 scale. Participants were asked to what extent did the workshop increase their level of how colleges and corporate America can collaborate. Taken as a whole, attendees rated this area a 6.0 on an 8.0 scale. Participants felt they did not have enough opportunity to process this question. When asked how they will use what they have learned, participants responded as follows:

“A better understanding of possible ways to partner with colleges and universities.”

“Statistics provided by Stephanie were very useful to keep educating company officers/executives about the pipeline for Black and women in math and science.”

“Partnership with these universities.”

“More collaboration.”

“I will look for more and creative ways to partner with colleges and universities for the betterment of a whole.”

“Good practical suggestions for collaboration.”

“More dialogue with colleges and universities to discuss collaboration.”

Actions taken

A.

- A detailed summary of the retreat was emailed to all participants. The retreat summary was also mailed to individuals who could not attend the retreat was invited.
- All Deans received a copy of the summary.
- Charles Brown, Diversity Forum Chair, presented an overview of the retreat summary to the President’s Cabinet.

Retreat highlights were incorporated into diversity workshops for Fall 2007 and Spring 2008

B.

- Participants indicated there was not enough time for discussion. As a result, ADMAG made the March after hours/networking event the same topic.
- When the Georgia higher education diversity officers get together May 2008, an update on the workshop will be given.
- Presentations were added to the ADMAG website.

Goal 3

Operational Goal:

Diversity Programs will offer programs and services for underrepresented students and student groups.

Outcome

After communicating their needs to Diversity Programs, underrepresented students and student groups will perceive programs and services to be relevant to their needs.

Evaluation Strategy

Focus groups consisting of underrepresented students/student groups will be conducted. The evaluation strategy was changed due to the fact the Associate Dean/Director could not run focus groups without being IRB trained. Instead, evaluations were given to workshop participants who attended programs for underrepresented students.

Method of disseminating and using information for improvement

Data will be reviewed by Diversity Programs staff, and will be shared with key offices and departments.

Summary of Results

A. During “Disability and Diversity Days,” Diversity Programs offered a session on Internalized Oppression to the Georgia Tech Community. This program was done in conjunction with one called, “White Privilege.” The Associate Dean/Director led the workshop on “Internalized Oppression” and Len Rothman, a consultant from Action Coach, led the workshop on “White Privilege.” The workshop attendees rated the workshop on “Internalized Oppression” as follows:

- The event was rated a 7.0 out of an 8.0.
- The subject matter was treated a 7.3 out of an 8.0.
- The attendees reported that their level of awareness and appreciation for other cultures increased a 7.3 out of an 8.0.
- Attendees were asked how they will use what they learned. They responded: “Informing others through staff development. I would also like to inform family, friends, and other loved ones.”
“I will analyze situations with a new perspective.”
This will cause me to think more about stereotypes.”

B. A program called, the “Skin I’m In: A Celebration of Diversity through the Arts” was also offered during Disability and Diversity Days. The program was the expression of self through the arts. Approximately seven different cultural groups performed (a professional salsa dance team, a songstress, a Latin fraternity strolled, a Karate demonstration, an invitation to the Chinese new year event, a Caribbean dance and African fashion show). About fifty people attended the event.

- The event was rated a 5.8 out of an 8.0.
- The subject matter was treated a 6.0 out of an 8.0 scale.
- Open Comments: “Better planning and preparation would make for a better event.” “Aggressive marketing would help.” “It was great, I hope to see it again, be more organized.” “I think each group presenters or group presenting should explain more about the symbolism, significance or meaning of what they presented. The material was amazing and impressive but I feel that I would have benefited more by knowing what I was seeing.”

C. Diversity Programs partnered with GT IDEA to present the program, “Rebirth of the Nile Civilization” during Black History Month on February 29, 2008. Over 200 individuals attended the program.

- The event was rated a 7.5 out of an 8.0.
- The subject matter was treated an 8.0 out of an 8.0.
- The participants were asked how they will use what they learned in their work or school. They reported the following:
“Inspired to do my own research/reading.”
“Help the students I mentor.”
“Educate my children and co-workers.”
“Pay more attention to my surroundings.”
“Teach.”
“Understand symbolic/historic meaning,”

“I will use this information to shape the history courses I teach.”

Actions Taken

A. The program stimulated a great deal of conversation around the campus. The Associated Dean/Director returned several calls and e-mails to explain the purpose of the program. Once faculty/staff learned these discussions were happening in corporate America, faculty/staff became more accepting. In the fall, the two groups will be joined together to continue the work on the topic. This was a request from the attendees.

B. A discussion was held with the graduate assistant who planned and organized the event. First of all, I do think the program should be implemented again next year. This event was the graduate assistant’s first attempt at programming on the Georgia Tech campus. It was very difficult for her to get a great response from the student organizations. I think this was due to the fact the students did not know her. As a result, the graduate assistant needs to spend more time at Georgia Tech getting to know students by attending their events. Partnering with student groups did pay off. All of the student organizations who participated in the event had partnered with Diversity Programs during the past year.

C. The evaluations were shared with GT IDEA. Due to the positive response, another program will be planned for next year.

Goal 4

Learning Goal

Diversity Programs will prepare students to live and work in a global world.

Outcome

Georgia Tech students, faculty and staff who attend diversity related programs and trainings will develop multicultural competence.

Evaluation Strategy

Administer a diversity survey to gauge how students, faculty and staff view diversity.

Workshop attendees will complete training evaluations.

Post-tests will be administered to see how well workshop participants develop multicultural competence (attitudes/beliefs, knowledge, skills). The only evaluation strategy that was utilized was training evaluations.

Method of disseminating and using information for improvement

Survey results will be shared with the campus community for the purpose of program/service enrichment. Survey results and post-tests will be used to design training curriculum

Summary of Results

Based on attending a pre-conference on cultural competence at the American College Personnel Association Spring 2007, the Associate Dean/Director adapted the text, Multicultural Competence in Student Affairs by Pope, Reynolds and Mueller. The text was later adopted by the Diversity Strategic Goal Committee, and was the basis for their work. Diversity Programs implemented a new training workshop, “Cultural Competence.” The program was piloted during R.A.T.S. Week as, “Leading Out to the Box, and From the Edge.” The title of the presentation was changed to “Cultural Competence” for Diversity and Disability Days 2007. The workshop was presented to faculty/staff on November 6, 2007. The workshop was presented to residence life staff (student) on February 25, and presented again to students (Glenn Hall) on April 22. In all approximately 100 individuals were trained. The workshops held during RATS Week, November 6, and February 25 were two-hour workshops while the workshop held on April 22 was one hour. Results from the workshop from February 25 yielded the following results:

- **Feedback from November 6**

Participants rated the workshop a 7.3 on an 8.0 scale.

Participants felt the subject matter was treated a 7.4 on an 8.0 scale.

Participants were asked how they will use what they have learned in their work. They responded:

“Understanding the levels of cultural awareness: Appreciate Understand, Embrace and Celebrate.”

“Pay more attention to other groups.”

“I will be more mindful of cultural competency in the work that I do (marketing and communications) and encourage the same in my colleagues.”

“Collaborate more with Dean Ray’s office – keep myself committed to being a lifelong learner and multiculturally competent student affairs practitioner.”

“I will keep these skills in mind with whatever I do.”

- **Feedback from February 25**

Participants rated the workshop a 5.3 on an 8.0 scale.

Participants felt the subject matter was treated a 6.1 on an 8.0 scale.

Participants were asked how they would use what they learned in their work or school. They responded:

“To feel more comfortable working with people from different cultures.”

“Try to relate cultural competence to interact with other students.”

“Try to relate cultural competence to students from different backgrounds.”

“Apply it to programming.”

“The program was well planned and I loved many good points, but not much was new information.”

- **Feedback from April 22**

Participants rated the workshop a 6.7 on an 8.0 scale.

Participants felt the subject matter was treated a 6.9 on an 8.0 scale.

Participants were asked how they would use what they learned in their work or school. They responded:

“I will be more understanding of different persons.”

“Help with interaction between hall mates.”

“Take time to observe and understand.”

“I’ll work better in groups.”

“Keeping aware of other cultures and not taking culture bumps too seriously.”

Actions Taken

- Due to the fact that faculty/staff (November 6) rated the workshop much higher than students (February 25), the workshop was changed to be more interactive for the April 22 workshop.
- The workshop will be modified for 2008 for students.
- The Associate Dean will market the workshop to student groups Fall 2008.

GT SMART

Learning Goal 1

Educate parents of GT students on the topic of high-risk alcohol consumption.

Evaluation Strategy

Data is being collected by the University of Minnesota through the Parent's On-line Program.

Outcome

Parents will demonstrate knowledge of high risk alcohol consumption and discuss these risks with their sons and daughters.

Summary of Results

The Seminar for Parents: Alcohol Use on Campus data may be found in Appendices of this report.

Actions Taken

This is a program that GT SMART will recommend the Parent's Program consider institutionalizing.

Learning Goal 2

Educate persons selling or serving alcohol to the public in state laws, methods of verifying validity of identification presented and refusing service to underage or intoxicated persons.

Evaluation Strategy

Data is collected from persons having completed the on-line server training program and disseminated on-line and in report form, through government communications offices and the GT SMART website and newsletter

Outcome

Provide high quality education that may result in a decrease in the number of sales to underage customers.

Summary of Results

To date:

- 24 metro counties are participating
- 380 businesses have enrolled
- 5319 alcohol servers have been enrolled
- 83% of those surveyed rated RASS training as excellent or good.

Actions Taken

Funding to continue this program is being sought.

Greek Affairs

Goal 1

Operational Goal

Improve communication with Greek Affairs constituents: students, alumni, inter/national fraternity and sorority headquarters staff and volunteers.

Outcome

Greek Affairs constituents will report high levels of satisfaction with communication with the Office of Greek Affairs.

Evaluation Strategy

Greek Affairs staff will conduct two surveys:

1. The second administration of the Greek Affairs Communication Survey (first administered in June 2007) given to constituents to determine their satisfaction with communication with the office.
2. The Interfraternity Council Advisor Meeting Survey given to constituents related to IFC chapters to determine the need and interest in alumni meetings and communication.

Method of disseminating and using information for improvement

A report will be published and disseminated to all Greek Affairs constituents.

1. The Greek Affairs Communication Survey was conducted in May 2008. The survey was sent to alumni volunteers, chapter presidents, and governing board executive officers. The data show that 23.1% of respondents say they receive a response from the office staff on the same day, 38.5% of respondents say they receive a response on the next day, and 28.2% said they received a response from staff within a week. This is compared to 75.5% of respondents in 2007 who said they receive a response from a staff member within a week of contacting the office. Additionally, 97.4% of respondents listed e-mail as their preferred method of communication (compared to 95.9% in 2007).

Forty-six percent of respondents (down from 63 % in 2007) receive *GreekBuzz*, the online newsletter for Greek Affairs. Of those respondents who receive *GreekBuzz*, only 21.1% (compared to 20.69% the previous year) forward *GreekBuzz* along to others. Forty-six percent of respondents felt the quality of www.greek.gatech.edu was average (compared to 46% who felt it was good or better in 2007). When asked about how they used the website, respondents reported that the most popular reasons were to access the links to the council websites (33.3%, down from 76.7%), to access emergency contact information update form (66.7%, up from 53.3%), to access *GreekBuzz* (29.9%, down from 53.3%), and to access the roster update form (75%, up from 50%).

When asked how satisfied they were with communication from Greek Affairs, 69.2% said they were satisfied with 15.4% reporting being highly satisfied and 15.4% being unsatisfied.

Based on the data, additional work needs to be done responding to communication in a timelier manner. Constituents must be made more aware of *GreekBuzz*. Additional data will need to be collected to determine what types of website resources will be most utilized. Also, the roster change method will have to be re-examined and made more user-friendly.

2. The Interfraternity Council Advisor Meeting Survey was conducted in April 2008. The survey was sent to all chapter advisors, house corporation officials, and faculty/staff advisors of IFC groups. Sixty-eight percent of respondents stated that they were interested in attending alumni meetings and the most popular reasons chosen to meet were as follows: increase communication between advisors and Greek Affairs staff (80.8%), share best practices (73.1%), and three topics tied at 69.2% (increase communication and develop a network between advisors, share information, and discuss relevant topics to improve individual chapters and the Greek community). Of those who said they did not want to meet, 58.3% of them said they felt there was no need to meet.

The topic most popular among respondents to address during meetings was risk management issues (76%). Other popular choices were relations with campus administrators (64%), marketing the Greek experience (64%), and leadership development (60%).

Based on the data, there is a clear need for IFC Advisor Meetings to increase communication between Greek Affairs and the chapters and chapter-to-chapter communication.

Actions Taken

1. While response rates from staff have improved slightly along with the majority of respondents reporting satisfaction with communication with the office, a communication plan must be created in addition to expectations about staff response time. Due to the lack of circulation (only two issues of *GreekBuzz* for the 2007-2008 school year), awareness and utilization of that resource is low, so a solid production schedule will be created for 2008-2009 to make use of this free and effective resource for public relations for Greek Affairs and information sharing between chapters.

2. Based on the data collected from the IFC Advisor Meeting Survey, meetings with chapter advisors and faculty/staff advisors will be held once every three months and meetings with house corporation officials for all Greek groups with houses will be held once in the Fall and once in the Spring. Main topics for discussion will be culled from the survey results in addition to timely topics as necessary.

Goal 2

Operational Goal

Improve communication with facility-related constituents.

Outcome

Facility-related constituents will report high levels of satisfaction with communication with the Office of Greek Affairs.

Evaluation Strategy

Greek Affairs will conduct a series of web surveys to facility-based constituents to determine their satisfaction with their communication with the office.

Method of disseminating and using information for improvement

A report will also be published and disseminated to all Greek Affairs constituents. One-hundred percent of the respondents prefer e-mail as their method of communication (which is the same as 2007) and 55.6% of the respondents reported they received a response from a staff member the next day, compared to 33.3% of the respondents in 2007 who reported they received a response from a staff member within the same day of their contact. One-third reported they receive a response the day following their contact, down from 50% in 2007. Fifty-six percent of the respondents reported that they are Satisfied with communication with our office and 44.4% reported that they were Very Satisfied (compared to 33.3% satisfied in 2007 and 66.6% who reported they were very satisfied).

When asked if they received *GreekBuzz*, 66.7% said they did (down from 83.3% in 2007) and 44.4% of the respondents would be interested in submitting content to be included in future issues (up from 33.3%). While the majority of the respondents rated the quality of www.greek.gatech.edu in a positive manner (40% rated it Good, 40% rated it Very Good), this is down from 50% who rated the quality Good and 50% who rated it Very Good last

Summary of Results

The Greek Affairs Facilities Communication Survey was conducted in May 2008. It was sent to on-campus personnel who work in Facilities, Emergency Preparedness, Fire Safety, Capitol Planning and Space Management, and Real Estate.
year.

Based on the data, communication methods are functioning well with campus-based, facility-related constituents but there is room for improvement concerning *GreekBuzz* and the office website.

Actions Taken

Similar to the other communication survey, steps will be taken to ensure regular communication and follow-through from staff. Regular meetings will also be scheduled to increase planning and regular, face-to-face communication.

As stated above, due to the lack of circulation (only two issues of *GreekBuzz* for the 2007-2008 school year), awareness and utilization of that resource is low, so a solid production schedule will be created for 2008-2009 to make use of this free and effective resource for Greek-related constituents.

Office of Student Integrity

Goal 1

Learning Goal

Educate the campus community, including students, faculty and staff on the Student Code of Conduct.

Outcome

1. Students, faculty and staff will demonstrate knowledge of the Student Conduct Process including but not limited to: the potential academic and non-academic charges and how cases are forwarded and adjudicated.
2. Administrators and panels who hear cases will demonstrate their understanding of their responsibilities to the new process.

Evaluation Strategy

1. Utilize the Judicial Process survey which is sent to students who have been through the conduct process with a score of 70% or higher.
2. Survey faculty with the Academic Integrity Survey on the climate of honor on campus and use the conduct process with a score of 70% or higher.
Conduct presentations for faculty and their classrooms

Method of disseminating and using information for improvement

1. A Code of Conduct Revisions report
2. Semester Reports
3. Annual Reports
4. Academic Integrity Newsletter

Summary of Results

The Judicial Process survey and the Academic Integrity Survey was not conducted due to the fact that OSI launched a new Code of Conduct Spring 2007 and due to personnel absence the office was short staff and unable to complete the launching of the two surveys. Therefore, the Judicial Process survey and the Academic integrity survey was not conducted in the Fall 07 or Spring 08, it will however be conducted in Fall 2008, drawing from the students, faculty and staff from the Fall 07 and Spring 08 semesters. These results will reflect the New Code of Conduct.

809 Total Cases Resolved Academic and Non-Academic 5/14/07 to 5/11/08

Statistics Breakdown:

Academic Statistics for 07-08 Academic year 5/14/07 to 5/11/08:

322 Total Cases Resolved

65 Not Responsible/FYI

257 Responsible

Non-Academic Statistics for 07-08 Academic year 5/14/07 to 5/11/08:

487 Total Cases Resolved
131 Not Responsible/FYI
356 Responsible

Actions Taken

1. Several presentations will be given in the Fall 2007 and Spring 08 semester to faculty, students and staff regarding the conduct process.

Actions Taken Spring 08, 2nd Update

1. Presentations were successful and were mostly booked per the departments' request.
2. Judicial Process survey was not complete, will be completed this academic year, 08-09.
3. The Academic Integrity survey was not complete, will be completed this academic year, 08-09.
4. The office reorganization is on track and is in the final stages of completion this Summer 2007 as stated above. The addition of scanning files will also begin this summer. This will help in the final stage of file organization. The website will also be completed based on the information needed from the results of this goal.

Goal 2:

Learning Goal

Formulate a new version of the educational academic integrity component. Implement a new academic dishonesty sanction.

Outcome

1. To revise the Academic Integrity Seminar to meet the needs of the students.

Evaluation Strategy

1. HAC along with OSI will review and evaluate the previous seminar materials and the evaluations done by attendees.
2. They will also meet with the Director for input on the Academic Integrity Seminar and where it could be revised.

Method of disseminating and/or using information for improvement

1. Evaluations done by attendees
2. Evaluate the number of repeat offenders

Summary of Results

The Academic Integrity Seminar was revised and implemented in the Fall of 2007. HAC has run two successful semesters, with 6 classes being offered. After the Academic

Integrity Seminar has been in place more than two semesters, OSI will be better able to detect the impact on students regarding this matter.

Actions Taken

HAC continues to work with OSI to evaluate and update the Academic Integrity Seminar if needed.

Goal 3

Learning Goal

Change the student population's behaviors and attitudes of copyright infringement.

Outcome

1. Students will demonstrate knowledge of copyright infringement laws.
2. Students will demonstrate knowledge on the proper way to download music, movies etc.

Evaluation Strategy

3. Students will complete the OIT/OSI Copyright Infringement Tutorial and take a survey with a score of 70% or higher.
4. Analyze the computer misuse statistics from cases.

Method of disseminating and using information for improvement

1. Copyright Infringement Tutorial report
2. Semester Reports
3. Annual Reports

Summary of Results

Due to this projects' collaboration with other offices, the Copyright Infringement Tutorial has not been completed and is pending advisement by OIT. OSI has completed the video and tutorial. OIT will complete the technical aspect of the project in order to have it disseminated to the students on campus. After the Copyright Infringement Tutorial has been disseminated, OSI will be better able to detect the impact on students regarding this matter.

Actions Taken

Continue to work with OIT to complete the Copyright Infringement Tutorial.

Actions Taken Spring 08, 2nd Update

The continuation of the dissemination of the copyright tutorial is still in progress. Discussion should be taken with the VPSA in order to determine if the survey should be mandatory as originally discussed. The amounts of cases are still rising and student being sued by RIAA is also on the rise. Due to this information, a mandatory status should be considered.

Student Involvement

Student Media

Goal 1:

Learning Goal

Organization leaders will demonstrate leadership skills

Outcome 1

Student Editors who serve on the Board of Student Publications will be able to identify at least two leadership skills they have gained from their editorial appointment.

Evaluation Strategy

Evaluation form, small group reflections, personal statements

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

According to results from the 2007-2008 Student Leadership Skill Assessment Questionnaire distributed to all publications editors:

75% of respondents answered they felt they had gained and/or developed the skill of INDEPENDENCE

50% of respondents answered they felt they had gained and/or developed the skill of REALISTIC SELF-APPRAISAL

25% of respondents answered they felt they had gained and/or developed the skill of COLLABORATION

25% of respondents answered they felt they had gained and/or developed the skill of EFFECTIVE COMMUNICATION

25% of respondents answered they felt they had gained and/or developed the skill of LEADERSHIP DEVELOPMENT

Learning Outcomes need to be adjusted to increase quality of assessment and initial tool collected at beginning of the year needs to assess similar skills in order to assess student's growth in this area.

I also did not measure intentionality in terms of the skills developed nor what are we doing to assist them in developing their skills.

Actions taken

In order to better assess the impact of involvement in a Student Media organization, the pre-session and post-session survey will be synchronized to ask similar questions so results can be better measured.

More intentional efforts will be made to collect assessment forms from other members of Student Media organizations.

Goal 1:

Learning Goal

Organization leaders will demonstrate leadership skills

Outcome 2

Student members of the Radio Communication Board (RCB) will be able to identify at least two leadership skills they have gained from serving in a leadership position with the RCB and/or WREK Radio.

Evaluation Strategy

Evaluation form, small group reflections, personal statements

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

Assessment tool not received to date

Actions taken

Contact has been made with the GM to complete the form

Goal 1:

Learning Goal

Organization leaders will demonstrate leadership skills

Outcome 3

Students who choose to participate in one of the Student Media organizations will be able to identify at least two leadership skills they have gained from being a member of Student Media.

Evaluation Strategy

Evaluation form, small group reflections, personal statements

Method of disseminating and using information for improvement

1. Project reports (as requested)
2. Semester reports (as requested)
3. Annual reports (as requested)

Summary of Results

According to results from the 2007-2008 Student Leadership Skill Assessment Questionnaire distributed to all publications student staff members:

50% of respondents answered they felt they had gained and/or developed the skill of INDEPENDENCE

25% of respondents answered they felt they had gained and/or developed the skill of COLLABORATION

25% of respondents answered they felt they had gained and/or developed the skill of EFFECTIVE COMMUNICATION

Only (2) student publication members returned their assessment form, so statistics are based upon only approximately 5% of students involved with a student publication. Also, assessment tool was not distributed and collected at beginning of the year for these student leaders (only editors) in order to assess student's baseline of these skills and growth in this area. I also did not measure intentionality in terms of the skills developed nor what are we doing to assist them in developing their skills.

Actions taken

In order to better assess the impact of involvement in a Student Media organization, the pre-session and post-session survey will be synchronized to ask similar questions so results can be better measured.

More intentional efforts will be made to collect assessment forms from other members of Student Media organizations.

Goal 2:

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities

Outcome 1

Student Media groups will review and update their organization's constitution.

Evaluation Strategy

Constitutional reviews

Method of disseminating and using information for improvement

Meetings with organization officers and advisors

Summary of Results

In my first year at Georgia Tech I read the constitutions of the independent student publications, observed their operations and structure and will make recommended changes/updates over the summer (2008).

Actions Taken

Recommended updates and/or changes will be made before August 2008.

Goal 2:

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities

Outcome 2

Office of Student Media will portray an atmosphere of professionalism while still being welcome to students and guests.

Evaluation Strategy

1. Observation and feedback

Method of disseminating and using information for improvement

1. Assessment report
2. Emails to staff describing the changes

Summary of Results

It was observed that the reception area was being used for sleeping by many students. Verbal feedback from visitors, staff and students was that sleeping students did not create a professional or welcoming image.

Feedback from students illustrated a desire to still have sleeping or resting space due to the late night hours kept by the students.

Actions Taken

Furniture was rearranged in order to make individual seating in the reception area, with sofas for resting placed in more private areas of the office. In addition, new technologies were introduced into the office (flat screen HD television) and new student publications (The Tower) were given office space with computers and a printer (purchased by Undergraduate Research). Work will continue in these areas throughout the coming 2008-2009 academic year.

Goal 2

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities.

Outcome 2

Office of Student Media's website and campus presence will reflect all the media outlets and will be recognized throughout campus.

Evaluation Strategy

Gather feedback from students and campus constituents

Method of disseminating and using information for improvement

Summary reports

Communications with Publications Board and other constituents

Summary of Results

Anecdotal feedback showed that the student publications did not have a unified branding on campus.

Anecdotal feedback also showed that there was a need for a website for the Office of Student Media.

Actions Taken

The Office of Student Media worked with the Office of Communications and Marketing to design a new logo (word mark) for Student Media. This logo/word mark has been used on banners, office signage, business cards, etc. to unify the office and those student publications that fall within the office. In addition, we have worked to create a new website for the Office of Student Media, however, we have not completed this process. Work will continue in these areas throughout the coming 2008-2009 academic year.

Community Service

Goal 1:

Learning Goal

Enhance knowledge among students relative to personal values, beliefs and social responsibilities.

Outcome 1

Participants in Alternative Learning Breakaway Experiences (ABLE) will be able to articulate three social issues affecting the area they are serving.

Evaluation Strategy

Blogs, small group reflections, personal statements

Method of disseminating and using information for improvement

1. Project reports
2. Semester reports
3. Annual reports
4. Grant proposals

Summary of Results

12 students participated in Alternative Winter Break- New York City

9 students participated in Alternative Spring Break- New Orleans

Through blogs, daily small group reflections, and personal statements, students discussed the social issues relating to their service sites. A summary of these social issues include

poverty, homelessness, philanthropy and community development, disaster recovery, public policy, and the role of citizens.

Excerpts from the AWB 07 identify these themes and highlight the service-learning:
As I walk through the aisles of the make-shift grocery store, walk around a giant pool of pennies, walk circles in a tiny kitchen preparing plates. It's easy to get discouraged, impatient, confused when you're surrounded with this poverty, this homelessness. You try and dissect it, justify it. just explain it. when you do you lose heart. but when you walk with them it's different. it's transforming. and that's the difference: learning to accompany them, not serve them.

To be poor without the security of a quiet neighborhood, family, or friends. It is the feeling of being utterly alone coupled with the slight pain of constant fear. The what if of the unknown. And that was my first night on Staten Island.

What had happened to him? What had made him so old? I cannot say, but I do know this; that poverty ages people far beyond their time. It can make the middle aged look haggard and worn. I've seen 35 year old women who looked 55 due to circumstances. It forces people to grow up and grow distant. I cannot say what has happened or will become of the boy yet, I dedicate my life to changing his chances. To allowing children like him to have the precious gift of time. Not to speed up their life, but allow them to hold on to their childhood and with it their hope.

Project Hospitality works as a community, as a warm smile and 'big boy' straw for families in needs. They reach out and give compassion. It is that compassion that helps mold lives for a better future.

Upon reflection amidst a sloth like recovery, a clear concept emerged. This concept is one long debated, and perhaps one of the greatest of our country: In the contract that we have entered into between us and the state, what is our role? What should we expect to have provided for us and what should we as active members of a community take responsibility for? We agreed that as tax paying citizens we are entitled to certain services and public goods. But as we have witnessed through Katrina, local, state, and federal agencies can be surprisingly insufficient and irresponsible in times of crisis and their aftermaths. In these instances, we came to the conclusion that individuals of the community must emerge as servant leaders to take on what institutions cannot and have not accomplished. Indeed, this is the story of recovery in much of the gulf. Leaders from all over the country have established non-profits coordinating work, volunteers, and doing research all with the goal of recovery.

Actions taken

Although the blogs were able to highlight the connection between the service and the learning, questions for blogs and reflections should be intentional and structured so that participants are asked to articulate three social issues. However, excerpts from the blogs can be used for future grant proposals, fundraising, and PR.

Outcome 2

Participants in Engineering Students Without Borders (ESWB) sponsored service projects will identify at least one experiential connection to their academic majors.

Evaluation Strategy

Blogs, personal reflections

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

13 students participated in a Habitat for Humanity service project in Ecuador. This was a 10 day service project where students visited different regions of Ecuador, and helped construct a house made of concrete and cinder blocks. All students participated in daily group reflections and posted at least one blog throughout the trip. Experiential connections included:

- Learning about the impact of the environment on construction- adaptations and prohibitions for coastal Ecuador
- Translating construction terminology from English to Spanish
- Discussing the building process with an Ecuadorian architect
- Understanding the role of engineers in the development of South American countries
- Identifying the differences and similarities of global construction

5/13 students discussed these connections in their blog responses:

Today we had an amazing day at the build site! My favorite part was talking to the architect and engineer (through Gabby's translations of course) about the construction process during lunch. They took us around and showed us how the load is transferred from the roof blocks down to the foundation. Being a recent graduate focused in structural engineering, I found it fascinating.

Reinforced concrete is used to form the structural frame of columns and beams for the houses. They use light concrete block to form the roof, which is held up by 5" of concrete supported with WWR. I also learned that they use the same codes and programs that we use in the US! He mentioned that they follow ACI, and use ETABS to aid in the design. Tosagua is in the Manabi province, which has significantly more seismic activity than locations more inland. The engineer was telling us that it is much more expensive to build on the coast for just this reason.

Thus far, this experience has helped me in more ways than I expected. Not only have I learned more about South American culture, but it broadened my perspective of my major and career path also. And best of all, I now know FOUR Spanish words: Hola, Adios, Gracias, and Bailejos.

The site was large enough for 160 houses and unusually designed in that it is organized as an integrated community instead of individual homes. Several houses have already been built, which gave us an opportunity to view the finished product and approach our build in that context. The houses were solidly built and engineered to be different from the houses in the surrounding countryside. Most houses are made of sugar cane and have thatched roofs. The ones we are building are made of cement and have running water and electricity, which is an incredible improvement for the families. It will be interesting to see the impact these homes will have on the community as a whole. Will these homes serve as a unifying force to create a norm for future development? Or, will this simply be an oddity in the history of Tosagua? These homes are obviously a lot better and healthier than what the families are currently living in, and it will be interesting to see the community's reaction to the new homes.

Although we saw the evidence and work Habitat has done throughout the city, traveling more and more across the country there is obviously more work to be done in Ecuador, not just solving the housing shortage. It serves as a starting point, but it is now our job to ensure the development of the country ends after a mile instead of a sprint.

Actions Taken

Although the blogs were able to highlight the connection between the experiential and the learning, questions for blogs and reflections should be intentional and structured so that students are asked to articulate the connections between the service and their future careers.

Outcome 3

Through trainings and reflection, Jumpstart Corps Members will report increased knowledge of good citizenship behaviors and social responsibility.

Evaluation Strategy

Jumpstart Survey

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

Data will not be compiled by Jumpstart until the end of May.

Actions Taken

Outcome 4

As a result of being chair of Relay for Life, the chair will be able to articulate her values and beliefs regarding the importance of this event.

Evaluation Strategy

Written emails to committee and exit interview.

Method of disseminating and using information for improvement

Transitions reports

Summary of Results

Why We Relay?

*Really, we all Relay for different reasons. There is not one reason to Relay, and certainly not one right reason to Relay. You might think that the fact that you are Relay-ing is enough, but 30-something days away from the event, when you only have 5 members on your team, or even if you have 50, when you've only raised \$25, or even if you've raised far beyond your goal, when you think you've tried everything, and you're feeling uninspired...like attending this meeting is a chore and something to check off your to-do list...like you might rather not be captaining...like you have no idea what you've gotten yourself into at this point, and you're not sure you're too inspired to keep going full-force...**BE INSPIRED.** Think about the importance of this cause. And not why it's important to me, not why it's important to a team-member, but why it's important to you. What do you want out of this experience? Out of this night? It's the Exec Board's job to make that happen...to make the event everything you want it to be...a celebration, a night of remembrance, a reminder and inspiration and reason to keep fighting back—even after April 12th. So we want you to be the energy behind all of that. We want your efforts and involvement to make the celebration fun and exciting! Look what we've accomplished! Holy \$%@*! Can you believe we raised that much—and it's all going to this huge cause that we want to be a part of? We want your stories and your "reasons" to continue motivating you. And we want them to affect you in a way you can't forget. **And because you can't forget—now that you've become a part of this I-will-forever-be-a-Relayer network—you will move others to be affected just like you were.***

I may have given the wrong impression about our purpose as a group when week after week I encourage fundraising and soliciting donations and selling luminarias and signing up for on-site fundraisers. If our fundraising total is low, if we only have five luminaria bags, if we only have these 40-something teams instead of 100, that will not mean we haven't reached our goal. At the beginning of the year, I thought that these were my goals—these numbers. But I was wrong...working for Relay and watching others work tirelessly for Relay over the past three years at Tech has made me see much more clearly that we will accomplish our goal. We have come together and we have

*supported and motivated each other to make a difference. Because we actually can. **And if just one more person is educated about Relay for Life or the American Cancer Society or cancer, if just one more person is affected, that is enough.** And the fact that we have all chosen—made it a priority—to do so much more is amazing. We are a perfect example of the mission I stated at the beginning of the year: **We not Me. How cool.***

Actions Taken

Goal 2

Operational Goal

Improve processes, structures, and procedures for student involvement areas and student activities

Outcome 1

After meeting with the OCS, student leaders of domestic and international service projects will identify best practices for risk management.

Evaluation Strategy

Risk Management Questionnaire
Meetings

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

6 organizations met with the Office of Community Service to discuss risk management issues associated with international and domestic service projects. 4 organizations completed best practices such as faxing a completed Risk Management Questionnaire to Freddie Everett, conducting orientations, requiring members to complete waivers, and collecting emergency contact information for the Dean of Students Office.

Actions taken

Concerns were voiced regarding risk management due to lack of requirements for student organization travel. Continued to tweak and publicize the travel process and recommendations.

Outcome 2

After collaborating with Georgia Tech on community service projects, Community Partners will report a high level of satisfaction.

Evaluation Strategy

Community Partner Surveys

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

According to results from the Feedback Form that was completed by 2 Community Partners,

100% of the respondents agreed or strongly agreed that Georgia Tech's service was an overall benefit to their organization.

50% of the respondents agreed or strongly agreed that the participants provided services that were otherwise unmet.

100% of the respondents agreed or strongly agreed that they were satisfied with the outcome of the project.

100% of the respondents agreed or strongly agreed that they would recommend a partnership to others.

100% of the respondents agreed or strongly agreed that their participation in this service-learning project impacted their opinion of Georgia Tech for the positive.

Actions Taken

Send follow-up reminders and thank you's to community partners asking them to complete the feedback form.

Design the feedback form so that it can be accessible through survey monkey. Send link to community partners.

Outcome 3

Through collaboration with Development, Community Service will generate a 50% funding increase.

Evaluation Strategy

General Ledger

Meetings with donors

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

\$22,000 was raised for Engineering Students Without Borders.

Actions Taken

Work with Trish Wichmann to highlight success of community service projects and solicit additional funding. Compile information and draft funding proposals for federal and foundation grants.

Goal 3:

Operational Goal

Students will participate in leadership and service activities and programs

Outcome

As a result of meetings and faculty development workshops, the number of service-learning classes will increase by 50%

Evaluation Strategy

Syllabi

Reflection

Faculty Evaluations

Method of disseminating and using information for improvement

Reports for committee and other faculty. Will utilize in faculty training and annual goal setting.

Summary of Results

3 courses were offered 07-08

2 courses in the planning stages for 08-09

A faculty survey was conducted to assess the amount of courses that involve off-campus community involvement. The survey was sent to 1195 faculty, and it was completed by 123.

Faculty Survey Results:

In the fall 2007 semester, 34 faculty offered opportunities for students to connect with off-campus community organizations as part of a course that they taught.

During the spring 2008 semester, 30 faculty planned to offer opportunities for students to connect with off-campus community organizations as part of a course that they taught.

During the summer 2008 semester, 17 faculty planned to offer opportunities for students to connect with off-campus community organizations as part of a course that they taught.

Not including courses offered during the 2007-2008 academic year, 33 faculty have offered a course that involved community interaction in the past.

When asked why they have never offered a course involving community interaction, faculty responded:

Community contact would not benefit or enhance any of my courses 39.1%

I think it is unethical to ask my students to have contact with the community as part of a

course 0.0%

I think many of my students are thoroughly engaged with the community through other opportunities or organizations 7.3%

I have concerns about the liability associated with such courses 10.0%

Designing and teaching courses that involve community contact is too time-consuming 20.0%

Designing and teaching courses that involve community contact requires resources I do not have 15.5%

I have never thought about designing and teaching a course that involves community contact 25.5%

I do not know how to get started 14.5%

Other (please specify) 7.3%

Actions Taken

In collaboration with Dana Hartley, a Service-Learning committee was formed to discuss how to support service-learning at Georgia Tech. In addition, five meetings were conducted with faculty members who were interested in incorporating service-learning into their courses.

Goal 4:

Learning Goal

Organization leaders will acquire and demonstrate knowledge of leadership skills.

Outcome 1

Through advising, retreats, and meetings, MOVE Committee members will be able to:

- identify three goals for their committees
- develop and implement an action plan
- identify thoughtful service elements
- distinguish between service-learning, community service, and volunteerism

Evaluation Strategy

Meetings

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

5 of 11 07-08 committee chairs identified goals and developed and implemented action plans

9 of 11 08-09 committee chairs identified three goals for their committees

Workshops on thoughtful service elements and service-learning were not conducted so members were not able to identify and distinguish.

Actions taken

Develop procedures for collecting and documenting goals and action plans.
Facilitate workshops or trainings on thoughtful service and service-learning.

Goal 4:

Learning Goal

Organization leaders will demonstrate leadership skills

Outcome 2

Community Service Leaders advised by the Office of Community Service (OCS) will identify personal, professional, and organizational goals.

Evaluation Strategy

Meetings with student leaders

Method of disseminating and using information for improvement

Transitions reports and will utilize in training next year.

Summary of Results

Meetings were conducted with 5 student leaders at the beginning of the semester. Each leader identified their personal, professional, and organizational goals. These goals were referred to throughout the semester and reviewed at the end of the leadership term. Many of the goals focused on sustainability, developing partnerships with the community, other organizations, and raising money for their organizations.

Actions Taken

Although notes were taken in meetings and some student leaders typed up their goals, a more structured form should be created for students to complete and then kept on file. This will allow both the advisor and student leader to better track their goals.

Goal 4:

Learning Goal

Organization leaders will demonstrate leadership skills

Outcome 3

Through advising and weekly meetings, the Relay for Life Chair will be able to articulate personal, professional, and organizational goals and measure those goals.

Evaluation Strategy

Meetings

Method of disseminating and using information for improvement

Transition and summary reports

Summary of Results

Goals set by Chair throughout the preparation:

- Raise as much money as possible for American Cancer Society
- Fundraising goal: \$66,000
- Be professional the night of Relay
- Efficient & effective Executive Committee meetings (to maintain Exec buy-in and participation)
- Make the ceremony particularly meaningful – that’s what Relay is all about
- Get people to stay and have fun throughout the evening
- Specific committees:
 - Food & vendors – make sure the area that presents food is sanitary & presentable
 - Marketing – work on getting the word out so that everyone on campus knows when Relay is happening

Reflection on the Goals set:

- \$65,000 was raised (as of April 23, 2008) with donations still coming from sponsors
- A post-Relay meeting with the Chair revealed that Relay was a successful event, but the preparation up-to the event was not as successful as possible.
- Executive Committee executed a successful Relay. In the words of the Chair, “most of Exec did what they were supposed to;” there was a great turn out
- The Chair noted several things she learned, which she passed on to the new Chair:
 - Make expectations clear at the beginning
 - Stay on people’s tails the whole year; give them specific deadlines, steps
 - Delegate! & Realize that you can’t do it all by yourself
 - Set realistic goals (and realize that the Chair’s goals are higher)

Actions Taken

- Advisor met bi-weekly with the Chair.
- Advisor discussed progress of goals with Chair at each meeting.
- Created a to-do list with Chair
- Empowered Chair to create motivation & excitement among committee
- Check-in with Chair weekly in person or via phone and/or e-mail
- Meeting with outgoing and incoming Chairs

Goal 4:

Learning Goal

Organization leaders will demonstrate leadership skills.

Outcome 4

Leaders of Community Service organizations will be able to articulate what skills members are developing through involvement in their organization.

Evaluation Strategy

Survey monkey

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports

Summary of Results

21/34 community services responded:

Ability to work with others 95.2%
Academic learning 38.1%
Career development 38.1%
Communication skills 81.0%
Community immersion 81.0%
Cultural understanding 76.2%
Relationships with Faculty and Staff 28.6%
Overcoming stereotypes 52.4%
Problem solving skills 57.1%
Self-awareness 52.4%
Social responsibility 95.2%
Other (please specify) 4.8%

Actions taken

Design methods to assess whether or not these skills are being developed.

Actions Taken

Secured funding for Student Involvement Coordinator position.
Continued work on developing a solution to the Cyberbuzz problem.
Developed statement with OHR, legal, and risk management to go in OHR policies regarding liability coverage for student organization advisors
Increased publicity for Officer Orientations.

We did not conduct the Involvement Center survey this year because the resources had not changed, so there wasn't really going to be any changes to measure. We will conduct this again one to two years from now to see what impact the new position, website, and advisor training has.

Women's Resource Center

Goal 1

Operational Goal

In support of the Institute's strategic plan to recruit and retain more women students, the Women's Resource Center will offer relevant programs and services of benefit to women students.

Outcome

After participation in WRC programs and services, students will perceive the program or service to be relevant to their academic or personal development. Students will also acknowledge the availability of resources and support on campus.

Evaluation Strategy

A brief survey will be conducted after programs and seminars offered by the Women's Resource Center.

Method of disseminating and using information for improvement

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at WRC Advisory Board meetings and included in the annual report.

Summary of Results

The Women's Resource Center offered more than 45 events throughout the 2007-2008 school year. Findings from two programs are highlighted here:

- **Women's Welcome Event:** Since 2001, the Women's Resource Center has offered a welcome event for freshmen with tips for succeeding at Georgia Tech. The event, co-sponsored with Residence Life, attracted 80 students to the East campus reception and 120 to the West campus reception, which was new, an overall increase from 120 in 2006. According to the program evaluations which yielded a 29% response rate, students found the program to be relevant to their personal development and academic success and the findings showed improvement in motivating students to ask for help when needed (85% in 2006, 74% in 2005) and to get to know their faculty (64% "motivated" in 2006, 37% in 2005). One-hundred percent of the respondents said they would recommend the event for new women students next year.
- **WRC Graduate Women's Lunches** Women at Georgia Tech met at a monthly luncheon to discuss their experiences in academia and research. Highly recognized faculty offered their knowledge and skill on a variety of topics. Topics included: Exploring Careers in Industry, Communicating with Your Advisor, as well as Personal Reflections from African-American Women Faculty and Researchers. One comment from a participant during the January lunch stated, "I learned how to ask the right questions, take charge of self, and understanding of advisor's viewpoint". The February lunch yielded a 75 % response rate and overall the participants felt the event was "excellent." With a wide variety of majors were represented it was identified that many of the

responders have heard of the WRC and participated in its events, but have not actually been to the WRC. More than two-thirds of all participants during the Spring semester felt the time of day was “convenient” and “just right” in regards to when the programs were offered. More than 40 to 100 women gathered together each month over lunch.

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. The 2007-2008 programs will be planned based on these results. The West Campus reception for new women students will be continued and collaboration with faculty on academically focused lunch topics will continue with input from graduate students.

Goal 2

Operational Goal

The Women’s Resource Center will convey sexual violence-related knowledge to students, faculty, staff, and others and improve advocacy, response programs and services for victims of sexual violence.

Outcome

After participation in WRC programs and services, participants will demonstrate increased knowledge of sexual violence and strategies to assist someone who experiences sexual violence. Victims who receive services from the WRC will indicate receiving sufficient support and resources to cope with their experience.

Evaluation Strategy

A brief survey will be conducted at the end of programs and seminars offered by the Women’s Resource Center.

Victims will receive personal follow-up from the WRC to obtain feedback about their experience.

Method of disseminating and using information for improvement:

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at Sexual Violence Task Force meetings and included in annual report.

Summary of Results

Trainings were offered from 50-minute presentations to HPS classes, Housing student staff and fraternities to four and eight-hour trainings at the Ally and Advocate level. Shorter presentations included a self-awareness scale for students to complete, for example at a September 2007 ROTC Air force Training, the students’ “general awareness of consent” increased from 27.4% to 36.4%. Additionally, during a Spring 2008 HPS 1040 50-minute presentation on consent and helping skills the students’ “awareness of impact on sexual assault victims” doubled from 21.2% to 47.5%.

Sexual Violence Trainings: During the Spring Ally Training, 100% of participants rated the “usefulness” of the training as “excellent.” During the Fall 2007 Safe Sister training, 67% of the participants rated the training as “excellent.” During a Fall 2007 GT 1000 Training, 62.5% of the participants rated the training as “excellent.” Comments from these evaluations demonstrate increased awareness of “strategies to assist someone who experiences sexual violence.” During the Spring Safe Sister Training, with response rate of 100%, 59% attendants rated the overall program as “excellent” while 35% rated it as “good” and 97% would encourage a friend to seek help through the Women’s Resource Center if needed. Several women commented on the following based on the training and information they received:

- *“I feel better educated about the process and how to handle and recognize [sexual] assault”. Comment from Safe Sister Training*
- *“It was very helpful on how to help victims.” Comment from Safe Sister Training*
- *“It left me thinking of how to make changes.” Comment from Safe Sister Training*

Advocate Training yielded a 100% response rate with attendants rating the program as either “good” or “excellent”. In addition, overall the content of the program was rated as either “good” or “excellent”. 100% of participants would encourage a friend to seek help through the WRC if needed. Comments from the training:

- “If these situations ever happened to me I know how to help myself and how to find help”
- “I feel better able to talk about these issues.”
- “To actually hear from people [presenters] made them more approachable.”

Women’s Resource Center again offered its annual **Take Back the Night**, the cornerstone sexual violence awareness program at Georgia Tech. organized by the WRC Women’s Awareness Month student committee. The event was held March 11, 2008 at a packed Campanile and attracted more than 700 participants. HPS classes offered extra credit with 357 students signing in from their classes.

Ten students visited the Women’s Resource Center for support or assistance regarding sexual assault during the 2007-2008 school year. Each of these students was assisted with resources and received at least 2-3 follow-up emails and/or phone calls for support. One student in particular went through the campus judicial system. The experience was empowering although the outcome was not what she desired. This past year she’s made amazing strides in finding her voice and to be able to speak out against her perpetrator at an annual campus event.

Actions Taken

The number of participants voluntarily signing up for Ally, Safe Sister and Advocate Training indicate an interest in continuing staff and peer trainings. The evaluation data, highlighted above, reinforce an increased awareness of both the issue of sexual violence, with an emphasis on consent, as well as how to help a student who has experienced violence. The WRC will continue presentations and trainings to the Georgia Tech

community, working in conjunction with the Department of Health Promotion's Violence Prevention Coordinator. The office will also continue individual support and referrals for victims of sexual violence. To further address the students' concerns, the center will work to improve the current Institute policies and practices.

Goal 3:

Operational Goal

The Women's Resource Center will conduct programs and seminars of interest to specific populations of women (freshmen, graduate women, women of color, international women and lesbian/bisexual women) who may be underserved on campus.

Outcome

After participation in WRC programs and services, participants will report high levels of motivation and encouragement from the Women's Welcome Event and related other programs.

Evaluation Strategy

A brief survey will be conducted at the end of programs and seminars offered by the Women's Resource Center. Informal focus groups will also be held on an annual basis.

Method of disseminating and using information for improvement:

Program evaluations will be reviewed by WRC staff on at least a yearly basis for annual events and at least once a semester for ongoing programming. Highlights will be shared at WRC Advisory Board meetings and included in annual report.

Summary of Results

This year the Women's Resource Center offered specialized programs to freshmen, graduate women and international women/student spouses. A summary of relevant findings:

Women's Welcome Event: Since 2001, the Women's Resource Center has offered a welcome event for freshmen with tips for succeeding at Georgia Tech. The event, co-sponsored with Residence Life, attracted more than 200 students (between East/West Campus), an increase from 128 in 2006. According to the program evaluations which yielded an average of 33% response rate, the majority of the women (75% on East Campus and 52% on West Campus) indicated that they were "motivated to develop a friendship with someone at the reception." An additional 24% were "somewhat encouraged." In 2006, only 68% of women indicated they were "motivated" (26% were "somewhat motivated") Ninety-six percent of the respondents on East Campus said they would recommend the event to new women next year. Additional findings for this program are listed under WRC Goal 1.

Women in the Wilderness: *Women's Night on the Climbing Wall:* Since 2000, the Women's Resource Center has offered joint programs with Outdoor Recreation at Georgia Tech (ORGT). During the Fall 2007, 25 women participated in the Women's Night on the Climbing Wall. 88% of participants rated the overall event as "excellent" and 12% as "good". 82% of the women were made either "more aware" or "somewhat"

more aware of resources on campus. 27% of the women were freshmen, while 26% were graduate women. Comments included, “Thanks so much. Great way to increase women’s confidence on campus”, “I had fun, it was rewarding to climb to the top [of the wall].” In Spring 2008, 35 women participated in Women’s Night on the Climbing Wall. 72% of participants completed a written survey after the activity. Sixty-six percent (66%) of participants were new to both ORGT and the WRC. In addition, 100% of respondents would recommend this program to a friend, demonstrating that a sense of community was created through the activity. A few comments were: “Great environment and friendly attitude”, “I feel like these events empower women and make us feel stronger.” All respondents (100%) also indicated that after this activity, they would be feel comfortable referring a friend to the Women’s Resource Center if appropriate. 22% of the participants were freshmen, while 17% of the participants were graduate students, demonstrating a good variety of women.

The WRC **Graduate Women’s Lunches** and Graduate Women’s Dinner Groups were designed to provide information on topics of interest to graduate women as well as build community among women graduate students. The lunches were more successful than the informal dinner groups, which were either worked well or stopped meeting regularly. Comments from the evaluations indicate that students felt supported by the opportunity to talk with other graduate women and learn about topics that they were not offered elsewhere on campus.

Actions Taken

Almost 100% of the respondents of the Women’s Welcome Event would recommend the event again next year. This message has been consistent almost every year of the program, indicating a strong desire from women for the continuation of the program to build community among new women at Georgia Tech.

As a result of 2006-2007 evaluations, we expanded the program by maintaining the current structure and goals of the program but offering it once on West Campus and once on East Campus to increase community and support for incoming women on West Campus. In 2006-2007, students did not indicate interest in visiting the Women’s Resource Center; however, this year, WRC student leaders were the student speakers and offered a welcoming and encouraging tone about being involved with the center. We plan to continue student testimonials as well as tips for success at the reception. Based on consistently positive results, the Women’s Resource Center plans to continue specialized program offerings to graduate women.

Goal 4

Learning Goal:

WRC student leaders and Women’s Leadership Conference participants will improve leadership skills through intentional leadership development.

Outcome

After participating in WRC student committees and/or the Women's Leadership Conference, participants will demonstrate an improvement in leadership skills.

Evaluation Strategy

Self-assessment for WRC student leaders.

Informal focus groups.

Women's Leadership Conference evaluation.

Method of disseminating and using information for improvement

WRC staff will review on at least annual basis. Highlights will be shared with program's advisory boards.

Summary of Results

WRC Student Leaders: Year-end celebration dinners for each group (2007 Women's Leadership Conference, 2008 Women's Awareness Month chairs, and WRC student staff) were utilized as informal focus groups. WLC, WAM and WRC student leaders were asked to verbally reflect on their leadership experiences. Students indicated that they learned about their own abilities and how to work on a team as well as improved their organizational skills through their leadership at the Women's Resource Center. Students also indicated a sense of pride and accomplishment for the quality of the student-organized programs they created through their hard work and vision. Returning WRC staff members were seen as having an increased self efficacy on the projects and assignments given throughout the year. One staff member in particular excelled as representing the WRC and developing solid programs for the office.

Women's Awareness Month: The Women's Resource Center offered the annual Women's Awareness Month in March 2008. The month of programs and events, organized by a student committee advised by the WRC, attracted more than 3,500 participants over the month (including a packed house the Ferst Center's show featuring comedian Paula Poundstone). The committee executed four solid programs while offering a dozen more collaborative programs with a variety of departments on campus. The committee introduced two new programs to the month, a Women's Day of Service and a Red Dress Fashion Show to benefit the local American Heart Association. More than sixty women came out to lend a hand around the local metro-Atlanta community on a cold, snowy Saturday, and more than 200 members of the Georgia Tech community supported WAM's first annual Red Dress Fashion Show. Eighteen Georgia Tech women dressed in red to help educate the larger campus community about women's heart health. During the celebration dinner committee members indicated that being involved with WAM was a beneficial experience. More than 50% of the committee re-applied for the WAM 2009 planning committee (several graduated).

Women's Leadership Conference: The Women's Resource Center offered the annual Women's Leadership Conference on November 2-3, 2007. The conference, organized by a student committee advised by the WRC, attracted 372 participants over the two-day conference. More than 60% of the participants noted this was their first conference, while

32% had been more than once. More than 61% were “very likely” to attend the conference next year. More than half of conference participants completed the written evaluation. Respondents overwhelmingly found the presentations and workshops “very beneficial” (42.5%) or “beneficial” (42%) to their lives. Only 9.5% found it “somewhat beneficial.” Less than 1% said “not at all relevant.” Participants were also asked how they personally benefited from the conference. A textual analysis of the comments found a positive impact on participants across genders, ethnicities and age. Examples include:

“Opened my mind to career opportunities.”

“I thoroughly enjoyed the conference. I met many people and learned a great deal about myself and my aspirations. I was encouraged!”

“The variety of workshops offered created opportunities that every woman could apply to any part of life.”

“I'm 60 years old and still trying to find the place where I belong; my passion; myself; my worth. These sessions helped.”

“I always enjoy this conference; the speakers are dynamics and relate to the audience; meeting new people help to make GT seem friendly; the atmosphere is open and friendly.”

“I really enjoyed the presentations and workshops. It is very good to listen to successful women.”

These findings are consistent with evaluations of past year’s conferences, indicating that the conference is a strong component of women’s programming at Georgia Tech, attracting and reaching a wide range of participants who, according to assessment data, do not all consider themselves to have strong leadership abilities.

Actions Taken

Information regarding the 2007 Women’s Leadership Conference has been disseminated to the 2008 student committee who utilized the findings to begin their planning of next year’s conference. The data was also contributed to the LEAD program for inclusion in overall Institute leadership assessment and will be shared at the next WLC Advisory Board meeting.

Survey monkey is a resource tool for the Office of the Dean of Students. WAM implemented a year-end survey online, which could gather leadership feedback as well from the student planning committee. This method will be considered for next year’s data collection. Due to the high response rate at the conference, WLC evaluations will remain hand-written.

Ferst Center for the Arts

Operational Goal

Students will experience the cultural arts through a variety of arts disciplines at the Ferst Center for the Arts.

Outcome

The Ferst Center for the Arts will increase the number of students attending cultural arts performances from 3,799 in 2006-07 to 4,780 in 2007-08.

Evaluation Strategy

Student attendance is tracked through the box office. Box office reports are available daily and at end of year for evaluation. Attendance records from previous years are also available for evaluation purposes.

Method of disseminating and using information for improvement

Student attendance numbers are reviewed by the director and the marketing staff at the end of each performance. The results are also discussed with the Student Advisory Board which meets 3 times a year and with the Advisory Board which meets quarterly. Student attendance is one factor used to determine future arts programming and marketing strategies.

Summary of Results

The number of students attending performances increased over the previous year. 3,799 students attended performances in 06-07 and 3,872 attended in 07-08. This was a 2% increase over the previous year but a 26% increase was projected. These factors were identified as contributors to having 908 fewer students than expected in attendance:

- One professional orchestra was scheduled on the same day as Homecoming and a second professional orchestra concert was cancelled. This accounted for about 600 less students.
- Comedian Josh Blue drew 300 students less than anticipated.

While these shows drew fewer students than expected, other cultural programs saw increases over similar programming in previous years. This included two Hispanic dance programs and two jazz programs.

Actions Taken

The Ferst Center will continue to evaluate student attendance in determining programming and marketing efforts that appeal to and reach students. This year to increase attendance at the first show of the fall semester (which is usually selected specifically with students in mind), the Ferst Center will begin its email marketing to current students earlier in the summer as a way of generating earlier interest in the performance

Goal 2

Learning Goal

Student employees working as ushers and concessions assistants in the Ferst Center will learn customer service and other business skills.

Outcome

As ushers, students will demonstrate knowledge of basic theatre management such as crowd control, assisting patrons, and emergency procedures. As concessions assistants, students will demonstrate knowledge of inventory control, sales techniques and financial transactions. Students will display professionalism and a great attitude.

Evaluation Strategy

Students receive continuous onsite evaluation by House Manager and Concessions Manager. Evaluations are conducted primarily by observation.

Method of disseminating and using information for improvement

Student employees receive in-person individual feedback from Managers. Information relevant to all employees on improving customer service or reviewing relevant procedures is discussed during a meeting held prior to the start of each event. Email communication is also used between managers and employees prior to each event.

Summary of Results

Students who learn skills as ushers and in concessions can generally move easily between the two positions. Patrons often comment to upper management on how helpful and courteous the student staff is at the Ferst Center. Students return to work at the Ferst Center throughout their years at Tech and these results in a knowledgeable and effective student staff.

Actions taken

The House Manager and Concessions Manager, with the direction of the Operations Manager, will implement a formal, written evaluation process for all student employees in order to document areas for improvement, their progress and their successes. This evaluation process will be implemented during Fall 08 and will be conducted once each semester with each employee.

Goal 3:

Learning Goal

Student employees working in the Box Office will learn computer software, customer service, and leadership skills.

Outcome

Students will demonstrate knowledge of the computer software by selling performance tickets and other items on sale in the Box Office, will demonstrate customer service skills by answering questions pertaining to events at the Ferst Center and assisting patrons in a variety of ways, and will demonstrate growth in leadership skills as they learn to lead other student employees. Students will display professionalism and a great attitude.

Evaluation Strategy

Students receive continuous onsite evaluation by Box Office manager and Box office supervisors who work closely with them. Evaluations are conducted primarily by observation. During and after the training period, supervisors use a checklist of ticketing and customer service procedures to evaluate the employees' progress.

Method of disseminating and using information for improvement

Student employees receive in-person individual feedback from Manager and supervisors. Information relevant to all employees is posted on ticketing software program used by all employees. Students have the opportunity to advance to a supervisory position and are given feedback on the skills/improvements needed in order to be promoted.

Summary of Results

This year one student was promoted to supervisor and most student employees proved they were able to operate competently in the absence of a supervisor. Students often demonstrate problem solving and leadership skills.

Actions taken

The Box Office manager will implement a formal, written evaluation process for all student employees in order to document areas for improvement, their progress and their successes. This evaluation process will be implemented during Fall 08 and will be conducted once each semester with each employee.

LEAD Program

Goal 1

Learning Goal Develop key leadership skills in students.

Outcomes

1. Students will comprehend the dynamics of a group and exhibit the ability to visualize a group purpose and desired outcomes through the learning and applying of key skills such as teamwork.
2. Students will be able to apply communication skills by demonstrating the ability to influence others and give presentations.
3. Students will be able to identify personal, work, and lifestyle values and explains how they influence decision-making.
4. Students will be able to articulate and assess personal skills and abilities.
5. Students will be able to connect leadership skills to their current and future professional development and other life experiences.

Evaluation Strategy

Qualitative data will be acquired through surveys conducted with students participating in leadership conferences and retreats, Career Tech Portfolio data, Institute Assessments, and observations to be conducted in select settings to measure demonstration of effective teamwork and communication skills.

Method of disseminating and using information for improvement:

Information will be disseminated through Project Reports, Annual Reports, the LEAD Advisory Board Review and special Project Reviews as necessary.

Summary of Results:

I. Foundations of Leadership Class

We now have survey data for three classes (Spring of 2006 to Spring 2007) based on a survey that was developed with input from the Student Affairs (SA) Director of Research and Assessment, Brenda Woods. The surveys cover the three semesters that the course has been taught.

A. Speakers

The class has between 5-9 speakers who discuss with the class some applied aspects of leadership. They permit the class to understand the connection of the instruction in leadership to professional experiences. These speakers are usually Tech faculty, staff and alumni. Their topics cover areas such as service and leadership, building professional relationships, toxic leadership, global leadership, and public policy. The speakers received high ratings from the students with few speakers receiving negative scores. No speaker has ever received more than 30% below average marks.

B. Class Activities

The class activities are designed to work on key skills such as teamwork and assessment, and ethical analysis. In each of the categories, the percentage of students rating the activity as a 3-5 or somewhat valuable to very valuable would be:

Teamwork	80%+ each class
Public speaking	90%
Assistance from TA	
Victoria	70%+
Luqman	70%+ except last semester 60%
Intel Case	100%
Challenger Case	80%
EQ Assessment Test	80%
DISC Assessment Test	100%
Capstone Paper	95%
(Katrina leadership paper)	

C. Class Outcomes in Key Leadership Areas

The survey asks the students to list the benefit to them of the class in a number of key areas. Some areas have only been covered once such as global leadership. In each of the categories, the percentage of students rating this activity as a 3-5 or somewhat valuable to very valuable would be:

Leadership Theory	80%+
Organizational Leadership	95%+
Global Leadership	100%
Teamwork	80%+
Communication Skills	85%+
Self Assessment	90%+
Ethical Reasoning	85%+
Applying leadership principles to a problem	100%

D. Overall Analysis

In each of the categories, the percentage of students rating the class as somewhat difficult to very difficult or a 3-5 on the survey would be:

Difficulty of class 80%+

In each of the categories, the percentage of students rating the class as an average amount of work to a lot of work or a 3-5 on the survey would be:

Amount of work 66%+

Last two classes 90%+

In each of the categories, the percentage of students who might recommend the class to definitely recommending it would be:

Recommend class 75%+

Last two classes 90%+

E. Analysis

I am comfortable with the students considering the class as reasonably hard and a fair amount of work. There is an upward trend on recommending the class to other students despite it being a reasonably hard class for an elective. The data from the surveys also confirms that from the student perspective the class provides substantial leadership benefits in a number of areas.

II. GT 1000

I asked Amy Stalzer for some information on GT 1000 in terms of leadership instruction and she allowed us to add a few questions to the GT 1000 instructor survey. We learned some useful information:

- Almost half (44%) the instructors who responded handed out the LEAD brochure I provided to them. If you figure 30 students per class that would be a minimum of 12 x 30 or 360 students receiving the brochure. The number should be higher since some instructors did not respond to the survey.
- Only 15% of the instructors responding did not provide leadership materials to the students.
- In terms of why students were not interested in leadership, the instructors said that students were single focus on academics (21%), time constraints (47%), not essential to their professional development (21%) and a variety of other factors (11%). This information parallels what we found in our focus group discussions with single focus students that resulted from Kathy Wallace's (ICPA) Leadership Focus Groups Survey last year.

IV. Leadership Conferences

GTLC (Georgia Tech Leadership Conference)

BLC (Black Leadership Conference)

WLC (Women's Leadership Conference)

The following is relevant information on the leadership conferences.

Registered Attendance

WLC: 300

BLC: 330

GTLC: 388

Survey Response Rate

WLC-194 (65%)

BLC-85 (26%)

GTLC-108 (32%)

Information Technology

Goal 1

Operational Goal

Student Affairs IT will improve server and web site security.

Outcome

A decrease will be observed in the number and frequency of logged probes and attacks.

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

The vast majority of events logged by the system were caused by normal network traffic on the subnet. The logs did, however, reveal some unusual traffic coming from networks outside the Georgia Tech network. The events logged were probing attacks and ssh brute force attacks on two machines on the 130.207.52 subnet. Logs from the machines being probed and attacked, verified the data from the central console.

Actions taken

The probes and brute force attacks resulted from a mis-configuration of the firewall that protects the 130.207.52 subnet. OIT manages this firewall for Student Affairs, and all requests for changes to the firewall must be made through them. A mistake was made on the subnet firewall that exposed the two machines to the internet. While the host-based firewall software protected the machines, we felt it necessary to ask OIT to provide us with the rule set for subnet firewalls after each change has been made. A review of the rule set should prevent mistakes from going unnoticed in the future.

Goal 2

Operational Goal

Student Affairs IT will improve desktop security by replacing current host-based anti-virus, firewall and anti-spyware software with a centrally managed product (ePO).

Outcome

1. Consistency in the product versions currently installed;
2. Access to a comprehensive set of reporting and statistical tools.

Evaluation Strategy:

Conduct random checks of ePO monitoring software at the console and creation of e-mail notification for potential problems. Review built-in reports.

Method of disseminating and using information for improvement:

Information will be distributed to the division via monthly e-mails. Milestones will be addresses at monthly staff meetings.

Summary of Results:

We have noticed an increase in virus activity over the past year. In the latter months of the review period the number of viruses found was increasing. Almost all viruses were found on staff machines. In all but one case, the anti-virus software successfully cleaned the viruses from the machines. In the one case where the virus was not removed, an email notification was sent to each member of the IT staff.

We did notice a decrease in viruses found on student used machines. We attribute this to our student workers bringing their own computers to work, and using their work computers only for work.

Actions taken

We increased the number of times our machines update the virus signature files. This should result in viruses being removed more quickly from the machines and should help protect us from fast spreading viruses and trojans.

We increased the number of scans that are preformed on a machine. The machines are now scanned 3 times a week during normal working hours. In addition, we have added a nightly scan task that will scan machines every night if they are left on.

While the email notification worked, we see room for improvement. We have modified the email notification to provide more data about the machine and the virus that infected the machine. We have also added an email notification so that the IT staff will be informed when a machine has been infected.

Goal 3:

Operational Goal

Student Affairs IT will improve and/or create documentation for current services and processes.

Outcome

- 1) Shorter learning curve will be observed for new employees, resulting in reduced training periods.
- 2) Proficiency will be improved in cross-departmental support.
- 3) Familiarity of current, in-house services and processes will be enhanced.

Evaluation Strategy

Internal and OIT management review of documents.

Method of disseminating and using information for improvement:

Some documents will be accessible by users on the web; feed-back will be evaluated on a rolling-basis and we will take action as necessary.

Summary of Results:

We have created documentation that, at this point is used solely by our IT staff, including our student workers. The documentation is focused on the servers that are operated by Student Affairs and the services they provide. Additionally, we have documentation about process and procedures used to create and apply system images to new machines. Actions taken:

We continue to collect and create documentation for our internal operations. Once we feel that we have sufficiently documented our infrastructure, we will move to collecting and creating documentation for our user base.

Goal 4:
Operational Goal

Training members of the IT staff will provide increased support services and products outside their relative areas, and provide IT staff members with training outside their current skill sets.

Outcome:

Better support for the division manifested through quicker turn-around time when internal support staff is unavailable.

Evaluation Strategy:

User feed-back will be obtained via Remedy Action Request System and will be reviewed during monthly Student Affairs IT meetings.

Method of disseminating and using information for improvement:

Built-in reporting tools will allow us to collect and review user-feed back, when it is supplied. This information will be review with the IT staff during monthly meetings.

Summary of Results

We were not able to collect adequate data for this reporting cycle.

Actions taken:

Because our users are not willing to use Remedy, we have decided to use a portion of our staff meeting time to discuss the various problem that arise that are department specific. We now log these common and or difficult problems in a database with solutions, and eventually discuss.

Success Programs

Goal 1: GT 1000

Learning Goals

A. To educate 60% or more of first-year freshmen on skills needed for success at Georgia Tech through the GT1000 Freshman Seminar course.

A. Students will acquire knowledge of university resources, information regarding their majors and possible careers, and strategies for academic success.

Outcome

A. Students who take the course will be retained to their second year at a higher rate than those not in the course.

Evaluation Strategy

A. A student-survey will be conducted at the end of each term for students to report how confident they are in skills related to academic success.

B. A document review will be conducted yearly to assess the retention rate of students in the course versus students not in the course.

Method of disseminating and using information for improvement

Student survey data will be disseminated by class to instructors by semester, and reviewed during teacher training annually.

Summary of Results

From Summer 2007 through Spring 2008, 1782 freshmen registered for GT1000. This represents 68.6% of the freshman class. The table below displays the data as stratified by semester.

GT1000 Enrollment Data by Semester, Summer 2007– Spring 2008

	Summer 2007	Fall 2007	Spring 2008	TOTAL
Total Number of Sections	10	58	5	73
General Sections	10	31	5	46
Discipline/Population Sections	--	27	--	27
Total Enrollment	196	1503	83	1782a
General Sections	196	725	83	
Discipline/Population Sections	--	778	--	
% of students who earned F or W in course	2.0% (N = 4)	4.6% (N =69)	10.8% (N= 9)	
Instructorsb	10	63	6	
Student Team Leaders	35	244	30	375

Notes:

This represents 68.6% of the entering fall freshmen class

The number of instructors is higher than the number of sections because some sections have co-instructors.

They were enrolled in a total of 73 sections across three terms (10 summer, 58 fall, 5 spring). Of those 73 sections, 27 were discipline/major specific and population specific (Presidential Scholars or Honors Program) sections, and 46 were general (interdisciplinary) sections.

At the end of each semester, students were asked to complete an online evaluation in order to self-assess their learning on each of the learning objectives of the GT1000 course. Statements were evaluated on a three-point Likert scale, where “1” indicated disagreement with the statement and “3” indicated strong agreement. Response rates (based on enrollments noted above) for each semester were as follows: 51% in Summer 07, 34% in Fall 07, and 28% in Spring 08. Data for each semester are shown below:

Learning Outcome	Sum 07	Fall 07	Spr 08
	Avg.	Avg.	Avg.
I am better informed about Tech and what opportunities are available to me.	2.60	2.54	2.83
I am able to write a resume that effectively demonstrates my experience.	2.65	2.62	2.87
I learned more about myself as a result of taking self assessment inventories.	2.12	2.11	2.46
I learned about campus resources for academic success.	2.60	2.61	2.75
I learned about involvement opportunities and extracurricular activities suited for my interests and goals.	2.53	2.46	2.59
I developed a personal study strategy based on my style and abilities.	2.17	2.11	2.57
I am a better, more effective team member.	2.27	2.25	2.65
I am better informed about my major and career.	2.59	2.54	2.61
I am better able to approach a professor.	2.46	2.30	2.42
I learned useful career skills related to interviewing and networking.	2.30	2.28	2.59
I understand the differences between high school and college, and what is expected of me at Tech.	2.58	2.66	2.86
I learned how to manage my time.	2.39	2.27	2.59

Overall, the GT1000 Freshman Seminar evaluations reported positive experiences of the freshmen across sections of the course. The students’ self evaluations of their outcomes shows that they believe they are making progress towards the outcomes the course hopes to achieve. Of concern, however, is the learning outcome “developing a personal study strategy,” which received low scores in both summer and fall semesters.

Retention data (evaluation strategy A) will not be available until September 2008. We are currently working with Institutional Research and Planning (IRP) on our assessment at the Institute level.

Actions taken

Survey results were shared with individual instructors. Those instructors with lowest outcomes (below satisfactory) were not invited to return for Fall 2008.

Instructor training for 2008 has added an entirely new section on time management and developing a personal study strategy.

A survey was given out to all Fall 2007 instructors to determine whether they felt the current GT1000 textbook was being utilized effectively to teach these topics. Based on responses from this survey, we will be piloting a new GT1000 textbook in Fall 2008 which will have enhanced chapters on study strategy planning and time management.

Goal 2: 1-1 Tutoring

Operational Goal

To provide an individual tutoring program which covers common first and second year curriculum that assists students in learning course material. To assess the quality of the tutoring program in meeting the needs of campus.

Outcome

Students will better understand their coursework as a result of their tutoring sessions.

Evaluation Strategy

Students will complete a satisfaction survey evaluating their tutoring experience after every tutoring session, and a comprehensive survey evaluating their course progress as a result of tutoring at the end of each semester.

Method of disseminating and using information for improvement

Data will be used at the start of each semester in hiring and training practices of tutors.

Summary of Results

Utilization of the 1-to-1 Tutoring Program increased dramatically during the 2007-2008 academic year. The number of actual appointments held is shown in the table below:

Semester/Academic Year	2005-2006	2006-2007	2007-2008
Fall	883	1042	1400
Spring	559	730	1088
Total	1442	1772	2488

As the table shows, a 40% increase in tutoring appointments compared with the 2006-2007 academic year was realized.

To assess the performance of tutors as well as the programs, students who come for tutoring are asked to complete a paper evaluation immediately after their first session

with a tutor. The following is an overview of average tutor performance and program evaluation:

Fall 2007 (N = 632 Responses from Tutees)

Breakdown of average tutor ratings:

(Rated 1-5; 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5- Excellent)

Rating criteria	Average Tutor Score
Knowledge of the subject	4.48
Effectiveness in communicating subject matter	4.56
Patience in explaining subject matter	4.83
Promptness and Reliability	4.77
Approachability	4.82
Overall effectiveness in enhancing learning	4.59

Tutoring program average ratings:

(Rated 1-4; 1-Strongly Disagree, 2- Disagree, 3-Agree, 4-Strongly Agree)

Question	Average Program Score
Participating in 1 to 1 Tutoring has improved my overall academic skill in this particular course	3.32
I would recommend 1 to 1 Tutoring	3.76
I will utilize this service again if needed	3.89

Spring 2008 (N = 390 Responses from Tutees)

Breakdown of average tutor ratings:

(Rated 1-5; 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5- Excellent)

Rating criteria	Average Tutor Score
Knowledge of the subject	4.66
Effectiveness in communicating subject matter	4.66
Patience in explaining subject matter	4.88
Promptness and Reliability	4.81
Approachability	4.85
Overall effectiveness in enhancing learning	4.71

Tutoring program average ratings:

(Rated 1-4; 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree)

Question	Average Program Score
Participating in 1 to 1 Tutoring has improved my overall academic skill in this particular course	3.42
I would recommend 1 to 1 Tutoring	3.72
I will utilize this service again if needed	3.89

Actions taken

With the dramatic growth in our tutoring and academic support programs, as evidenced by the data above, a revised position was created in Success Programs- Assistant Director of Success Programs/Director of Academic Support- to oversee tutoring and create new academic support initiatives.

A proposal for increased funding for 1-to-1 Tutoring was submitted to the Vice-President for Student Affairs. Approval for this funding is pending FY09 budget decisions.

Tutoring data will be shared with academic affairs leaders and faculty.

Operational Goal

A. New students will be integrated into the intellectual, cultural, and social climate of the institution.

Learning Goal

B. Students will acquire information about their major, academic programs, as well as campus departments and resources.

Outcome

- A. Students will feel less anxious about their transition to Georgia Tech after participation in the FASET program
- B. Students and guests will be aware of their resources and services available for Tech Students
- C. Students and guests will have a better understanding of their student's major

Evaluation Strategy

- A. Students and guests will complete an end of session evaluation including items focusing on anxiety, transition, academic advising, and information.
- B. Students will be contacted at mid-term to assess their need for more information and ease of transition
- C. Programs and services as content in the orientation program will be evaluated on a yearly basis

Method of disseminating and using information for improvement

Data will be compiled after orientation sessions and shared in annual reports.

Summary of Results

Evaluation Strategy A:

Data were collected throughout July and August 2007. Participants (both students and parents/guests) were asked tell us about their overall impressions of the orientation program and how effective has the FASET program been in achieving its goals. On a scale of 1 to 4 (1=not effective, 2=somewhat effective, 3=effective, and 4=highly effective). The results were as follows:

- To reduce anxiety you/your student may have about attending Georgia Tech 3.1
- To inform you about campus services, resources, and issues 3.5
- To demonstrate that Georgia Tech cares about its students 3.4
- To answer your questions 3.4
- To connect you with others in the Georgia Tech community 3.2
- Overall, how would you rate your FASET Orientation Leader? 3.4
- Overall, how would you rate the FASET Orientation program? 3.2

All categories were in the effective to highly effective range. We will continue to improve efforts, but feel confident in the transition services provided to new students and their parents and guests.

Evaluation Strategy B:

The Freshman Call-A-Thon was conducted during the last two weeks of October 2007. This coincided with mid-terms. Students were called by FASET Leaders and were asked a series of questions to assess their need for information and to ease transition. 631 students were contacted either directly or by voicemail.

On a scale of 1 to 5 (1=poor, 2=below average, 3=average, 4=good, 5=great). The results were as follows:

- So, how has your semester been so far? 4.0

13.6% of students who were contacted had additional questions to ask the caller. Callers were asked to look out for any freshmen that might be having a hard time. Signs include: Excessive negativity, many bad experiences with administration cited in conversation, no sign of involvement in anything on campus, sadness, express or intoned, crying, or vocal distress. Of the students contacted only 8 were flagged as needing follow-up and follow-up calls were conducted by the FASET Orientation Coordinator.

Evaluation Strategy C:

Data were collected throughout July and August 2007. Participants (both students and parents/guests) were asked tell us evaluate programs and services as content in the orientation program. On a scale of 1 to 4 (1=not effective, 2=somewhat effective, 3=effective, and 4=highly effective). The results were as follows:

- Please rate the morning Day 1 programs you attended
 - Welcome 3.2
 - Honor Code 3.2
 - Campus Community (Dean of Students) 3.2
 - History and Traditions 3.4
- Please rate your satisfaction with the afternoon interest sessions offered during the program day 1.
 - Assessment 3.1
 - Safety 3.4
 - Campus Living 3.3
 - Housing 3.2

- Greek Life 3.0
- Involvement 3.2
- Band 3.3
- Undergrad. Research 3.1
- Career Services 3.0
- Co-op 3.4
- Study Abroad 3.4
- Please rate your satisfaction with the evening programs offered during Day 1.
 - Campus Organization Fair 3.2
 - GT Life 3.1
 - Finding Common Ground 2.8
 - Whole World Theater Improv 3.5
 - Evening Social 2.8
- Please rate your satisfaction with the programming on day 2 of the program.
 - Computing 3.1
 - Buzzport 3.3
 - Financial Aid 3.1
 - Bursar 3.2
 - Advising Introduction 3.2
 - Academic Advising 3.3
 - Healthy Balance 3.1
 - Academic Support 3.3
 - Mock Lectures 3.2
 - Registration 3.1
- Please rate your satisfaction with the optional information sessions offered during the FASET program (Guests only).
 - Marketplace Information Fair 3.2
 - GT Parent Program Open House 3.3
 - First-Year Panel
 - Please rate your overall satisfaction with your academic advising experience. 3.4
- Please tell us about your satisfaction with your Academic Advising experience. On a scale of 1 to 3 (3=yes, 2=somewhat, 1=no). The results were as follows:
 - My advisor carefully explained the advising process and requirements. 2.7
 - I have an adequate understanding of my major and its requirements. 2.8
 - I felt prepared to register for classes after attending advisement. 2.6

Actions Taken

Our two biggest issues with the FASET survey were the response rate and the survey design. The response rate on our FASET survey was very low – 424 parents & guests completed the survey which is a yield of less than 5%. This low response rate must be addressed, so that we can better generalize the data. We are evaluating strategies to

increase response rate (schedule time, online monitoring, etc.). In addition, both parents and guests answered on the same survey with no way to delineate responses. To better evaluate the FASET program we will need to build separate surveys for parents and students, especially with the implementation of the new Parent Orientation initiative.

Two of the areas that scored lowest in satisfaction, were the evening activities for students, including “Finding Common Ground” and the “Social”. FASET cabinet, in hopes of increasing student satisfaction, is redesigning both of these activities.

In regards to the Call-A-Thon, based on the feedback from students and callers, we will be looking to adjust the time of the semester that calls are made. Currently, students are contacted at mid-term. This timing may be too far into the semester, so we are looking to complete calls in week 3-4.

Goal 4: FASET Staff

Operational Goal

A. Current students will be provided opportunities for leadership, personal and professional growth.

Learning Goal

A. Students will acquire knowledge about the campus, as well as increase their competency in key leadership skills areas (i.e. communication, teamwork, problem solving, and leadership).

Outcome

A. Student staff will feel better prepared to be FASET leaders and will have a higher self-reported level of competence in defined leadership skills.

Evaluation Strategy

A. Learning objectives will be measured through self-assessments throughout the summer.

B. Guests and students will complete an evaluation of their orientation leaders skill

Method of disseminating and using information for improvement

Data will be used in the hiring and training practices of staff.

Summary of Results

Evaluation Strategy A

A pre-evaluation was conducted for the FASET leader staff. Due to transition in the office with the Director of FASET and Orientation Coordinator, no records of these assessments exist.

Evaluation Strategy B

Students received feedback throughout the summer from participants in their small groups. These forms were given to each leader throughout the summer and were discussed with their cabinet mentor. In addition, participants (both students and

parents/guests) were asked on the FASET Program Evaluation to rate their orientation leader/group experience in July and August of 2007. On a scale of 1 to 4 (1=not effective, 2=somewhat effective, 3=effective, and 4=highly effective), the average response was a 3.3 with 87.2% rating their experience as effective or highly effective.

Actions Taken

A new system will be put in place to quantify to gather the pre-evaluation, mid-evaluation, and post-evaluation of FASET Leader and FASET Cabinet knowledge acquisition.

A more comprehensive evaluation will be created to further assess participants' experiences in leader lead small groups.

Goal 5 RATS Week/Welcome Home Month

Operational Goal

A. New and current students will be provided opportunities meet other students and campus service representatives.

Learning Goal

A. Students will learn about campus and campus culture.

Outcome

A. New and returning students will be able to identify social and academic support outlets.

Evaluation Strategy

A. A student survey will be used to determine awareness and interest, administered after the program yearly. A program host survey will be used to determine increased attendance as a result of the program

Method of disseminating and using information for improvement

Data will be disseminated to hosts of events for planning purposes yearly.

Summary of Results

Evaluation Strategy A

Assessment was conducted in September 2007. Results were compiled in November 2007. Important results included:

- Most students [93.3%] who attended events lived on campus and were in the Freshman Experience [73.5%].
- 82.1 % found the R.A.T.S. Week web site helpful and 62.5% found the Welcome Home Month web site useful
- Most students [71.9%] kept and used their printed schedules
- Responses supported current marketing techniques (Schedules at move-in, e-mails, t-shirts).

- 89.4% mentioned they would be interested in attending a reception/orientation by their department or major. This supported by the large attendance seen at the ME/NRE Ice Cream Social and College of Computing Boot Up! Programs.

20 per session, 15-20 per session

General Study Abroad Information Sessions

10 per session

8 per session

Game Night at the CRC

500

800-1,000

Health Services Scavenger Hunt & Ice Cream Social, 100, 75

Better cross promotion of events
Leading from Out of the Box and from the Edge
N/A
5

Career Services-Career Focus
200
175

ME/NRE Ice Cream Social
1,500
1,300

Transfer Student Social
100
85

Freshman Convocation
2,400
2,400

CeLIBration at the Library
600
750
Notification of other marketing opportunities
Comedian Josh Blue
600
637

Ferst Center Open House
300
300-500

Actions Taken

Using this assessment data regarding interest in departmental/major socials and the success of those who had them this past year, we are continuing to market to other academic departments through their Deans and Academic Advisors. A steering committee is being created for 2008 to ensure a well-rounded perspective of the campus community is included in the planning process.