

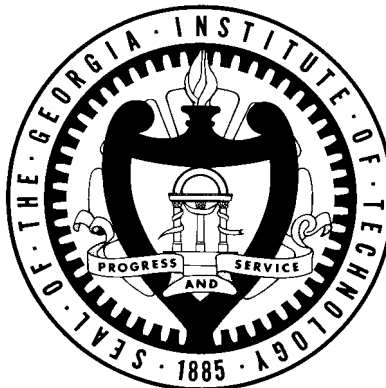


Georgia Institute of Technology

Georgia Institute of Technology
Division of Student Affairs

Final Assessment Report

2008-2009



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Campus Recreation Center (CRC)

Campus recreation inspires and promotes a healthy lifestyle through diverse, quality recreational opportunities and services to enrich mind, body, and spirit while enhancing lifelong learning. The Campus Recreation Center provides the GT community with a world class aquatics facility and state-of-the-art fitness center. The CRC continuously strives to meet world class standards for campus recreation by incorporating advanced innovative technology, dynamic programming, leadership development opportunities, and maximizing use of resources.

CRC Goal 1: ORGT

Learning Goal:

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

Outcomes:

Student employees will demonstrate the following skills to minimally a level of Meets Job Expectation: Reliability, Attitude, Policy and Procedure, and Initiative.

Evaluation Strategy

Work performance evaluations and consistent continuous feedback: self evaluation, supervisory evaluation.

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. Supervisor will meet with ORGT Manager and discuss new training initiatives around the outcomes of the evaluation.

Summary of Results

Self-evaluation: For the purpose of this report, CRC used spring 2009 evaluations. Twelve student workers were asked to rate themselves on "outcome" areas listed above. One student workers fell below Meets Expectation in area of Reliability while the others rated themselves as Meets Expectations.

Supervisor Evaluation. For the purpose of this report, CRC used spring 2009 evaluations. 12 of 12 employees were rated on the "outcome" areas listed above. Management rated 9 employees as Meets Expectation and 3 with Needs Improvement. Needs Improvement were in the following three areas: Reliability, Attitude, and 1 in Policy and Procedure.

Actions Taken

ORGT plans to provide more in-service training teaching skills in customer service and attitude. They also plan to train on how to handle problems at work, as well as provide more timely feedback to student employees around “outcome” areas above.

In terms of policy and procedure, ORGT Management will work to offer more targeted training in regards to risk management and will closely monitor this particular employee. Management will take necessary action steps to keep safety on the climbing wall one of the major focuses of in-service meetings.

CRC Goal 2: ORGT

Learning Goal:

Improve Customer Service at the CRC.

Outcome:

Customer service at the CRC will improve over the “c” grade given in the customer service analysis in FY07.

Evaluation Strategy

Customer suggestion boxes are currently placed through the CRC. Customer suggestions forms have been placed on the CRC website. Surveys on the 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

ORGT received 16 customer service suggestions which turned out to be questions instead of suggestions. More details about the questions follow.

- 6 were forwarded to appropriate people in the department
- 2 were spam
- 8 were basic questions about the Outdoor Program

Actions Taken

CRC responded to all 16 except 1 within the recommended time frame. The one that CRC responded to late was actually an advertisement that got lost in my email until recently. CRC answered the basic questions through email, then gave them a contact number and asked them to feel free to call the staff with any additional questions. They will continue to do their very best to answer customer service requests promptly and effectively.

ORGT Operational Goal #1

Learning Goal:

Promote 4 Fun Programming at ORGT

Outcomes:

ORGT offer "4-Fun" programming opportunities Geocaching and Rafting

Evaluation Strategy

4 programs a year

Method of disseminating and using information for improvement

Meetings with other ORGT Professional Staff each semester

Summary of Results

ORGT successfully marketed and executed 4 recreational trips serving 75 students

Actions Taken

ORGT will continue offering "4-Fun" programming as long as it is successful.

ORGT Operational Goal #2

Learning Goal:

Continue to promote risk management initiative

Outcomes:

ORGT promoted risk management throughout the operational areas: Wilderness Outpost & Climbing Wall

Evaluation Strategy

Did CRC offer the advanced training? Percentage of Instructors in Training interviewed?
Did Professional Staff attend risk management training?

Method of disseminating and using information for improvement

Meetings with ORGT Professional Staff weekly and student volunteer and paid staff (at monthly in-service meetings) on a regular basis to share data and offer training.

Summary of Results

- 1) CRC trained 4 Volunteer Staff in Advanced Wilderness Medicine
- 2) 100% of new Volunteer Staff, 30 Staff, were interviewed and took risk management training prior to representing ORGT/GT in the field.
- 3) Professional Staff attended outside risk management training in the area of challenge course technology and sea kayak touring.

Actions Taken

ORGT will continue to focus on risk management within operation/program areas.

ORGT Operational Goal #3

Learning Goal:

ORGT will offer 1 International Adventure a year

Outcome:

CRC offered one international adventure program to Isla Mujeres, Mexico

Evaluation Strategy

Did ORGT offer an International Adventure Program to GT students?

Method of disseminating and using information for improvement

Meetings with Professional Staff to assure that the trip was well planned

Summary of Results

CRC did offer the trip to run May 2-May 10th, 2009. Unfortunately because of H1N1 Flu, CRC had to cancel the program. ORGT traveled to San Jose, Costa Rica in May 2009 to scout for upcoming December 2009 outdoor eco-adventure trip offering.

Actions Taken

ORGT will continue to offer at least 1 International Outdoor Adventure trip each year to serve the GT campus community.

Staff Goal #1-Challenge Course

Learning Goal:

Offer training for Challenge Course Staff as well as learning opportunities for students.

Outcomes:

The Leadership Challenge Course project opening day has been delayed until late July. As end of May, we have hired staff.

Evaluation Strategy

Observation by Managers or designee on a random basis minimally once a year

Method of disseminating and using information for improvement

Meetings with Professional Staff to share on-going information and survey data around the training offered and constantly look for ways to improve it.

Summary of Results

No results at this time

Actions Taken

Plan to include a similar goal in FY10 Goals and Objectives.

Staff Goal #2-Volunteer

Learning Goal:

Offer new and innovative training for Volunteer Staff regarding policy concerning land/water sports, legal issues/risk management, and soft skills.

Outcomes:

Offered training to 35 New Incoming Volunteer Staff and 10 Current Volunteer Staff regarding sport policy, legal issues, and soft skills.

Evaluation Strategy

Survey Quiz, interviews, and observations

Method of disseminating and using information for improvement

Meetings with Professional Staff to debrief observations, review the surveys of how well we did at the training, and discuss interviews.

Summary of Results

- 1) After training, students were able to interpret and discuss new ORGT policy. 20 out of 20 respondents to the survey were able to correctly articulate the new ORGT policy on lightening.
- 2) Staff recalled specific policy and procedure for their specific sport. 18 of 20 students were able to correctly identify one specific important aspect of their sport policy.
- 3) Prof. Staff role played legal risk management issues via a case study for outdoor sports. 35 of 35 students who were asked to role play did so. Several students commented that running through this interactive role play was very helpful to them.

Actions Taken

Continue to offer on-going training and work every year to make it more innovative and effective for Volunteer Staff. CRC will do this by utilizing survey data of previous year to work on areas where they can increase effectiveness.

Staff Goal #3-Paid

Learning Goal:

Offer new and innovative training for staff regarding legal issues/risk management, and soft skills.

Outcomes:

Offered innovative training at the climbing wall introducing technology and role play questions into the monthly in-service meeting.

Evaluation Strategy

Observation by Professional Staff

Method of disseminating and using information for improvement

Meeting with ORGT Professional Staff. CRC staff regularly met regarding this goal for the climbing wall.

Summary of Results

Students are able to interpret and discuss ORGT policy. After CRC did training about incident reports and policy, 10 out of 10 students were able to articulate ORGT policy around incident reports and belay technique. Paid staff participated in two trainings this year on risk management and legal issues: (1) properly filling out incident reports and answering the “why”. (2) LCD mini projector risk management workshops –including scenario playing. 10 out of 10 employees were able to articulate and apply critical thinking skills to answer specific legal questions relating to their jobs at the climbing wall.

Actions Taken

Continue to strive to offer innovative training, specifically soft skills. Although the CRC staff addressed the area of soft skills around customer service, CRC staff thinks they can do better next year.

Participant Goal #1-Instructional Program Area

Learning Goal:

Promote the area of instructional rock climbing programming

Outcomes:

CRC intentionally promoted the Instructional Program rock climbing this year at the ORGT climbing wall. They put up posters and solicited employees to get more involved in the instructional area and were successful in getting more people in the loop of training. They were able to meet the measurements of this objective by addressing particular goals of the instructional program classes, and volunteer staff training system through our new “checklists”.

Evaluation Strategy

Observation by Professional Staff, Checklists of skills, Instructional Program & Climbing Wall Survey.

Method of disseminating and using information for improvement

Meeting with ORGT Professional Staff on an ongoing basis and analyzing the climbing community to discuss status updates on how their efforts paid off.

Summary of Results

- 1) By the end of the Climbing Beginner Class students were able to articulate proper clothing and essential gear for climbing. CRC had to cancel spring 2009 class due to weather hazard, but did do a fall 2009 class. Unfortunately for them, they did not address this particular question in our survey. Professional Staff did however observe proper clothing and equipment use while on the fall 2009 trip.
- 2) By the end of the Beginner Class, students practice skills in climbing and belaying technique, as noted on their program survey. 3 out of 3 respondents on the fall 2009 survey stated that they were 100% confident that they practiced climbing and belaying technique.
- 3) On the Top Rope Anchor Course, students practiced setting up at least one top rope anchor site, as verified on their program survey. This objective was met through Professional Staff observation as well.

Actions Taken

Continue to encourage rock climbing subcommittee growth and follow through with plans to market the climbing wall programs at the ORGT Climbing Wall. Also continue to develop the surveys to address specific learning outcomes. Need to make sure to reference the Annual Goals and Objectives when developing the survey questions.

Participant Goal #2-Climbing Wall

Learning Goal:

Offer climbing competition, increase awareness, and get students excited about the ORGT Climbing Wall

Outcomes:

Successfully offered a climbing competition, promoted awareness, and created excitement. Our climbing wall survey had 135 respondents, with the majority being very pleased with the climbing wall operations.

Evaluation Strategy

Observation by Professional Staff & Climbing Wall Survey.

Method of disseminating and using information for improvement

Meeting with ORGT Professional Staff

Summary of Results

- 1) Participants did meet and greet at the wall
- 2) Participants explored at least one climbing route during the competition
- 3) Participants had a great time during the climbing competition and want more of them

- 4) Out of the 135 survey respondents, 62 (53%) were overall satisfied with the climbing wall and 39.3 % (46) were very satisfied overall with ALL aspects of the climbing wall.

Actions Taken

Because of the great success, CRC plans to continue to offer climbing wall competitions each year. They think it brings needed attention and energy to the area. They want to focus on a theme like they did last year with Halloween. They want to do a competition survey next year to see how the students view the success of the competition itself. Everyone scored their survey so high, that they now need to consider how to raise the bar from being satisfied to very satisfied.

Participant Goal #3-Challenge Course Area

Learning Goal:

Promote new and innovative programming at the Leadership Challenge Course, reassess once a year

Outcomes:

At the time of this report, the challenge course was not open

Evaluation Strategy

Self-disclosure and survey

Method of disseminating and using information for improvement

TBD

Summary of Results

TBD

Actions Taken

Will incorporate a similar goal in the FY2010 Goals and Objectives

G.I.T. FIT

Goal: Fitness Instructor Training Program

Learning Goal

Enhance the quality and quantity of available G.I.T. FIT group fitness programs

Outcome

Group Fitness instructors will be able to 1) Identify major muscles of the body and appropriate exercises for each muscle group 2) Demonstrate appropriate form during warm-up, fitness class, and cool down 3) Identify appropriate music and tempo for each group fitness class

Evaluation Strategy

Performance evaluations are done each semester by the G.I.T. FIT graduate assistant and Fitness Coordinator. Each instructor is also required to do 2 peer evaluations throughout each semester. Participant evaluations are reviewed for each instructor.

Method of disseminating and using information for improvement

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

Summary of Results

Group fitness participants were asked to complete paper surveys during class. The following data was collected for summer 2008, fall 2008, spring 2009:

Summer 2008- 8 Surveys collected

100% rated the evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience) Good, Very Good, or Excellent.

Fall 2008- 31 Surveys collected

94% rated the evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience) Good, Very Good, or Excellent. 6% rated convenient class times as poor- these responses were analyzed and "best time of day" for classes were reviewed for these surveys.

Spring 2009- 55 Surveys collected

95% Agreed or Strongly agreed with evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience). It should be noted that based on feedback from Dr. Brenda Woods, the content of the Group Fitness Evaluation was updated.

5% Disagreed/Strongly Disagreed with either class time convenience or appropriate music speed. These evaluations were analyzed to determine potential convenient class times as well as classes where music may have been at an unsafe/inappropriate speed.

Actions taken

Based on competencies and data from their group fitness evaluations, instructor training courses were scheduled at the end of fall 2008 for BOSU, GravityPilates, and GravityGroup. These training classes were led by experienced instructors to provide instruction recommendations for certified instructors wishing to increase knowledge so that they may begin to sub and/or teach the above classes. Continued training and evaluation strategies will provide insight into lead instructors for our program and better cross-instruction (i.e. instructors will be trained to teach a variety of classes).

Evaluation data was also analyzed to determine ideas for additions to the group fitness schedule as well as convenient class days/times. This data will allow the group fitness program to continue to increase the quantity and quality of classes.

G.I.T. FIT

Goal: HPS 1040 (Health Course Requirement)

Learning Goal

Continue to incorporate multiple departments for cross-promotion

Outcome

At the completion of the lab, participants will be able to 1) Identify available G.I.T. FIT programs at the CRC; 2) Articulate strategies to maintain a healthy body composition; and 3) Articulate basic principles for developing strength /cardiovascular training programs

Evaluation Strategy

The G.I.T. FIT personal training staff provides a fitness assessment and reviews results and ratings for blood pressure, body composition, and flexibility. The student then calculated their body mass index and hands in the assessment sheet to their HPS 1040 instructor. Recently, HPS 1040 has added a Beginning Weight Training/Cardiovascular Training bonus opportunity.

Method of disseminating and using information for improvement

Content of the bonus opportunities (Beginning Weight Training/Cardiovascular Training) is reviewed by the Applied Physiology coordinator and G.I.T. FIT Assistant Director each semester.

Summary of Results

Numbers for participation in G.I.T. FIT bonus opportunities are as follows:

Summer 2008:

Fitness Assessments- 37 participants

Beginning Weight Training- N/A

Beginning Cardiovascular Training- N/A

Fall 2008:

Fitness Assessments- 102 participants

Beginning Weight Training- 51 participants

Beginning Cardiovascular Training- 35 participants

Spring 2009:

Fitness Assessments- 85 participants

Beginning Weight Training- 69 participants

Beginning Cardiovascular Training- 45 participants

Actions taken

Further assessment tools are needed to document the needs for additional lab concepts in the HPS 1040 class. The idea of a practical training lab is currently being examined to supplement the classroom lectures. Additional proposals/approvals are needed by the Applied Physiology department to further implement lab experiences at the CRC. G.I.T. FIT/Applied Physiology is currently developing a pre/post quiz that will assess learning outcomes with respect to information presented during the Beginning Weight Training and Cardiovascular Training classes.

G.I.T. FIT

Goal: Go T.E.C.H. (Healthy Lifestyle) Coalition

Operational Goal

Continue to improve a broader working relationship with various entities throughout the campus.

Outcome

Go T.E.C.H. will 1) Maintain 15-20 active participants and continue to increase active participation 2) Inform the GT community of the coalition and special events through the development of branding image and website 3) Provide collaborative health events for the campus community.

Evaluation Strategy

Participant numbers within the coalition and health events have been documented and are listed below. A post-event survey for Go T.E.C.H.'s first major health event, National Employee Health and Fitness Day was distributed to both vendors and participants of the health fair.

Method of disseminating and using information for improvement

Survey information from National Employee Health and Fitness day was analyzed and presented to the Executive Committee and work groups for further program planning and needs assessment.

Summary of Results

There are currently 37 active members of the Go T.E.C.H. Coalition, representing 18 different departments on campus.

Results from participation/survey for National Employee Health and Fitness Day- Health Fair and Campus Walk:

- 475 participants attended the health fair
- 33 vendors participated in the event
- 48 participants attended the campus walk
- 98 participants responded to the survey which was administered via e-mail.
Of the 98 respondents, 98 said they would attend a similar health fair next

year. This survey provided useful results for future planning (i.e. feedback on awareness of the event and screenings/services offered).

During 2008-2009 the Go T.E.C.H. branding image and website was launched (www.gotech.gatech.edu).

Actions taken

Based on the feedback from the National Employee Health and Fitness Day, this will become an annual event for Go T.E.C.H. It is also necessary to implement a student component to increase Go T.E.C.H. awareness. This student kickoff will take place in October 2009. Further recruitment for Go T.E.C.H is necessary to increase representation by both students and faculty.

G.I.T. FIT

Goal: Introduction to Fitness Series

Learning Goal

Continue to provide programs/activities that meet the needs/demands of our constituents.

Outcome

At the completion of the introduction series, participants will be able to 1) Demonstrate correct exercise technique while in the group fitness class/fitness center 2) Identify personal target heart rate and how to properly monitor exertion 3) Identify sources to consult if injury or fitness related contraindications are suspected.

Evaluation Strategy

This introduction series was evaluated through a pre/post test specific to the introduction class. Instructor observation was also utilized for participant performance/correct form.

Method of disseminating and using information for improvement

The feedback received from the pre/post testing allowed us to view why the participant attended the introduction class as well as if they knew pertinent information prior to taking the introduction class. This information allowed us to redirect the focus of the introduction series and our target population for such classes.

Summary of Results

CRC began offering the Introduction to Fitness series in Fall 2008. The classes were titled FUNdamentals of Group Fitness and included: Intro to Step, Gravity, Yoga, and Cycling. They did not receive any participants during Fall 2008 semester for the introduction classes. It was their analysis that because these were implemented mid-semester of Fall 2008, it may have been too late to appeal to participants wishing to join group fitness but haven't had the basic skills/knowledge for desired sessions. Therefore, during spring 2009, CRC implemented Introduction to Step, Cycling, and

Gravity during the first week of classes. For spring 2009 CRC collected the following data:

Introduction to Gravity (GTS) - 2 participants

1 participant received all correct answers on pre and post testing.

1 participant received 2 out of the correct on pre-testing and 3 out of 3 correct on post testing.

Both participants identified the primary reason they attended the class was to learn how to use the Gravity machines.

Both participants strongly agreed that after taking the introduction class, they now feel comfortable with the basics of a Gravity class.

Both participants strongly agreed that the instructor of Introduction to Gravity was informative.

Introduction to Cycling- 2 participants

1 participant received all answers incorrect on pre-testing and 2 out of 3 correct on post testing

1 participant received 1 out of 3 correct on pre-testing and 2 out of 3 correct on post testing

Both participants identified the primary reason they attended the class was try out a cycling class.

Both participants strongly agreed or agreed that after taking the introduction class, they now feel comfortable with the basics of a cycling class.

Both participants strongly agreed that the instructor of Introduction to Cycling was informative.

Introduction to Step- 0 participants

Actions taken

After the spring 2009 semester, CRC staff determined that further outside promotion is needed to cater to those participants who are in need of introduction to fitness. These individuals need to be caught earlier in the semester and may not be regular attendees to the CRC or read CRC promotional literature so further outreach is needed. Staff also needs to establish measurement tools (pre/post testing) for Fitness Center orientations as well as Beginning Weight and Cardiovascular Training.

G.I.T. FIT

Goal: G.I.T. FIT Group Fitness and Instructional Programs

Operational Goal

Obtain goal of increasing registrants for G.I.T. FIT programs by 10%

Outcome

Through program implementation, G.I.T. FIT will have the objective of 1) Increasing group fitness participation to 300 participants per semester 2) Continue to develop new

programs based on health/fitness trends 3) Provide specialty demonstrations each semester to increase exposure of both new and existing programs.

Evaluation Strategy

Numbers are evaluated per G.I.T. FIT program area (group fitness, instructional programs, personal training, massage therapy, etc.) and a total number is calculated with regard to all G.I.T. FIT programs. These numbers are generated by the CLASS software system.

Method of disseminating and using information for improvement

These numbers are reviewed by the Asst. Director of Fitness, Fitness Coordinator, and Fitness Graduate Assistant to determine classes that have low/high participation. Group fitness class trends (average participation of individual group fitness classes) are also reviewed to determine future scheduling.

Summary of Results

Total G.I.T. FIT participation was reviewed. The following represents key program areas that have been analyzed to determine changes from 2007-2008 to 2008-2009:

Program Area	Sum 07	Sum 08	Fall 07	Fall 08	Spr 08	Spr 09
Group Fitness	129	144	284	242	357	373
Personal Training (includes one-on-one and buddy training)	20	36	47	58	51	69
Learn to Swim (includes group, one-on-one, and semi-private lessons)	9	116	30	75	55	140
Massage Therapy	10	24	43	28	37	42
Total G.I.T. FIT Participation *	412	644	1045	1105	1175	1484

***Includes all programs: Instructional, Martial Arts/Self Defense, Group Fitness, Personal Training, Swim Instruction, Massage Therapy, Certification/Prep Courses, and HPS Classes.**

Percentage Change: Summer 07/Summer 08= 56.3% increase

Percentage Change: Fall 07/Fall 08= 5.7% increase

Percentage Change: Spring 08/Spring 09= 26.3% increase

Actions taken

It is CRC's goal to continue the increase in G.I.T. FIT participation as seen from spring 2008 to spring 2009. As they increase the variety of instructional and group fitness programs available, a large portion of the participation will depend on continued promotions and demonstrations of new/existing classes. Based on the response to our fitness demonstrations held in the first floor lobby of the CRC at the beginning of each semester, they will continue this promotional tactic. In order to provide consistent increases in personal training, it is imperative that they continue to grow our personal training staff. Currently, 8 fitness attendants are attending bi-weekly personal training exam review preparation sessions with our Fitness Coordinator. It is hoped that these 8 trainees will be certified by the mid-semester of fall 2009. Continued promotion is also necessary for their Learn to Swim program. They must continue to investigate ways to provide outreach to prospective community swim participants.

G.I.T. FIT

Goal: Personal Training Program

Operational Goal

Increase the social aspect and exposure of personal training by incorporating special events and additional session opportunities.

Outcome

Grow the personal training program with the objectives of 1) Increasing marketing efforts through more defined programming, brochures, specialty programs 2) Increasing total package purchases by 15% 3) Assisting with marketing of Polar BodyAge assessment programs 4) Increasing group opportunities through use of the Buddy Training program.

Evaluation Strategy

Numbers are evaluated based on total number of personal training package purchases. The type of packages purchased is also analyzed (i.e. 2 sessions, 10 sessions, Buddy Training). These numbers are generated by the CLASS software system.

Method of disseminating and using information for improvement

These numbers are reviewed by the Asst. Director of Fitness, Fitness Coordinator, and Fitness Graduate Assistant to determine which personal training packages are the most frequently purchased. This information will establish what services can be added or deleted from CRC's personal training offerings.

Summary of Results

Total personal training participation was reviewed. The following reflect changes from 2007-2008 to 2008-2009:

Program Area	Sum 07	Sum 08	Fall 07	Fall 08	Spr 08	Spr 09
Personal Training (includes one-on-one and buddy training)	20	36	47	58	51	69

Percentage Change: Summer 07/Summer 08= 80% increase

Percentage Change: Fall 07/Fall 08= 23.4% increase

Percentage Change: Spring 08/Spring 09= 35.2% increase

The 2nd Annual CRC's Biggest Loser was held during spring 2009. Seven students and twenty faculty/staff participated in the 12-week program with the "Biggest Loser" reducing 25.29% of his body weight. The combined weight loss of all participants was 394 pounds. The program had the following workout programs available for the participants, thus exposing them to different exercise techniques/classes:

1. 2 team workouts per week (separated into White, Blue, Gray, and Gold)
2. 1 weigh-in per week
3. 2 group workouts per week (all Biggest Loser participants)
4. 3 group competitions
5. 2 seminars- Exercise and Obesity; Nutrition
6. Participants were also permitted to go to any group fitness class on the Spring 2009 schedule

These participants were classified as "beginner exercisers"- meaning that they had not engaged in a consistent exercise program for over a year and/or had never engaged in an exercise program. These were also participants who had a goal weight loss of 15 or more pounds. Through classes such as cardio kickboxing, bootcamp, yoga, and indoor cycling, the participants were exposed to classes they may not have taken by choice. This program provided a promotional tool for the CRC/G.I.T. FIT program, including the personal training program, group fitness, and Polar BodyAge assessment. Participants without a current CRC membership were also provided a 12-week membership to participate in the program.

The HPS 1040 class (Health Course Requirement) was utilized as a practical component of the course, promotion for fitness assessments and the importance of tracking health information. The HPS Assessment was offered as a bonus opportunity for the HPS 1040 classes and provided the student with numbers for blood pressure, flexibility rating, and body composition (3-site method). The student was also asked to compute his/her Body Mass Index (BMI). The personal trainer explained the scores and classifications as well as provided an opportunity for the students to ask questions about their current exercise program or how to begin an exercise program.

Summer 2008:
Fitness Assessments- 37 participants

Fall 2008:
Fitness Assessments- 102 participants

Spring 2009:
Fitness Assessments- 85 participants

Actions taken

It is CRC's goal to increase awareness and opportunities of personal training and fitness assessment. Through campus outreach, such as HPS 1040 classes and on-site seminars/programs, personal training inquiries are on the rise. Due to the request for friends/co-workers to train together- the buddy training package was created. This has increased the number of personal training packages purchased through 2008-2009. Also, based on the success of the Biggest Loser program, group training will become available during summer 2009. Further promotional materials are necessary to showcase the benefits and options available for personal/group training.

G.I.T. FIT

Goal: Gravity Training System (GTS) Participants

Learning Goal

Increase awareness of functional training and life-long fitness programming

Outcome

At the completion of the course, participants will be able to: 1) Demonstrate correct exercise technique/position on the GTS machines 2) Identify 2 differences between functional training and regular strength training programs 3) Identify GTS alternatives for prior injuries/conditions. 4) Define the benefits of using the GTS

Evaluation Strategy

The Gravity Training System (GTS) class was evaluated through use of the participant survey, class participation trends, and observation by instructor.

Method of disseminating and using information for improvement

Content of the participant survey was shared with the instructors and used for future semester group fitness scheduling.

Summary of Results

Although post-testing was not administered to the participants, through instructor observation, it was determined that those individuals were trained/familiarized with GTS set up and proper adjustments in intensity levels. Articles on the benefits of the GTS and cross-training were also distributed in the studios.

Gravity Training System (GTS)- Participation Trends by Class Type	Summer 2008	Fall 2008	Spring 2009
Gravity Interval (Noon)	4	4	N/A
Gravity Pilates	4	3	4
Gravity Blast	N/A	N/A	7
Ride N Glide	7	7	11
Gravity Group	3	N/A	N/A
Gravity Interval (Evening)	4	4	4

93.3% of survey respondents specific to GTS training (i.e. Gravity Pilates, Ride and Glide, Gravity Interval) gave the class/instructor a rating of between Good-Excellent. The 6.7% responded a rating of Poor to the convenience of class time.

Actions taken

In response to the popularity of Gravity-style classes (not reflected in averages), many “fusion” classes were developed to prevent having to turn participants away (due to the limited number of GTS machines). The combination classes (i.e. Ride and Glide) allow twice the amount of participants in the class (while several participants are on the GTS machine, the other participants are on the bike or performing an interval segment on the floor). Instructors have been trained in the variety of combination classes to demonstrate to participants how interval/cross-training with the GTS is different from a regular strength training workout with weights. Further data collection is necessary to provide information on learning outcomes with regard to functional training.

G.I.T. FIT

Goal: Fitness Attendant In-Service Training

Learning Goal

Enhance the quality of fitness attendant knowledge of the fitness center equipment/policies and basic exercise principles.

Outcome

By participating in staff orientation and in-service trainings, Fitness Attendants will be able to: 1) Offer general equipment orientations. 2) Utilize correct spotting techniques/form recommendations 3) Respond to risk management issues with respect to EAP 4) Understand and utilize proper cleaning techniques

Evaluation Strategy

Performance is evaluated through observation by the G.I.T. FIT staff (Asst. Director, Fitness Coordinator, and Graduate Assistant). Observation of the employee is taken into consideration for this evaluation process (i.e. performance while on the fitness floor and willingness to take on additional responsibilities/assist with projects, as needed). A list of performance standards are given to provide full explanation of the disciplinary action guidelines and award of excellence recognition. This information is reviewed with the fitness center staff each semester.

Method of disseminating and using information for improvement

Face to face review of performance and disciplinary/award points with the employee by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

Cleaning procedures, EAP, and fitness center procedures were reviewed with the fitness center staff at each monthly in-service training. The fitness center cleaning sheet was re-organized and priority cleaning areas set. In addition to monthly in-service trainings, this information was reviewed with each staff member during their shift.

Based on this additional training, fitness center cleanliness did increase (based on Fitness Coordinator observation) and the checklist has been followed more directly. This means that fitness attendants have better documented equipment cleaned versus equipment that they did not have an opportunity to clean during their shift. This communication has assisted with identifying neglected equipment during our cleaning/maintenance process.

Actions taken

Based on observation by the Asst. Director/Fitness Coordinator, further training is necessary to provide continuing education to our fitness center staff. This training should include: how to provide an effective fitness center orientation, additional spotting techniques, and response to EAP.

Further assessment tools are necessary to evaluate fitness center staff performance. As with our group fitness instructors, we are currently working on a better staff performance evaluation for their annual review.

G.I.T. FIT

Goal: Personal Training Continuing Education

Learning Goal

Increase personal training opportunities for the staff and participants.

Outcome

By participating in staff in-service and training programs, Personal trainers will learn to 1) Effectively lead a group clinic/workshop. 2) Find their comfort level with specialty training or training in general populations. 3) Promote their services and the G.I.T. FIT personal training program.

Evaluation Strategy

Performance is evaluated through observation by the G.I.T. FIT staff (Asst. Director, Fitness Coordinator, and Graduate Assistant) and productivity of the personal training staff (i.e. number of sessions sold during each semester, special event sessions held).

Method of disseminating and using information for improvement

Face to face review of performance with the employee by the supervisor allows for goal-setting for continuing education and review of personal training protocol.

Summary of Results

The following staff experiences were made available to CRC personal training staff during 2008-2009.

- Fitness Center Orientations- These 1 hour sessions were led by a personal trainer and included an introduction to the fitness center and explanation of G.I.T. FIT program information. Personal trainers that instructed these sessions were first taken through orientation training by the Fitness Coordinator or Graduate Assistant.
 - Summer 2008- 2 orientation sessions offered
 - Fall 2008- 3 orientation sessions offered
 - Spring 2009- 4 orientation sessions offered
- Polar BodyAge Demos- Personal trainers receive BodyAge training upon hire and continue to utilize this training and information distribution during fitness demos (held at the beginning of each semester), HPS 1040 assessments, and special events such as student health fairs.
- Biggest Loser Program- This program gave 4 selected personal trainers the opportunity to develop skills in group fitness training, exercise programming for special populations, team building (through the use of monthly team competitions) and behavior modification techniques for health/fitness habits. Prior to program implementation, the 4 trainers met with the Asst. Director and Graduate Assistant to review health history screening guidelines, exercise progression, program development, and contraindications to exercise.

Actions taken

Based on the ever-changing industry trends and the turnover with student staff, there is a need for continuous training with functional training techniques and proficiency with group personal training. This skill set will require further continuing education programs

(external training) and presentation of techniques during in-service trainings (internal training led by personal trainers and Fitness Coordinator).

The personal training survey has recently been developed for clients to provide feedback on their experience with their trainer. This tool will also document why a client will or will not continue working with a trainer. This survey is new as of late spring 2009 and will be administered to all personal training clients beginning summer 2009.

Intramurals

Goal: Freshman Introduction

Learning Goal

Introduce incoming freshman to the intramural program, both as a participant and potential student worker.

Outcome

By the end of spring phase 1, freshman will: 1) Become aware of the opportunities within the IM program; 2) Better understand the process required to register a team.

Evaluation Strategy

An online survey via Zoomerang was administered via the intramural webpage and through the team captains.

Method of disseminating and using information for improvement

Results will be discussed at the Supervisor Retreat; however

Summary of Results

A learning curve does indeed exist for incoming freshman, both in terms of being aware of the process of registering team and employment awareness. The survey showed that prior to the start of the fall semester, 72% of the participants were either knowledgeable or very knowledgeable of the sports offered; and 20% of them were either knowledgeable or very knowledgeable on the process to register a team. At the conclusion of the fall semester, 83% of the participants were either knowledgeable or very knowledgeable of the sports offered; and 49% of them were either knowledgeable or very knowledgeable on the process to register a team. Within the same period of the fall semester, less than 30% were of aware of the employment opportunities prior to fall; and 40% were aware at the conclusion.

The positive point to make is that a general awareness of the intramural program is appears to be prevalent among incoming freshmen.

Actions Taken

Continued effort must be made to address the learning curve of incoming freshmen regarding employment and registration process. Although FASET is a viable resource to

that end, other alternatives for educating freshmen at a faster pace will be discussed and agreed upon at our annual retreat. Continued effort toward Housing/RHA is a practical option that can provide improved results.

Goal: Leadership Training Development

Learning Goal

Increase staff understanding of leadership development

Outcome

At the conclusion of the Intramural Supervisor Retreat, supervisors will: 1) learn and understand Maxwell's Definition, Keys to, Most important ingredient, Price Tag, and Most important lesson of Leadership; 2) be able to apply new knowledge to IM setting

Evaluation Strategy

A pre and post test was administered to the intramural supervisors at the retreat.

Method of disseminating and using information for improvement

Results were openly reflected at the retreat. Specific topics of Maxwell's Definitions were targeted during the three-day retreat and throughout the year at various staff meetings.

Summary of Results

The fifteen intramural supervisors were given a ten-question survey prior to the start of our annual retreat. The survey centered on John C. Maxwell's book "Developing the Leader in You", who is considered the expert on leadership development. This survey showed less than 10% of the supervisors scoring 50% or above. At the conclusion of the retreat, nearly 70% of the supervisors scored 50% or above on the post-retreat survey covering the same topics. This survey was intended for the full-time staff to gain an understanding of the theoretical knowledge base of our student leaders prior to the retreat; and to determine their level of understanding of Maxwell's leadership concepts. The results describe little pre-retreat knowledge of key components of leadership by CRC supervisors and a general understanding of them at the conclusion.

Actions Taken

Based on the survey results and other discussion topics at the retreat, specific areas of leadership were continually focused on throughout the year. Through weekly trainings and via observation, the intramural staff was consistently provided feedback on their progress toward applying the newly-learned leadership principles. Advancement and application of Maxwell's leadership development objectives were added variables in the supervisor's end-of-semester's performance review.

Goal: Participant Sportsmanship

Learning Goal

Improve overall level of sportsmanship for participants from prior year.

Outcome

Through participating in an intramural sport, student's participants will: 1) Associate the IM Program with positive, sportsmanship values; 2) Distinguish between poor and proper sportsmanship behavior.

Evaluation Strategy

Reviewed all game sheets from the 2007-2008 intramural seasons and compared those sportsmanship scores to those from the 2008-2009 intramural seasons. Every game for each of the major sports (Flag Football, Soccer, Basketball and Softball) was added together and average for each league within the above listed sports. An average was taken for each league (Graduate, Fraternity, Housing, Independent, Women and Co-Rec) as to the overall sportsmanship from each of these leagues during both the 07-08 and 08-09 years.

Method of disseminating and using information for improvement

There were three ways in which the ideals of sportsmanship were presented to all intramural participants:

1. A power point slide during all registration meetings, explains the definition of sportsmanship according to Wikipedia and a definition giving by the intramural program of sportsmanship as it applies to all participants
2. During each intramural game pre-game captains meetings officials and supervisors would spend approximately two minutes going over sportsmanship values and expectations.
3. During all player ejection meetings a participant was required to submit a letter in regards to their ejection, once the letter was submitted that player served a one game suspension and then was made eligible to participate.

Summary of Results

As a result of the intramural programs proactive approach to sportsmanship the overall average of sportsmanship increased from the 07-08 to the 08-09 year by .004. Although this increase may not seem large, it should be taken in context of approximately 2080 games each year. Also, as a result of the steps taken the number of ejections from intramural games decreases from 30 ejections in 07-08 to 18 in 08-09. Officials used the training tool to help manage games better and participants had a better understanding on sportsmanship during their intramural games.

Actions Taken

Based on the results the implementation of sportsmanship at the registration meeting power point and our training of officials have lead to an improvement in sportsmanship by the participants. This is evident in the number of ejections from the 07-08 year to the

08-09 school year as well as the increase in overall sportsmanship scores. This will continue to be an area of focus for intramural participants; our goal will be to determine a way to reach all intramural participants and teach them the value of sportsmanship.

Goal: Official's Training

Learning Goal

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

Outcome

After officiating flag football and basketball, student officials will be able to better control an intramural game and it's participants during intramural activities. Student officials will develop a variety of ways to deal with conflict management.

Evaluation Strategy

Approximately 600 written evaluations were performed on 60+ student officials throughout fall and spring Semesters

- All evaluations were conducted by the Intramural Coordinator
- Each student official was evaluated at least once a week during the regular season for both flag football and basketball
- 90% of student officials set up mid-season meetings to discuss areas of improvement

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
- Hard-copy evaluations were presented to the officials, with specific recommendations for improvement
- Officials were given feedback at the end of each season; if the official wanted to meet student official would meet with intramural Coordinator to discuss feedback

Fall 2008

- Officials were initially trained through clinics for Flag Football, Soccer, Sand Volleyball, and Indoor Volleyball
 - Flag Football – 3 nights
 - Soccer – 2 nights
 - Sand and Indoor Volleyball – 1 night each
- Number of officials who attended trainings
 - Flag Football – ~40 each of 3 nights
 - Soccer – ~30 each of 2 nights
 - Sand and Indoor Volleyball – ~15 each night

Spring 2009

- Officials were initially trained through clinics for Basketball, Indoor Soccer, Softball and 4-on-4 Flag Football
 - Basketball – 3 nights
 - Indoor Soccer – 1 night
 - Softball and 4-on-4 Flag Football – 2 nights each
- Number of officials who attended trainings
 - Basketball - ~40 each of 3 nights
 - Indoor Soccer - ~20
 - Softball and 4-on-4 Flag Football - ~30 each night

Summary of Results

Quantitative results from on-field/court evaluations using the following Sliding Scale:

1-8 Needs improvement
9-12 Below average
13-16 Average
17-21 Above average
22-25 Excellent

New Flag Football officials

Week 1 average: 9.56
Week 3 average: 12.23
Week 6 average: 15.48

Returning Flag Football Officials

Week 1 average: 13.74
Week 3 average: 17.62
Week 6 average: 21.04

New Basketball officials

Week 1 average: 8.40
Week 3 average: 11.95
Week 6 average: 14.52

Returning Basketball Officials

Week 1 average: 12.71
Week 3 average: 16.58
Week 6 average: 19.67

Qualitative results

Fall 2008

- Fifteen returning officials aided in training and clinics, including participation in the Fall Classic pre-season tournament
- Twenty-Two returning officials refereed in the playoffs (all sports) and 13 refereed championship games
- Ten returning officials represented Georgia Tech at the Georgia State Flag Football Tournament at Georgia Southern University
- Five of the eleven State Flag Football officials were attending an extramural event for the first time
- Eleven out of fourteen new officials (all sports) were scheduled as Head Referees by week 2 of each season

- All 14 new officials were scheduled as Head Referees by week 3 of the season
- Thirteen new officials refereed in the playoffs
- Six new officials refereed championship games

Spring 2009

- Fifteen returning officials aided in training and clinics, including participation in the Roundball Classic pre-season tournament
- Thirty-three returning officials refereed in the playoffs (all sports) and 15 refereed championship games
- Six returning officials represented Georgia Tech at the Georgia State Basketball Tournament at Georgia State University
- Four returning officials represented Georgia Tech at the NCCS Regional Basketball Tournament at the University of Georgia
- Two of the six state basketball officials were attending an extramural event for the first time
- Twenty-three out of thirty new officials (all sports) were scheduled as Head Referees by week 2 of the season
- All thirty new officials were scheduled as Head Referees by week 4 of the season
- Twenty new officials refereed in the playoffs
- Nine new officials refereed in the championship games

Actions Taken

Based on the feedback from our students and Intramural Coordinator as well as the results from CRC's on-field/court evaluations, their training and evaluating process have made improvements to the overall level of intramural officiating.

An area that CRC will focus on is in the area of game management as in both football and basketball new officials took longer to reach the head referee position than in previous years. A slight change in our pre-season training will be improved to help official's better deal with conflict situations. The use of video and online trainings will allow intramural to reach the maximum number of student officials during training sessions, this will be a point on emphasis for the upcoming year.

Sports Clubs/Summer Camp

Goal: Travel Communication

Learning Goal

To enhance and improve the travel regulations for all sport clubs

Outcome

By the end of Fall Workshop SC officers will: 1) become aware of the new travel request form; 2) Better understand the process required to travel as a sport club

Evaluation Strategy

Each club was evaluated on an individual basis with regards to each trip taken. Each sport club was required to submit a travel request within five days of their trip. The form was reviewed and approved by the Sport Club Coordinator and occurred throughout the school year. At the completion of the spring semester, it was found that 94% of the travel forms submitted were approved on the initial submittal.

Method of disseminating and using information for improvement

Results were discussed on an individual basis based on the form submitted. Instantaneous feedback was provided from the Sport Club Coordinator to the clubs.

Summary of Results

In the past many sport club were traveling without knowledge of the Sport Club Office. This new format and travel request form formalized the travel procedures of the sport clubs. It is a two-way street of information between the CRC and the sport clubs. It proved successful and will be enhanced in the coming years with some online access to the form for submittal.

Actions Taken

Continued effort must be made to inform sport clubs of the travel policies set forth by the Sport Club Office. This is done for their safety and protection.

Goal: Leadership Training

Learning Goal

Increase Sport Club Officers' understanding of leadership development

Outcome

At the conclusion of the Sport Club Workshop, officers will: 1) learn and understand the keys to effective leadership; 2) be able to apply new knowledge to their sport club model

Evaluation Strategy

A pre and post test was administered to the SC officers at the workshop.

Method of disseminating and using information for improvement

Results were discussed at Sport Club Council meetings and via individual sport club meetings. The errors were talked about with each individual club in terms where their short falls were in understanding.

Summary of Results

The one factor affecting many clubs over the years has been turnover of information once officers change. CRC's goal they aimed at in the workshop training was teaching delegation as a leader. They focused on the factor that this can help a club flourish and

aim the club at long term goals rather than operating a one year clip. They found from the results that 55% of clubs did not engage other members of the club into goals of the club nor did they encourage other non-officer members to get involved in club administration. They also discovered that some of the members (41%) had no formal training in officer responsibilities.

Actions Taken

Based on the results, CRC dedicated sport club council time to teaching the factors important to getting other members involved. This included ownership and dedication outside the field of play. They also required all officers to bring one non-officer member to the meetings so that new members could learn the policies and procedures involved in running a sport club and appreciate the value of the leadership position. They also assisted clubs in creating club notebooks that kept track of club information to help transition of officers easier.

Goal: Fundraising Booklet

Learning Goal

Provide a learning tool for sport club officers that facilitate their fundraising opportunities.

Outcome

With the introduction of the sport club fundraising booklet during the Fall 2008 semester, Sport Club Officers will: 1) Become more aware of the fundraising requirements set forth by SGA; 2) Work with other areas on and around campus, other than the SGA, to secure additional funds for general budget and special circumstance needs.

Evaluation Strategy

During the SGA budget meetings, each club prepared their fundraising ideas for the school year. Through observation and evaluation, the Sport Club Coordinator was able to ascertain the level of fundraising knowledge and awareness each club learned from the booklet.

Method of disseminating and using information for improvement

During Sport Club Council meetings, ideas were able to be shared on positive and negative experiences with different fund raising ideas.

Summary of Results

As a result of the booklet and meeting with the Sport Club Coordinator, all sport clubs met their fundraising requirements from the SGA and 40% of the clubs saw an increase in new revenue sources for the school year.

Actions Taken

Based on the results the booklet will continue to serve as a great resource for clubs. They will strive to get more clubs involved in alternative revenue sources. Each year the booklet will be updated with new and promising ideas for revenue sources outside of the SGA for the sport clubs.

Goal: Counselor Training

Learning Goal

Enhance camp counselors ability to improve the level of enjoyment for all campers at Camp teCh wReCk.

Outcome

After completing counselor training, camp counselors will be able to better organize the camp experience. The counselors will be able to effectively plan and run an activity program. Counselors will develop a variety of ways of providing a fun and dynamic atmosphere and to deal with conflict management.

Evaluation Strategy

Written evaluations of the 11 student summer camp counselors throughout the summer program.

- All evaluations were conducted by the Camp Directors.
- Each counselor was evaluated at least once a week.
- Bi weekly staff meetings were established to discuss evaluations and to plan improvement areas.

Method of disseminating and using information for improvement

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

Actions Taken

Based on feedback and evaluation CRC will alter their training for the coming years. Most of their counselors have brief experiences working with children so they will dedicate more time to dealing with children- conflict, attitude etc.... Working with children can be difficult and the most seasoned counselor can get flustered at times. They will also dedicate more time to scheduling more appropriately and utilizing our time wiser with the campers.

#1 - Operational Goal or Learning Goal:

Rescue Ready Lifeguards at all times while working at the CRC

Outcome:

Lifeguards will be able: 1) Perform CPR First Aid and/or Rescue Skill individually when 2) tested on shift, 3) Without Error.

Evaluation Strategy:

End of fall, 2008 and spring, 2009 Semester - Observations from unannounced audits. VAT's and in-service participation. # Workouts attended by Aquatics management Staff.

Method of disseminating and using information for improvement:

Summary of Results

(Date of assessment, description of important results, interpretation and decisions made based on the data, if no changes justify continuation of current practice):

- 1. Vigilance Awareness Test:** Based upon the Ellis and Associates Aquatic Risk Management Program handbook, Clients must perform a minimum of 8 Operational Manikin Drops (OMD) a month, as well as follow all client VAT Program Standards and Requirements found on page 25 within the manual.
 - Within Georgia Tech CRC requires all Head Guards to perform 1 VAT a month
 - Georgia Tech Aquatics averages 20-35 Head Guards per semester
 - Though not all Head Guards met internal Georgia Tech standards of 1 VAT per month, CRC exceeded the standards of Ellis and Associates
 - All documented VATS performed by guards met the standards except for 1
 - Remediation was performed and individual met VAT standards
- 2. In-Services:**
 - 27 total in-services conducted throughout year in order to meet Ellis Standards of 4 hours per month.
 - Lifeguards were drilled on a variety of topics including the 10/20, 5 minute strategy rule, VAT's, guard readiness, CPR, First-Aid, guarding techniques including conscious guest in distress, unconscious guest in distress, rapid extrication, and spinal management.
 - Aquatics also conducted Code ADAM drills, EAP drills, and Mock drill during in-service.
- 3. Full-time Staff attending workouts**
 - Full-time Staff began attending workout in order to create more consistency with the workout program and to interact with employees
 - Workout instructors were not teaching the same workout across the board.
 - The assessment was to create a 12 week workout all instructors will follow in the future.

4. Ellis and Associates Audits and Georgia Tech Internal Audits

Ellis and Associates Audits

Date	Fail	Meets	Exceeds	Overall
6/2/2008	2	6	6	Meets
8/1/2008	1	10	6	Meets
10/12/08	1	7	3	Meets
4/4/09	1	7	3	Meets
TOTAL FY2009	5	30	18	Meets

Ellis and Associates Audits

Date	Fail	Meets	Exceeds	Rectify
Individual Lifeguard Evaluation	3	12	12	
Active Guest-In-Distress Simulation Report		4		
Unconscious Guest in Distress Simulation Audit Report		2	1	
Facility Evaluation Audit Report		4		
Supervisory Evaluation Report * See Note		5		
Administration Evaluation Audit Report		2	1	1
Individual Lifeguard VAT Evaluation Report * See Note	1		2	
First Response Audit		1		
Spinal Management simulation	1		2	
Total	5 or 8.3%	30 or 50%	24 or 40%	1 or 1.7%

***Note* Can only Meet, Exceed, or Rectify**

Georgia Institute of Technology Internal Audits

Totals	Exceed	Meets	Fails
CP	5	4	2
LP	11	8	8
%	Exceed	Meet	Fails
CP	45%	36%	18%
LP	41%	30%	30%

Actions taken:

Remediation for Internal and External Audits

- **10/20**
 - Two separate occasions the same lifeguard failed to meet the 10/20 standard during her individual audit
 - Both times Lifeguard was distracted by extended radio communication with other lifeguards.
 - Lifeguard was remediated twice and after further review was terminated
- **Failed Vat**
 - Lifeguard did not recognize VAT before getting on stand
 - Lifeguard did recognize VAT within the initial 10/20
 - Lifeguard failed to do 5 minute rule
 - Lifeguard was taken off stand remediated and after further review terminated.
- **5 Minute rule**
 - Lifeguard fell asleep in LP stand
 - Lifeguard failed 5 minute rule and 10/20
 - Lifeguard was remediated and after further review terminated

Rectify: 5 Minute Rule, 10/20, and VAT

- In order to rectify 5 Minute Rule, 10/20, and VAT from the Ellis and Associates Audit Aquatics began proactively administering internal audits led by the Aquatics Graduate Assistant and one other Georgia Tech Head Guard.
- Upon initial assessment Aquatics Coordinator wanted to remove all stands from both Comp pool and Leisure pool
- After internal audits began Aquatics saw a much higher rate of failure in the LP
- Administration chose to only remove LP guard's stands for the entirety of summer.
 - From August 18 to present the result indicate guards are now meeting the 5 Minute Rule, 10/20, and VAT during internal audits and Ellis and Associates Audits.

- All remediation will be assessed immediately from video thus providing feedback instantaneously for lifeguard to make a correction in order to avoid the same mistake in the future

Rectify: 5 Minute Rule, 10/20, and VAT

Implemented visual audits and visual simulated emergency/first-aid preparedness audits

After further review of the internal audits we are expanding the program to include Visual Simulated Emergency/First-Aid Preparedness Audits on land.

- Led by the Graduate Assistant, one Head Guard, and now all current instructors.
 - This will ensure that observation and remediation is consistent with all practices of Ellis and Associates presently and in the future.
 - All remediation will be assessed immediately from Video, thus providing feedback instantaneously for lifeguard to make a correction in order to avoid the same mistake in the future

Rectify: inappropriate radio communication

- Lifeguards have been instructed on proper etiquette and are aware of consequences when using the radio improperly which can be up to termination in the past.
 - Radios are means for emergency but can also be used as a distracter and prevent guards from maintaining a 10/20 if used carelessly
 - If guards continue to have unnecessary conversation on the radio
 - Radios will be removed except for the two Head Guards in the LP and Comp Pool.
 - Presently guards have made an effort to minimize conversation but it may require additional steps to ensure guards are vigilant in the future.

#2 - Learning Goal:

Lifeguards will demonstrate successful rescue technique and coordination with CRC staff and Emergency Personnel through simulated scuba scenario.

Outcome:

Lifeguard will be able to 1) demonstrate proper emergency CRC/Aquatics procedures, while 2) Coordinating efforts with CRC staff and emergency personnel during 3) Scheduled scuba mock drill at the in-services

Evaluation Strategy:

Measure success of drill through timed event, evaluation/feedback from emergency personnel and skills checklist.

Method of disseminating and using information for improvement:

1. Lifeguard Emergency Mock Drill

Average time on watches

- Recognition of emergency (whistle blown, any radio communication?)
 - 1.03 seconds
- Rescuer enters the water
 - 16.66 seconds
- Down guard takes over guarding responsibilities of initial rescuer
 - 38.3 seconds
- Rescuer contact with victim
 - 26.51 seconds
- Signal for Assistance – how, what?
 - 27.50 seconds
- Secondary guard to arrive (determines need, clear the pool, assist in water, etc.)
 - 1.02 minutes
- Call to Campus Police – message of emergency delivered
 - 1.28 minutes
- Third guard alerted to situation, needs?
 - 58.75 seconds
- Notification to front desk/Supervisor situation, ambulance called, etc.
 - 3.37 minutes
- Pool signaled to be cleared
 - 1.10 minutes
- Complete extrication/removal, victim on deck?
 - 1.63 minutes
- First Aid continued on deck?
 - 3.23 minutes
- Pools actually clear, crowd under control
 - 1.59 minutes
- Campus Police arrives
 - 9.55 minutes
- Staff goes to meet ambulance (which guards 3rd, 4th, and 5th)
 - 3.27 minutes
- Ambulance arrives – EMT's make contact with guard **NOTE: DRILL I and II**
 - Drill I- 30.62 minutes
 - Drill II- 12.16 minutes
- Ambulance crew takes over – guard releases victim **NOTE: DRILL I and II**
 - Drill I- 35.93 minutes
 - Drill II- 19.13 minutes
- Reports completed
 - Not reported
- Reopen pool? Aquatics Director notified - any corrective action to be taken, lifeguards return to duty?)

- Not reported

2. Lifeguard Emergency Mock Drill

Comments

Meet, no comment, or comments

- Recognition of emergency (whistle blown, any radio communication?)
 - Met
 - Need long whistle blast
 - Command the pool to clear the pool more loudly
- Rescuer enters the water
 - Exceeded
- Down guard takes over guarding responsibilities of initial rescuer
 - Met
 - Down guards could have walked with more purpose or vigor
 - Down guards were hesitant on what to do at times due to possible lack of communication from peer to peer.
 - lack of intuition
- Rescuer contact with victim
 - Exceeded
 - Including quick check/spontaneous breathing
 - Maintained Air-way, breathing, and circulation
- Signal for Assistance – how, what?
 - Clearly spoke lifeguard needs assistance and backboard
 - Fist was closed and clearly present
- Secondary guards to arrive (determine need, clear the pool, assist in water, etc.)
 - Cleared the pool
 - Was lacking in command of patrons to extricate the pool
 - Brought backboard to scene
- Call to Campus Police – message of emergency delivered
 - Met
 - Made my by land phone
- Third guard alerted to situation, needs?
 - Brought First-Aid tubs to scuba guest in distress/scene
- Notification to front desk/Supervisor situation, ambulance called, etc.
 - Met
- Pool signaled to be cleared
 - Met
 - Pool was cleared within defined mock area
 - Lifeguards where lacking in command of patrons to extricate the pool
- Complete extrication/removal, victim on deck?
 - Exceeded
- First Aid continued on deck?
 - Met: Better communication and jaw thrust

- Pools actually clear, crowd under control
 - Met to exceeded
- Campus Police arrives
 - Head guard explained scene in depth to police
- Staff goes to meet ambulance
 - Exceeded
 - Good communication
 - Flash light was used to flag down EMS
- Ambulance arrives – EMT's make contact with guards
 - Met: Need more detailed communication between guards and EMT staff
- Ambulance crew takes over – guard releases victim
 - Exceeded
- Reports completed
 - No Information
- Reopen pool? Aquatics Director notified any corrective action to be taken, lifeguards return to duty?)
 - No Information

Summary of Results:

1. Date of Assessment: April 6th and April 7th

2. 28 total active participants

Positive Results

3. Demonstrated lifeguards can extricate a scuba guest in distress with or without out an instructor within Ellis and Associates Standards

1. 10 seconds to identify emergency
 - a. Met Ellis and Associates Standards
2. 20 seconds to make contact with guest in distress
 - a. Met Ellis and Associates Standards
3. 1 Minute quick extrication
 - a. Including quick check/spontaneous breathing
 - b. Met Ellis and Associates Standards
4. 02 two minutes
 - a. Met Ellis and Associates Standards
5. Three minutes AED
 - a. Met Ellis and Associates Standards

#3 - Learning Goal:

Basic Leadership training: 100% of Head Guard staff complete the BLT course.

Outcome:

Head guard will gain supervisory experience and be able to: 1) Demonstrate appropriate supervisory and problem solving skills, 2) While providing excellent customer service with 3) Minimal assistance from Aquatics Management

Evaluation Strategy:

Pre and post test and through Observation by Professional Staff and Customer Service

Method of disseminating and using information for improvement:

1. Attendance of Basic Leadership training class
2. Overall observation of BLT participants
3. Individual observation of BLT participants

Summary of Results:**Basic Leadership Training Dates:**

1. October, 19 2008
 - a. 24 participants
 - b. Fall after Oct 19, 2008 was 100% Head guard BLT trained
 - c. April, 27 2009 Hired five new head guards that were not BLT trained
2. June, 13 2009
 - a. 19 anticipated participants
 - b. After June 13, 2009 all Head guards will be 100% BLT trained

Head guard interpretation:

1. Head guard continues to provide excellent customer service
2. Head guards continues to provide excellent care when handling minor emergencies, i.e. band-aids and bandages
3. Head Lifeguards lack an overall complete overview of special event set-up and break down of equipment
4. Head Lifeguards lack an overall complete thoroughness of the opening/closing procedures, and maintenance duties.

Actions taken:

1. In order to provide a more effective experience for the BLT participants the focus in the future will be to assign chapters to participants
 - a. This will ensure more active participation
 - b. This will ensure more peer to peer participation
2. Revised the Maintenance duties and provided more oversight by Pool Operator since position has been filled
3. Opening and Closing procedures need to be revisited in the Head Guard orientation to ensure they are being taught all necessary information to manage the comprehensive Head Guard responsibilities
4. Aquatics is developing and implementing a special event internal training certificate to ensure we have competent Head Guards and future Head Guards

who will understand and work independently, delegate, and supervise all aspects of set-up and break down of any event or any situation.

- a. At this time a number has not been defined how many will go through the program initially
- b. Anticipate all Head Guards and some lifeguards will be trained on the new comprehensive Special Event Set-up and Break down.

#4 - Operational Goal:

Increase coverage and improve the overall daily pool maintenance and operations.

Outcome:

n/a

Evaluation Strategy:

Response time, staff schedule (coverage), facility schedule (any down time> - water readings), operational budget and evaluate success of daily/weekly/monthly checklists

Method of disseminating and using information for improvement:

Summary of Results:

(Date of assessment, description of important results, interpretation and decisions made based on the data, if no changes justify continuation of current practice):

Objective 1 – Develop and train student pool operators

- There were two temporary student pool operators taking care of the pools during the search for a F/T Pool Operator. He started the end of May 2008. The two student pool operators helped transition in the new full-time pool operator during the summer 2008. They left at that time.
- Two new assistant/student pool operators (SPO) were hired in mid-Fall 2008. They were both current lifeguards and either already a Head Guard or newly promoted.
- They started on-the-job training and observation immediately and began taking on independent responsibilities in December, during the holiday break. They continue to learn and develop on a continuous basis.

Objective 2 – Certify student pool operators in AFO

- Matthew Griffith taught an AFO class (co-taught with Brian Bokowy) on March 4-5, 2009.
- The two SPO participated in this class along with Daniel Murphy and Aisha Lewis.
- The formalized training and certification was an excellent opportunity for the staff members to continue their education, especially since it was done on location.

- This has shown, through observation, to have increased their knowledge level of pool chemistry and equipment, as well as trouble-shooting and problem-solving abilities.
- We now have 6 certified aquatic facility operators on staff.

Objective 3 – Create and implement weekly schedule between pool operator and student pool operators

- The “normal” schedule for Spring 2008 semester reflected the F/T pool operator working Monday-Friday daytime. Each SPO worked approximately 10 hours a week covering 2-3 evenings a week and Sundays.
- All three worked one weekend (Saturday and Sunday) a month for superchlorination.
- Approximately 3 Saturdays each month did not have a pool operator scheduled.

Assessment/Evaluation

- Response time – There is no formal method for measuring response time, although through anecdotal evidence, it has gotten significantly less this year. Problems were almost immediately addressed, albeit sometimes a temporary solution was improvised until the root of the problem could be fixed.
- Staff schedule (coverage) – Coverage was increased 150%-300% this year with the f/t pool operator and student pool operators. Did not have a certified operator scheduled most Saturdays.
- Facility schedule – summer 2008 saw minor schedule adjustments to allow for superchlorination to address the rampant algae blooms that had been recurring. The Crawford spa was closed for 7 days in June to replace the circulation pump motor. The dive spa was closed for 13 days in May to replace circulation motor.

Actions taken

- Overall, with the F/T pool operator and assistant/student pool operators, the coverage of the facility was adequate, with quick response and little to no downtime for the pools.
- Will continue to work to increase daily coverage by a certified operator. May have to hire and train an additional student assistant.
- Continue to lessen response and repair time, as well as maintain the pool and spa water quality exceptional.

#5 - Operational Goal:

With the Facilities Department 1) Improve communication, 2) maintain accurate maintenance requests and 3) track completion of repairs.

Outcome:

The Pool Operator will be able to: 1) provide excellent customer service by 2) communicating daily/weekly the maintenance repair and replacement needs to the

Facilities Department responsible for the Aquatics Facilities, and then 3) follow-up with the status of these requests on a daily/weekly basis.

Evaluation Strategy:

Compare work requested vs. work completed, track length of time taken to completed repairs, and evaluate effectiveness of communication methods.

Method of disseminating and using information for improvement:

Summary of Results:

Objective – Weekly Work Request Matrix

- Started using this in October with immediate results. The day after sending over the first one, workers were in the building addressing many of the items.
- As time went on, it became less useful, as Facilities probably saw many of the same items each week.
- In January, moved to an every other week and in March, once at the beginning of each month, along with individual requests sent immediately as issues arise. After communicating with the Facilities manager, this is much friendlier and works as a good reminder.
- Not too many things change from week to week, so less often, seems to work better as a reminder of what hasn't gotten done yet.
- Some large projects are still hanging.

Objective – Continuous effort to meet with Facilities staff when in CRC performing repairs

- Talked with many of the Facilities workers who frequently work on the pool. Asked them to give staff a courtesy call when they arrive or leave so staff know when/what they have done.
- The plumbers and electrician have done a good job of informing the lifeguards (who radio Pool Operator) or one of the other staff members of their presence/work performed.
- Some people who work in the building less often do not seem as inclined to do this.

Objective – Follow-up with Facilities staff to verify work complete

- After work is performed, Pool Operator verifies it is complete and sends a follow-up email to the Facilities manager that the project is completed.

Assessment/evaluation

- Compare work requested vs. work completed – This is ongoing. The project spreadsheet typically has between 20-25 items that are not started or in progress.

- Track length of time taken to completed repairs – This varies per request. Smaller, more visible problems are addressed within 1-2 days. This includes things such as problems with doors/locks, drinking fountains, etc. Large, less impactful projects take much longer, such as water leaks in the filter rooms, painting walls, etc.
- Evaluate effectiveness of communication methods – Ongoing evaluation of communication has indicated that sending the project list of 25 items every week declined in effectiveness quickly as it became overwhelming. Sending individual requests via email and follow up each month with those not yet completed was less burdensome and more effective. This will continue to be evaluated regularly and positive changes made immediately.

Actions taken:

- See above description of project list spreadsheet changes already made.
- Have gotten to know many of the Facilities workers who perform work in the building. These relationships are the best mechanism for effective communication including when they arrive/leave a project. Will continue this process.

#6 - Operational Goal:

A more informed Staff and better communication within the Aquatics area as well as the CRC

Outcome:

The Aquatic Management Team will be able to: 1) provide improved customer service and professional communication and staff supervision, in a 2) timely manner through attending the scheduled meetings and preparing quality planning worksheets.

Evaluation Strategy:

End of each semester, FY 2009, # of biweekly team meetings and individual meetings, Review of weekly planning worksheets and accomplishments, survey student employees and customer comments

Method of disseminating and using information for improvement:

Objective - Bi-weekly Team Meetings

Summary of Results:

- Began scheduling Team Meetings in June, 2008 once all Aquatic staff were on board, standing dates established to allow for planning
- Success rate of bi-weekly meetings held averages 1.5/ month instead of 2, mainly due to the event schedule or staff out of the office
- Regular topics established on the agenda (i.e. Manager mtg. report, Positive Pool comments), plus related subjects team needed to be aware of

- This first year the agenda has been created and meetings led by Asst. Director, however for the upcoming year will begin delegating leading the meetings to other Aquatic staff)
- CRC will continue to hold the meetings, and look for ways to shorten them, but provide all the necessary information while encouraging total participation

Objective - Bi-weekly Individual Meetings

- Began scheduling Individual Meetings in June, 2008 once all Aquatic staff were on board, standing dates established to allow for planning
- Success rate of individual bi-weekly meetings held averages 1/ month instead of 2, mainly due to the event schedule or staff out of the office
- 4 meetings a month (between 2 team meetings/month and 2 individual meetings/month) has at certain times of the year been challenging to meet that frequently, along with all other meetings and obligations. When this has been difficult, more detailed emails have been sent to establish the communication needed to stay informed. Often times staff is in the same “other” meetings, which allows for the necessary communication to take place without needing to duplicate time by holding another meeting.
- For this upcoming year will encourage the individual members to prepare their own agenda’s to maximize on the meetings

Objective - Submittal and review of weekly planning forms

- Incorporated a basic form last fall with minimal success to address planning and prioritizing. This form was intended to be turned in on the previous Friday for the upcoming week however it usually was turned in on Monday once the week got started.
- The staff did not care for the task as it became “busy work” to them, therefore were no turned in every week.
- In May the Pool Operator and Aquatic Coordinator attended a Time Mastery course where this type of form/planning was discussed. A revised form was turned in one time per the class examples, and after that no others have been turned in.
- This process of communication will be revisited with recommendations from the Team to identify how best to communicate the information without creating more busy work.

Facilities and Operations 2009

Goal 1

Operational Goal or 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:

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

Method of disseminating and using information for improvement:

One on One (i.e. face to face) review of the staff member’s performance evaluation by the supervisor will allow for improvement of weak areas and reinforcement of areas of strength.

Summary of Results

The Facilities Management Team (FMT) completes peer evaluations throughout the year; Building Supervisors are responsible for evaluating Facility Assistants and vice versa. Within the year, the evaluations have been modified to qualify an employee's work on the basis of Reliability, Attitude, Policies and Procedures, and Leadership. The category of Leadership replaced Initiative during the fall 2008 semester because of the change in focus on leadership, both personally and professionally. Through workshops and in-services, we have worked on increasing leadership opportunities and developing those skills.

Areas covered in the assessment are as follows:

- Reliability
- Attitude
- Policy and Procedures
- Leadership

Results

For the spring 2009 semester, the facility staff members were divided into 2 categories: 1) Building Supervisors and 2) Facilities Assistants. Staffs’ performance scores equated to the following:

Building Supervisors – Spring 2009

Reliability	Attitude	Policy and Procedures	Leadership	Total
9.6	7.7	7.3	12.3	36.9
11.0	8.0	7.5	13.3	39.8
11.8	9.0	9.0	14.8	44.5
11.6	8.5	8.6	13.6	42.3
11.8	8.5	8.5	13.8	42.5
11.3	9.0	8.5	14.8	43.5
9.8	5.8	8.0	12.0	35.5

11.5	8.5	8.0	13.0	41.0
11.3	8.0	8.3	12.5	40.0
10.7	9.0	7.7	12.6	39.9
11.3	8.0	8.7	13.7	41.6
11.8	9.0	8.0	13.3	42.0
10.7	8.0	8.7	13.3	40.7

Average Score

40.8

Facility Assistants – Spring 2009

Reliability	Attitude	Policy and Procedures	Leadership	Total
9.5	8.0	7.0	13.0	37.5
11.5	9.0	9.0	14.0	43.5
11.0	9.0	7.5	13.5	41.0
12.0	9.0	8.5	14.0	43.5
11.0	7.0	8.0	13.5	39.5
11.0	9.0	7.0	14.0	41.0
9.0	8.0	6.0	11.5	34.5
11.0	7.0	8.0	12.0	38.0
11.0	7.5	8.0	10.5	37.0
12.0	8.0	7.5	13.5	41.0
12.0	9.0	8.5	15.0	44.5
10.5	7.5	7.0	13.0	38.0
12.0	9.0	9.0	14.5	44.5
11.5	8.5	8.5	13.0	41.5
10.0	7.5	7.5	13.5	38.5
12.0	9.0	9.0	15.0	45.0
12.0	9.0	9.0	12.0	42.0
11.5	9.0	7.5	12.5	40.5
11.0	8.0	7.0	12.0	38.0
9.5	6.5	5.5	9.5	31.0
11.5	9.0	8.5	15.0	44.0
11.5	8.5	7.5	14.0	41.5
10.0	6.5	5.5	10.0	32.0
10.0	8.0	6.5	13.5	38.0
11.5	9.0	8.0	13.5	42.0
11.0	8.5	8.0	11.5	39.0
10.5	8.5	7.0	13.5	39.5
12.0	7.5	9.0	14.0	42.5

Average Score

39.9

Actions taken

The results of the peer evaluations have been very positive: in the fall of 2008, Facility Assistants average a score of 37/45, which is Commendable on the scale; in the spring of 2009, they scored a 40/45, which is Outstanding on the scale, showing great signs of improvement, especially in the area of Leadership. The Building Supervisors have consistently scored 41/45 by their peers, which is ranked as Outstanding on the scale.

For the future, CRC staff is looking to increase training and development programs to continue preparing the staff for everyday situations, especially in the areas of communication, event management, emergency action (accident and incident). They are also working with staff to empower them and give them the confidence to deal with those everyday situations. By including more Red Shirt Drills, and guest speakers, such as Officer Ian Mayberry from Crime Prevention, CRC staff is working with the staff to expand their skills.

Also, the CRC staff is looking into developing a self-evaluation, where the staff can reflect on their performances and critique themselves. By increasing their self-awareness, they are hoping to increase their productivity and peer evaluation scores.

Managers continued to work with those employees who fell below the Meets Job Expectations category. The FMT plans to provide more training for those employees who may be in jeopardy, as well as provide greater feedback to them in order to assist with improving their overall job performance.

Elements of the Performance

- Apply principles of team building;
- Apply strategies for recruiting, selecting, orienting, managing, and appraising staff;
- Contribute to the development of appropriate and meaningful training and skill development;
- Apply strategies for developing appropriate alliances and partnerships with internal and external stakeholders;
- Apply techniques for managing conflict
- Employ strategies for effectively managing the performance and development of staff;
- Plan and facilitate effective meetings;
- Apply a variety of sound decision-making and problem-solving techniques;
- Contribute to the development of policies;
- Communicate and implement policies and procedures;
- Communicate clearly in written and spoken formats;
- Apply strategies to facilitate positive change;
- Recognize the role of effective leadership in employer/employee relationships;

- Incorporate strategies for encouraging and supporting the inclusion of culturally diverse populations and individuals with special needs; and
- Develop strategies for adapting to stress

During the spring semester's Hiring Expo hiring procedures and retention of staff;

- Facilities Area interviewed Spring Hiring Expo
 - Strengthen In-Service Training (i.e. duties/responsibilities, risk management, etc.);
 - Develop and maintain a high level of expectation for staff;
 - Increase the number of In-Service Training sessions to meet the time constraints of staff (i.e. afternoon, evening and early morning make-up);
 - Formulate a equitable pay scale for staff that is consistent with other areas within the department; and
 - Encourage Staff Empowerment and Teamwork.

Actions taken

Facilities and Operations

Goal 4a:

Learning Goal:

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

Outcome:

Facilities staff will demonstrate through a full emergency training drill 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. When applicable, drills will be videotaped to assist with training efforts.

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.

Feedback:

- Increase staff awareness and management of crisis situations
- Reduce the length of time to evacuate the facility
- Continue staff training as to the various scenarios
- Continue to conduct practical training

Actions taken:

Routinely throughout the year, under the guidance of the Facilities Management Team (FMT), staff members' participated in various emergency drills to strengthen/enhance their knowledge, performance, and ability when dealing with crisis/emergency management. Staff members underwent various in-service training that included power point presentations on who, what, where, why, when, and how to execute the various Emergency Action Plan's criteria/situations. For example: staff members were trained using the Code ADAM DVD, however, more advanced training was needed to ensure that the staff knew exactly how to handle this crisis while working inside the Campus Recreation Center – to include all areas so that staff is aware of the duties and responsibilities of the entire Department.

Elements of the Performance

- Adhere to relevant health and safety standards established by the Campus Recreation Department – including the Risk Management Committee;
- Ensure that equipment, materials, and practices adhere to relevant law, legislation, standards, codes, and bylaws:
- Apply environmentally sound practices:
- Contribute to appropriate security procedures and systems;
- Prepare documentation necessary for maintenance of safe and secure facilities;
- Recognize appropriate risk management strategies ;
- Assist in conducting risk exposure audits;
- Develop staff training programs regarding risk exposure audits;
- Utilize personal protective equipment appropriate to the emergency and/or crisis;
- Monitor and verify security and alarm systems;
- Recommend and ensure adherence to procedures and policies for responding to accidents and emergency situations; and
- Recognize the importance of first aid and CPR certification

Member Services Department

Goal 1: Operational

Learning Goal

Create a membership exit survey so that data can be collected and analyzed in order to determine causes of membership discontinuation. The exit survey will also be utilized to uncover possible relationships between length of membership and independent factors that affect membership length.

Outcome

CRC managers will be able to make facility/service improvements based on exit survey data from faculty/staff members who purchase memberships through the payroll deduction process.

Evaluation Strategy

Currently, the survey is administered to all faculty/staff members who discontinue memberships and who purchased and renewed membership through the payroll deduction process. The methodology is the following: 1) Faculty/staff members submit a discontinuation notice, 2) Faculty/staff members are contacted through e-mail seeking approval to administer member exit survey by telephone, 3) CRC management contacts members who have agreed to participate in the survey, 4) CRC management contacts the member and administers a survey that takes approximately 4-5 minutes to complete. The exit survey includes questions that allow for qualitative and quantitative responses. Additionally, there are two demographic questions at the end of the survey. Survey data is included in this report.

Disclaimer: As of 5/7/2009, data has been collected from 4 respondents. Furthermore, this report does not include May discontinuation data. However, the following information will provide insight as to how the data will be collected and organized for FY2010.

Method of disseminating and using information for improvement

All data is collected and responses will be disseminated to CRC managers monthly once an adequate number of responses have been collected over a period of 6 months.

Summary of Results

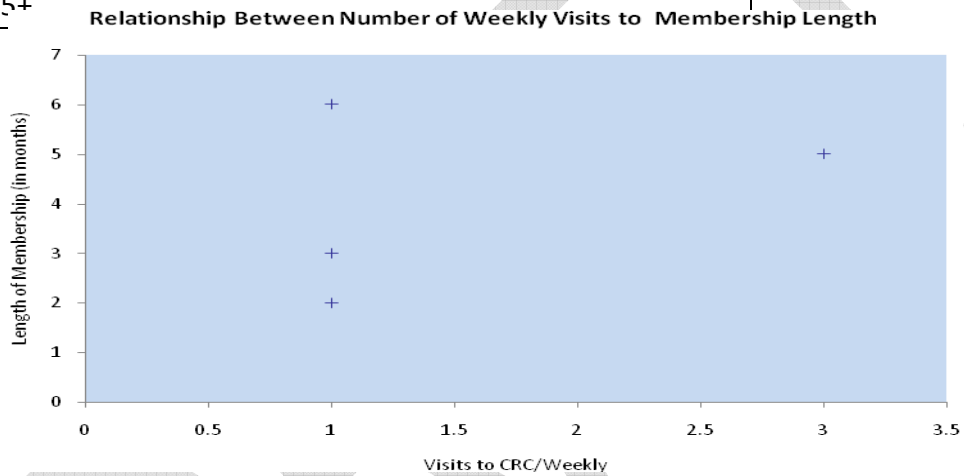
March	April
Total number of Faculty/Staff Payroll Deduction Discontinuations = 18	Total number of Faculty/Staff Payroll Deduction Discontinuations = 18
Total number of members who agree to participate in survey = 4	Total number of members who agree to participate in survey = 5
Total number surveyed= 3	Total number surveyed= 1

March and April 2009, On-going

Appendix 1



Legend	
1	18-25
2	25-35
3	35-45
4	45-55
5	55+



Goal 2: Operational Learning Goal

To create a membership renewal function alerting faculty/staff and alumni of expired memberships.

Outcome

The Member Services department will be able to notify CRC patrons in a timely manner urging membership renewals.

Evaluation Strategy

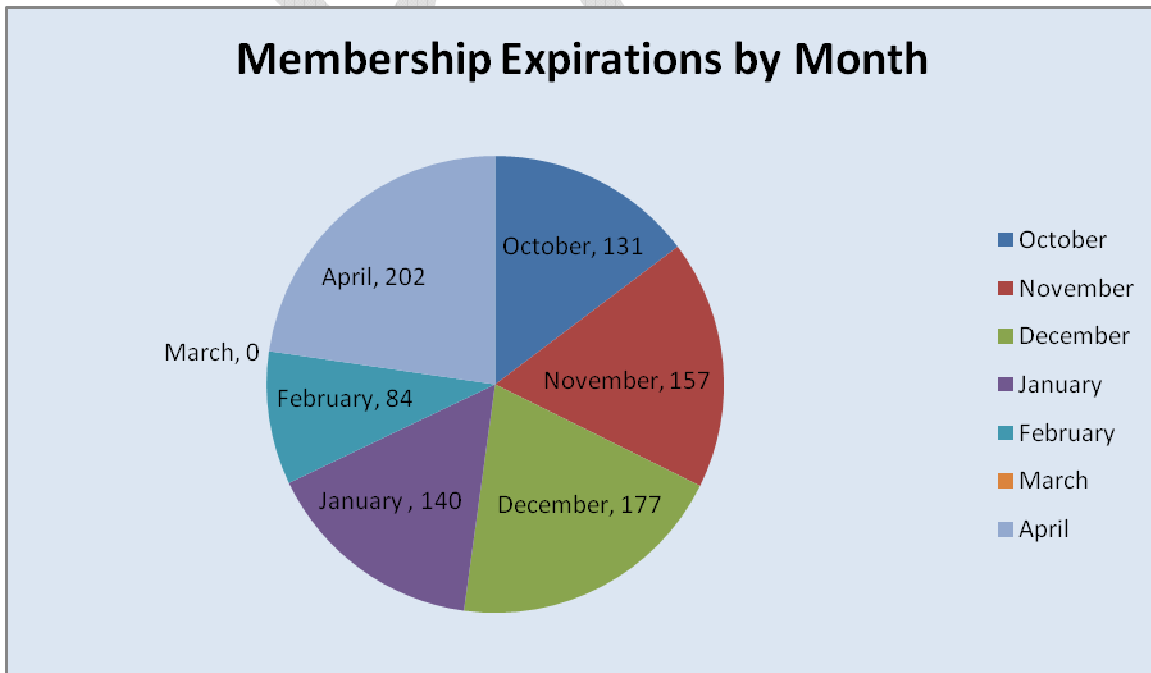
A list of expiring memberships is generated monthly using CLASS software and the patron groups that are contacted include faculty/staff and alumni. Notifications are sent out two weeks prior to the end of month expiration date and all patrons are contacted through e-mail.

Method of disseminating and using information for improvement

Currently, methods to measure membership renewal using CLASS software do not exist due to membership structure. In FY 2010, renewal will be manually measured by tracking patrons who renew by the last day of the month following expired membership date. This number will be compared to the total number of patrons who appear on the monthly expired report.

Summary of Results

Months	Number of Expiring Memberships by Patron Group
October 2008	Faculty/Staff=47, Alumni=84
November 2008	Faculty/Staff=66, Alumni=91
December 2008	Faculty/Staff=94, Alumni=83
January 2009	Faculty/Staff=43, Alumni=97
February 2009	Faculty/Staff=34, Alumni=50
March 2009	No data
April 2009	Faculty/Staff=74, Alumni=128



Goal 3: Operational

Learning Goal

To create an online customer suggestion page on the Georgia Tech Campus Recreation website (www.crc.gatech.edu).

Outcome

Georgia Tech affiliates (students, faculty/staff, and alumni) will be able to submit customer comments and view comment responses made by CRC managers in a public forum.

Evaluation Strategy

Management will track the number of submitted suggestions, the number of suggestions per department, and the number of responses/resolutions by department.

Method of disseminating and using information for improvement

Submitted customer comments will be routed to a central administrator and to the appropriate managers. Managers will have a specified turnaround time in which all comments must be responded to and then posted to website. The website will provide opportunities for CRC members to view customer comments made by other members and the actions taken by CRC managers to eliminate or reduce service or facility concerns.

Summary of Results

The site is currently not active. Implementation date is fall 2009.

Goal 1: Student Learning Goal

Learning Goal

To implement a system that recognizes and rewards Member Service employees who follow Member Service policy/procedures and who demonstrate “above and beyond” actions.

Outcome

As a result of reward systems, employees should be more motivated in his or her position resulting in employee retention rates higher than 90%.

Evaluation Strategy

1) Currently, a reward system is used to recognize teamwork among the students. Each semester, students have the option to pick up shifts for peers who are not able to work his or her shift. A sub-shift tracking system is updated each semester to track the number of shifts that are requested and filled by Member Service employees. **2)** Verbal recognition is provided to students who display high competence in following Member Service policy/procedure or delivering high level customer service. The verbal recognition is provided during bi-weekly meetings and provided on a real-time basis.

Method of disseminating and using information for improvement

To measure turnover, the number of employees who quit versus the number of employees who stay will be tracked each semester.

Summary of Results

<u>Semester</u>	<u>Summer 2008</u>	<u>Fall 2008</u>	<u>Spring 2009</u>
Employees who quit (completion of semester)	1	3	1
Total number of current employees	23	22	19
Reasons for leaving	Another position out- of- state (1)	Graduation (2) and research opportunities (1)	Graduation (1)

Actions Taken

Currently, each of the previous semesters indicate a high retention rate among Member Service employees. A correlation between reward systems and length of employment does not exist but reasons for why employees quit will be reviewed each semester if retention rates are lower than 90%. Furthermore, reward systems will be put into place to motivate and keep employees.

Goal 2: Student Learning Goal

Learning Goal

To modify current employee training providing new hires more structure and additional training assessments.

Outcome

New hires will be able to work independently and effectively within the first month of employment as indicated by the final orientation test.

Evaluation Strategy

A pre and post test was established prior to FY2009. However, a final test was created in FY2009 to further evaluate a new hire’s acquisition of training material after one month of employment. Furthermore, the current training structure includes a tour/orientation of the facility and department (1 hour), self-study (1 hour), shadowing an experienced employee (2 hours), and working independently with guidance (6-9 hours).

Method of disseminating and using information for improvement

If a new hire fails to achieve a 90% or greater on the final test then additional steps are taken to work with the employee addressing weak areas. The steps include additional one-on-one instruction and supervised practice.

Summary of Results

<u>Employees Hired Summer 2008</u>	<u>Pre-Test</u>	<u>Post-Test</u>
1	41.6%	90%
2	90%	95%
3	50%	90%
4	28.5%	Missing Data
5	Missing Data	94%
6	Missing Data	Missing Data

Average Percent Increase with Complete Data: 31.13

<u>Employees Hired Summer 2008</u>	<u>Final Test Scores</u>
1	96%
2	100%
3	Missing Data
4	100%
5	96.4%
6	85.7%

Average Final Test Score: 95.62%

Goal 3: Student Learning Goal Learning Goal

To assess level of knowledge acquired during bi-weekly, Member Service meetings among employees.

Outcome

Member Service management will be able to measure how well employees interpret and retain information that is provided in bi-weekly meetings to student employees.

Evaluation Strategy

Assessments in the form of quizzes will be administered to student employees to gauge effectiveness of training. The quizzes assess Emergency Action Plan procedures and departmental updates/procedures. All student employees are expected to receive an 80% better on the assessments.

Method of disseminating and using information for improvement

Upon completion of training quizzes, the Member Services manager reviews correct responses with the student employees. Then, all quizzes are compiled and an average is taken.

Summary of Results

The following are results of two types of quizzes that were administered in January and February 2009. The first assessment tested student employees on weather evacuation procedures and student employees were asked to place evacuation procedure steps in proper order.

Total number of quizzes: 20

Average Score: 80%

Score Distribution:

<u>Number of Students</u>	<u>Scores</u>
10	100%
10	60%

The second quiz was an eight question assessment measuring student employee knowledge of current events and policies within the CRC. The results are as follows:

Total number of quizzes: 11

Average Score: 95.45%

Score Distribution:

<u>Number of Students</u>	<u>Scores</u>
9	100%
1	87.5%
1	62.5%

Marketing

Goal 1 - Operational Goal: Create an event for Georgia Tech families that is fun, safe, and showcases the programs and amenities available at the CRC.

Outcome:

- 1) Create a variety of programs that are experiential and hands-on.
- 2) Develop strong relationships with the Alumni Association and the Parents Program.
- 3) Educate students, parents, and guests about the CRC.
- 4) Become an integral part of the Family Weekend experience.

Evaluation Strategy:

Attendance numbers from registration were gathered from event waivers and armbands distributed to each participant. A count of attendance at each activity during the event was also recorded. The Alumni Association sent a post-event survey and compared the data with 2007 family weekend. Email responses, in-person comments, and phone calls to the Alumni staff were shared after the event as well.

Method of disseminating and using information for improvement:

The data was shared with all involved departments – Student Affairs, Parents Program, Alumni Association, and Campus Recreation. A post-event breakdown meeting with held with the new Parent Program staff to discuss what worked and what did not. Opinions were shared based on feedback, observation, and numbers. This information is being used to determine future events for family weekend.

Summary of Results:

October 3, 2008: The total count of waivers for the RecFest event was 243. Because children under 18 did not sign a waiver and several adults signed on the same waiver, it can be assumed that the actual attendance was approximately 350 participants. Staff members at each station were tasked with counting number of participants for each activity. The following was found: Climbing Wall – 46 participants, estimated 92 spectators; Facility Tours – Two tours, six participants; Wallyball – Five families; Inner Tube Races – Two participants; Chair Massages – 55 participants; Fitness Demos – Five participants; Dive-In Movie – 150 in spectator seating and on deck, 21 in the pool at the end of the film.

RecFest scored 4.3 out of 5 on the post-event survey. The Dive-In Movie increased in satisfaction from the previous year's movie. In 2007, the movie received 3.4 while the Dive-In Movie in 2008 scored 3.8 out of 5. The comments in the post-event survey and via email and phone to the Alumni Association staff were all positive regarding the event. Below are two responses from parents:

- "The Recreation Facility Open House was dynamite. We could have spent more time there but other events conflicted."

- "We really enjoyed RecFest and seeing where our son has been spending so much time - indoor soccer and the cycling machines. Didn't get to do the rock climbing wall, but it looked fun."

An additional 96 individuals utilized the facility throughout the weekend. This number alone was an increase of 62 visitors from the previous year. This number was also determined with waivers and armband counts.

Actions taken:

This information is being used in planning the 2009 Family Weekend. Now that the Parents Program has fully transitioned to Student Affairs, the Campus Recreation department will be more involved in all activities. RecFest will not occur in 2009, but this is strictly due to scheduling conflicts. Certain aspects of RecFest and the CRC will be incorporated into the weekend. Due to the increase of families using the facility throughout the weekend in 2008, the Parents Program and Campus Recreation have decided to continue this offer for Family Weekend 2009. Passes will be included in the Family Weekend goodie bags along with ski trip postcards and lip balm.

Goal 2 – Operational Goal:

Improve the use of online media. Increase website participation and traffic while and expanding the knowledge and awareness of the CRC and available programs.

Outcome:

- 1) Launch new CRC website that conforms to Georgia Tech online standards.
- 2) Incorporate dynamic events and features on homepage.
- 3) Create one interactive blog.
- 4) Create a program guide in Flash media.

Evaluation Strategy:

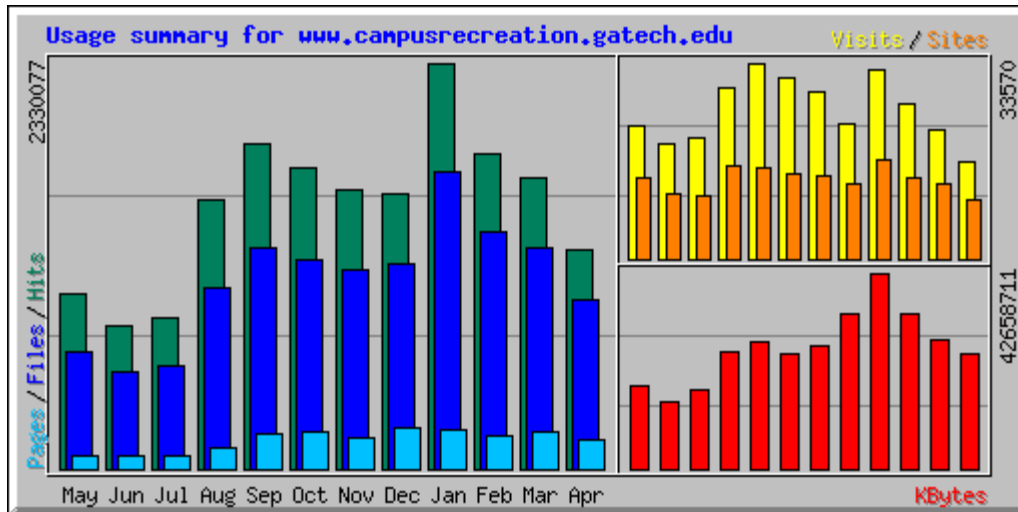
Website statistics were analyzed before and after the launch of the new CRC website (December 2008 and January 2009) including number of hits, visits, and entries. The student web designer gathered face-to-face feedback before and after the launch. He spoke with students, faculty, staff, and CRC employees. Statistics for the blog and the online program guide created in Flash were also analyzed.

Method of disseminating and using information for improvement:

The Student Affairs OIT staff discussed all information gathered on the redesign of the site. Feedback from CRC professional staff was obtained on an individual basis and in meetings. CRC Marketing communicated information and questions pertaining to the redesign with the Georgia Tech Director of Online Communications. Blog feedback was shared with the Ski Trip Leader and Chaperones and to determine if the tactic should be used for future trips. Flash book information was discussed with the OIT staff and Director in one-on-one meetings.

Summary of Results:

December 2008 & January 2009: The number of hits on the CRC website increased by 756,424 in one month after the launch of the new website. 2,330,077 requests in January 2009 proved to be the busiest month since April 2007.



September 2008-March 2009: An interactive blog was created for the GT Ski Trip. It has received a total of 20,141 requests for the page. The blog was ranked as follows for entry pages to the CRC website: August 2008 – #10 with 408 hits, 254 visits; September 2008: #6 with 1971 hits, 712 visits; October 2008: #7 with 1762 hits, 405 visits; November 2008: #9 with 1127 hits, 279 visits. The ski trip site received 37,247 hits, 0.21% of the site in 2008. RSS Feeds were also used for the blog site, increasing the methods used for viewing.

December 2008-May 2009: The CRC program guide was created in Flash for online viewing. The page received a total of 750 individual hits. More specifically the spring 2009 guide received 322 hits, while the summer 2009 received 428 visits. This increase hopefully demonstrates the learning curve of CRC members to rely on the online media as well as print distribution of the program guide.

Actions taken:

The layout of the new CRC website has received positive comments and the rotating events and features have proven to be a superior method for sharing information. Based on the positive feedback of the CRC’s site, the Student Affairs Web Designer is planning to add a similar event rotation to the Division’s CMS (Content Management System). New features including videos and links to social media applications will be added to the Campus Recreation site. Facility, Aquatic, and Racquetball Reservation systems are also under redesign.

The Ski Trip Blog will continue to be a part of the annual trip. It was shown to be a strong method for building excitement and participation before departure by both blog participants and readers. The marketing department will explore adding other blogs as well for contests throughout the year. Blogs have also been added by ORGT and Member Services is planning a customer suggestion blog. A common look and color scheme was mandated for all three.

With the addition of online viewing, the print order for program guides was cut by 1,250 in the spring semester and by 1,000 in the summer. This resulted in savings of \$1,602.25 and \$496, respectively. The marketing department will continue to decrease print distribution as a way to save money and move towards innovative marketing techniques.

Goal 3 - Operational Goal:

Expand outreach to alumni and increase awareness of the Campus Recreation Center's programs and services.

Outcome:

- 1) Improve visibility of Campus Recreation at Homecoming.
- 2) Prepare an external mailing with a membership offer to alumni in the Metro Atlanta area.
- 3) Participate in Alumni Association events including Pi Mile, Ramblin' On, and Alumni Association Online Auction to gain exposure and increase membership numbers.

Evaluation Strategy:

- 1) Attendance numbers during Homecoming
- 2) Number of alumni memberships purchased as part of the promotion and generated revenue including renewals in April.
- 3) Observation by staff of event participants, participation in tradeshow activities, questions/requests for information.

Method of disseminating and using information for improvement:

Homecoming turnout was shared with Alumni Staff and CRC Member Services. This information will be used in planning 2009 events. All membership information was discussed in meetings with the Assistant Director of Member Services. Feedback was also gained from Member Services staff, both professional and student.

Summary of Results:

October 24-26, 2008: Guest passes were created for all visiting Alumni members and their guests during Homecoming 2008. Six hundred twenty-five of the passes were stuffed into Homecoming packets distributed at the Alumni Association. Extra passes were also made available at the Member Services desk. The offer was advertised through the Alumni Association website, e-newsletters, and other event correspondence. A reminder advertisement was placed in the 2008 Ramblin' Reck Parade Program. Six hundred copies of the program were distributed at the parade. A total of 27 visitors registered to use the facility over the weekend. This was an increase of nine from the previous year and does not include alumni who stopped by to tour the facility. While the numbers are not large, according to Alumni Association staff, the gesture is greatly appreciated by alumni. Due to multiple events throughout the weekend, time is always an obstacle. An offer of 50% off the first month of membership was on all passes and in the advertisement. Five new alumni members joined. The total

revenue was \$375 (after the discount). One member is still current, contributing additional revenue of \$310, including a full locker rental until May 2010.

In January of 2009, a direct mail piece was sent to 2,476 alumni living in the Metro Atlanta Area. The following zip codes were targeted based on distance and perceived reputation of neighborhoods: 30305 (Buckhead), 30306 (Virginia Highlands, Morningside/Lenox Park, Poncey-Highlands, Druid Hills), 30307 (Inman Park, Candler, Druid Hills, Edgewood, Emory, Lake Claire, Little Five), 30308 (Peachtree), and 30309 (Midtown, Ansley Park, Brookwood Hills, Loring Heights). A discount of 50% off the first month of membership was offered. Thirty-eight alumni joined as a result of the mailing. This resulted in revenue of \$2,850 (after the discount). Twenty members renewed for an additional \$1,800 (52% renewal rate).

The Campus Recreation Center expanded participation in Alumni Events this year. In the past, the CRC sponsored Pi Mile, offered use of the facility during Homecoming, and ORGT assisted with Young Alumni Weekend. This year, the CRC participated in Homecoming and sponsored Pi Mile, Ramblin' On (Party for Graduating Seniors), and the Alumni Association's Online Auction. The CRC received event recognition on the Alumni website, e-newsletters, event announcements, promotional items, and tabling opportunities. Interactions between CRC staff and event guests were all very positive. Membership offers were extended at several of the events (see Homecoming results above). While we did not receive any memberships from the Pi Mile promotion, eight young alumni have joined for a total of \$600 (after the discount) from the Ramblin' On event in April. The offer is valid through June 30, 2009, so CRC Member Services staff will continue to monitor the promotion. According to Alumni Association staff, the six-month membership offered in the online auction was one of the most sought after items. The final bid was \$110 and five alumni members bid on the item.

Actions taken:

A concerted effort was made to reach Alumni members. After reviewing the data from 2008, the CRC will continue to offer use of the facility during Homecoming. Due to the small number of participants, all advertising will be online and through the Alumni Association. We will also explore the use of online liability forms and smaller guest passes for the packets. A pitch will be made to explore the possibility of the Alumni Association using our facility during the weekend to draw more alumni into the building.

Mailings will be planned in conjunction with events. Alumni seem to respond better to the direct mail piece. Event interaction is still an important piece, but could be better used as a reminder following a mailing.

In the 2009 online auction, two, three-month memberships were donated along with GIT FIT Drop-in Fitness pass, two personal training sessions, and CRC promotional items. They were packaged as a couple's G.I.T. FIT gift bag. CRC staff hope that this will cultivate two new members who will be better exposed to our programs offered, not

just the facility. Furthermore, with higher involvement it is their hope that the retention will be increased and the alums will continue their membership after the three-month time period.

Goal 4 - Learning Goal:

Train student marketing staff to reach out to campus community via monthly television updates on the Georgia Tech Cable Network's "Campus Buzz" Project.

- 1) Assign student staff specific production team roles.
- 2) Train staff on expectations including written format, verbal presentation, and timelines.
- 3) Coordinate schedules for monthly production.

Outcome:

By participating in a semester of production, student staff will be able to:

- * Identify 3-5 upcoming events appropriate for the target audience
- * Write commercial spots that include all pertinent information.
- * Present the material in an entertaining and effective manor without assistance from the Marketing Specialist.
- * Complete the project on schedule with the Georgia Tech Cable Network.

Evaluation Strategy:

- 1) Review written script for accuracy and proper use of language for media and target audience.
- 2) Observation by manager of on-camera presentation.
- 3) Monthly evaluation of timelines and production schedule.
- 4) Review of final production by CRC staff and campus community

Each month, the script was assigned to the marketing assistant and reviewed by the manager for accuracy and proper use of language for media and the target audience. The script was also reviewed for inclusion of all pertinent upcoming events. During the first two months of production, the manager observed the on-camera appearance for accuracy and effectiveness of presentation style. Production schedule timelines were analyzed with the goal of streamlining the process each month. The CRC staff, both student and professional, observed the final production and gave feedback for future spots. Advice was also obtained from the Georgia Tech Cable Network staff and the campus community.

Method of disseminating and using information for improvement:

The process will be shared in marketing staff meetings and tweaked for the 2009-2010 production schedule. A full calendar will be created anticipating monthly events and highlights as well as student roles and scheduling.

Summary of Results:

April 2009: In April, the process was reviewed. The writing of the productions was stronger and needed less editing than in the beginning. Timeliness had improved in March, although April proved to be a struggle. This was mainly due to busy student schedules on both sides (CRC and GTCN staff). However, all deadlines were met and the CRC was included in all spring GTCN Campus Buzz productions. The on-camera presentations were not monitored after the two-month learning curve was over. The student proved to be timely, prepared, and effective in his communication style. When observed by others, many agreed that he was the most prepared and very comfortable on camera. For future semesters, the marketing department will strive for more collaboration between the team members. Perhaps through meetings they can work on the segments together, improving the content, props, creativity, and delivery of the message. Also, more collaboration with GTCN will be encouraged. The marketing students will also be responsible for gathering all media (pictures, graphics, etc.) to be included in each spotlight.

Actions Taken:

An initial meeting with the Campus Buzz production team and CRC marketing staff will be held to discuss the schedule for the year and ideas for improvement. CRC marketing team will also be tasked with planning the schedule of highlights for each production incorporating new ideas to keep the spots fresh and creative. The practice for evaluation will mostly remain the same with the manager continuing to evaluate the script, presentations, production schedules, and final product.

Goal 5 – Learning Goal:

Create an Ad Hoc Marketing Team by utilizing student staff from various areas of Campus Recreation to promote events and upcoming marketing campaigns.

- 1) Assemble a team of five to seven current student employees to increase promotional efforts.
- 2) Train the students on interactive outreach.
- 3) Coordinate the student teams to correspond with marketing plans for upcoming events.
- 4) Improve campus interaction and participation in events.

Outcome:

After training, all members of the team will be able to:

- * identify programs and events outside of their core area.
- * name 3-5 facts about the event they are promoting.
- * recite two methods for finding further event details.
- * demonstrate two techniques for outreach.

Evaluation Strategy:

Before leaving on each promotion, the students were given a verbal quiz about the event details, where to find further information, proper behavior on the outing, and techniques for promoting the event. After the outing, students were asked to share their observations on reactions to the promotion, number of people approached, questions asked, and information shared.

Method of disseminating and using information for improvement:

The marketing specialist used the information to plan future promotions and outreach. Eventually this will be part of marketing meeting updates and discussions.

Summary of Results:

February & April 2009: The ad hoc team was used for two specific promotions this spring – Rec of Love (February) and Rec-a-Palooza (April). Six students from other departments were trained and utilized in the promotions (Intramurals – two, Fitness – two, Member Services – one, Facilities – one). All were quizzed on the specific event before departing and were able to recite the details of the event to the marketing specialist. Each initial group was responsible for decoration of the golf cart and music. All students were timely, gave pertinent feedback, and had a fun experience. The students also stated that they would like to continue their involvement with CRC marketing projects.

Actions Taken:

As the marketing department grows, one marketing assistant will be responsible for coordination of the ad hoc team. He or she will schedule the outings; organize materials needed (handouts, décor, music, etc.), train and observe the promotions team. By managing the project more closely the marketing department will be able to collect data on the most effective locations to visit, time of day, day of the week, and methods for sharing information on upcoming events. This information will be shared in marketing meetings throughout FY10.

Goal 6 – Learning Goal:

Streamline the process of designing and printing the program guide with the graphic design assistant.

- 1) Advise the graphic design assistant on timelines, proper software set up and processes, and print production guidelines.
- 2) Evaluate throughout process to be certain that project is accurate and on schedule.
- 3) Authorize the graphic design assistant to work directly with the printing company on delivery of all files, finalization of layout, and proof approval.
- 4) Review all procedures and discuss improvements for next time.

Outcome:

Upon completion of the summer 2009 CRC Program Guide, the graphic design assistant will be able to:

- * Properly manage upcoming deadlines without assistance from the Marketing Specialist.
- * Identify three major guidelines needed for print production.
- * Work independently with the printing company.

Evaluation Strategy:

- 1) Verbal questioning of guidelines.
- 2) Observation by manager as to whether guidelines were followed.
- 3) Comparison of timeline to set production schedule as well as comparison to the previous semester's schedule.

Method of disseminating and using information for improvement: The Marketing Specialist and Graphic Design Assistant discussed the process, areas for improvement, and will use this information for future program guide production schedules. Feedback from the printing company, GT Communications and Marketing, and CRC staff was also factored into future plans.

Summary of Results:

May 2009: After production was complete for the summer 2009 program guide, the timeline was evaluated and the following was found:

- Information was due from the CRC managers on March 20, 2009.
- The Graphic Design Assistant was given the information on March 25 in an outline format with all pertinent dates, prices, and information for the summer.
- The first round of artwork was completed and managers were given a proof on April 9.
- The artwork was sent to PCS (Printing & Copying Services) on April 15.
- The Graphic Design Assistant worked with PCS on finalizing the art April 17-19.
- Final publications arrived April 28.

This timeline was reduced from 34 days in 2008 to 27 days in 2009*. The Graphic Design assistant was given a better working knowledge from the beginning about guidelines, expectations, and proper set up and formatting. The assistant was also given the opportunity to work independently with the printing company from delivering and checking files to collaborating on the proper layout, use of guides, art, links, and bleed. Due to the hands on approach, the assistant is now more knowledgeable of the process and takes the time to properly set up the files from the beginning. After production, the Graphic Design Assistant was verbally quizzed on the major guidelines for print production. He was asked to name three out of the five and was able to do so.

Timelines compared were for summer guides, which are shorter than the spring or fall.

Actions Taken:

The current checklist used for the program guide will be updated to include all design and layout requirements. The Graphic Design Assistant will continue to take ownership

of the guide and work with the printer. In the next semester, the Graphic Design Assistant will also manage one to two spreads created by the junior assistant. He will be responsible for training the student on all requirements, approving her work, and ensuring that it falls into the look created for the fall guide. A meeting will be held with the Graphic Design Assistant, Marketing Specialist, and Marketing Assistant to plan the layout, features, and timeline. The Graphic Design Assistant will also be given the authority to select the size and layout.

The office of Career Services employs dedicated professionals who are committed to promoting the mission of Georgia Tech by providing remarkable experiences for students, employers, faculty and staff.

Career Services

The mission of Career Services is to encourage students to realize their career goals by: 1) Assisting students in developing self knowledge; 2) Providing students with educational and occupational information; 3) Selecting personally suitable academic programs and experiential opportunities for students; 4) Assisting students in developing effective job search skills, and ultimately; and 5) Working with students toward the attainment of their employment and/or graduate school goals.

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 as appropriate.

Summary of Results

An on-line survey was emailed to students in April 2009. These are students who visited the office during the year for a variety of services. 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 available. All scores exceeded a value of 4.1 and the “Overall Satisfaction” score, a measure of the general student experience, has continued to improve in small increments for the fourth consecutive year.

Goal 2 Internship Information Sessions – Fall 2008 & Spring 2009

The goal for students who attended the internship information sessions is for them to have increased their level of skill and confidence in their internship search and become more knowledgeable on how to network and get the most from their internship experiences.

The sessions covered:

- How to Find an Internship
- Exploring Career Services Resources
- Benefits of Completing an Internship
- What Should I do after I have Found an Internship

More emphasis was placed on available resources through Career Services to include the Annual Internship Fair, on-campus recruiting, CareerBuzz job postings, and Career Tools, etc. We emphasized the importance of using various networking sites such as GT Alumni LinkedIn Group, as well as other on-line resources including applying directly to employer websites.

During the Fall 08 and Spring 09 semesters, eight (8) Internship Information Sessions were held with four (4) sessions on Tuesdays 11:00 a.m. to 12:00 p.m., and four sessions on Wednesdays, 5:00 p.m. to 6:00 p.m. On average, 17 students attended the sessions on Tuesdays and 15 students on Wednesday evenings (fall 2007 & spring 2008 sessions averaged 10 students). With more emphasis placed on advertising each session through direct targeted e-mails and flyers posted in all schools, the number of attendees increased significantly when compared to 2007/2008 data. A total of 128 students attended.

The evaluation process for the sessions is being revisited. Last year no assessment data were collected. This year the on-line survey process that was put in place two years ago is being edited and re-introduced.

Goal 3

Educate students about the career decision making process.

Outcome

Students will be able to 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. Information will be distributed through reports, reviews with the Associate Director and Director, Career Planning and Education and other appropriate staff.

Summary of Results

Career Services did not have a permanent career counselor during the 2008-09 academic year. Surveys were not consistently given; therefore, information for the reporting year is not available. Prior year results showed positive results for students.

Actions Taken

A permanent counselor is now in place and pre and post career counseling surveys will be administered moving forward. Surveys will be reviewed at the end of each semester to determine the extent to which students are meeting stated objectives. Counselors will continue to receive education to remain up-to-date on counseling skills and to maintain certification and licensure.

Goal 4

Educate students about the job search process through a series of career education seminars

Students will demonstrate knowledge 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 selected seminars

Method of disseminating and using information for improvement

Summary reports provided to appropriate staff

Summary of Results

Survey results were assessed in June 2009. Results show that students gained an increase in knowledge and skills in resume writing and conducting a successful job search as a result of attending these seminars.

Actions Taken

Continue to monitor progress to make sure subject matter remains relevant and valued by students.

Goal 5

Learning Goal

Educate students about employer expectations relating to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Week programs. Provide special programming based on the students' job search needs impacted by the job market trends.

Outcome

Students will demonstrate their knowledge of employer expectations relating to resume preparation and interviewing skills. They will also gain an understanding of the job market trends and employers' hiring practices and recruiting venues.

Evaluation Strategy

- 1) A student interview feedback survey designed to measure their ability to interact professionally in a job interview has been conducted for the **2009 Mock Interview Week** event.
- 2) Evaluation surveys providing feedback on the **Resume Blitz** have been collected for the 2008 event.
- 3) Evaluation surveys have been collected from students to determine the effectiveness of the special programming event, ex: **"Targeted Job Search Strategies"** with ratings from 1- Strongly Disagree to 5 – Strongly Agree.

Method of disseminating and using information for improvement

Results will be provided in summary reports and disseminated to appropriate Career Services staff.

Summary of Results

Employer and Student Evaluation surveys have been developed for the **Resume Blitz Event**. Both surveys developed use a rating factor from **Excellent to Poor**. Surveys are available for review.

Asked if the Resume Blitz location was convenient or not, out of the 437 **student** responses, 434 students rated the location of the event as being convenient. 404 students considered the feedback provided by the recruiter on their resume was relevant to their major/degree. Feedback provided by the recruiter was rated as excellent by 246 students and good by 188. 400 students affirmed that the event has met their expectations.

For the **employer** evaluations 47 employers ranked this event and all 47 ranked the overall pre-event planning excellent and good. Overall impressions of the event were ranked Excellent and Good by 45 employers and Fair and Poor by 2 employers.

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 **Excellent to Poor**. Both surveys are available for review.

Out of the 163 **student** responses, 58 students ranked the feedback learned as a 10. Likewise, when ranking the interview experience, 51 students ranked it a 10. Only 6 students, ranked the event a six or below.

For the employer evaluation, 55 **employers** ranked this event. 38 responded Excellent and 13 Good about the experience; 20 responded Excellent on preparedness of the students. Only 4 employers reported the preparedness of the students as being Fair.

The special programming offered for students on **“Targeted Job Search Strategies”** by a panel of employers has been rated by 46 students. 38 students considered that the information provided was useful and 32 stated that it was relevant for their job search. 10 students assigned a rating of neutral. The survey is available for review.

Actions taken

Based on the evaluations and feedback provided by students on the evaluation surveys for the 2007 Resume Blitz, the following suggestions have been implemented for 2009:

- Student majors have been closely matched with industry specific company representatives for the first 2 days of the event
- Student assistants have been hired to assist company representatives assigned to various schools with the flow of the event, providing a more personalized assistance in answering questions and addressing immediate recruiter needs

For the Mock Interview Event, the following suggestions have been implemented based on last year’s student and employer feedback:

- Provided a Case Study Mock Interview Day for interested students as a mock interview option
- The mock interview time frame has been reduced from 60 minutes to 45 minutes to increase the number of interview time slots allowing more students to register
- Mock interview sign-ups have been enforced to one mock interview per student to provide opportunities to as many students as possible to practice their interviewing skills
- Employers provided interview feedback to students by completing the on-line student interview feedback form. Results were emailed to students individually.
- Mock Interview Information has been incorporated and provided to students in the General Interview Skills Workshop Presentations.

The “Targeted Job Search Strategies” special programming has been developed as a result of the difficult job market and concerns raised by students regarding their job search. The program has been developed in partnership with the Alumni Career Services and hosted a panel of four employers representing various industries.

Evaluation Forms available.

Goal 6:

Operational Goal

Continue to improve services provided to employers during on-campus recruiting activities.

Outcome

Employers will report enhanced levels of satisfaction with Career Services.

Evaluation

A questionnaire is 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 and to appropriate Career Services staff.

Summary of Results

Career Services’ feedback form, based on the attached employer survey, shows that 62 surveys were received and tallied. The scale is based on a zero (Poor) to a five (Excellent). Career Services’ highest Level of Satisfaction ranking, 5 and 4, came in for helpfulness and professionalism of the recruiting staff and their lowest ranking, 2 and 1, came in for satisfaction with the recruiting facility. A total of six categories are used to measure Career Services. A copy of the survey is available.

Actions taken

Based on employer comments, the following actions have been implemented for fall 2008/spring 2009:

- Requests have been made for the rooms to be painted.
- A Recruiter Assistant has been hired to cover the recruiting area daily from 8:00 am – 5:00 pm during the recruiting season, and provide assistance to interviewees and recruiters.
- All interview rooms have been equipped with computers that have internet access.
- To improve survey response rate, investigate creating an on-line evaluation process
- The Recruiter Survey has been revised and it is handed out to recruiters at the time of their check-in on the day of their interviews.

- In addition, a new conference room has been set-up for recruiter debriefings in the recruiting area.
- Also, a new employer electronic check-in system has been implemented that provides a faster and more accurate check in for companies on the day of their interviews.

The following actions will be implemented for fall 2009/spring 2010:

- New computers installed in the Employer Lounge, as well as the recruiting area.
- Second monitor for the Employer – Check in System.
- Wireless printer for the Employer Lounge and Recruiter area computers.
- Create on-line Recruiter survey and establish a consistent follow-up method based on the Employer Check-In System
- Update company and contact information in CareerBuzz
- Increase the return rate on the Recruiter Survey
- Utilize CareerBuzz in enhancing the Recruiting Team’s customer services in the companies recruiting efforts at Georgia Tech
- Review and evaluate the response time for company requests and develop a more efficient way to meet those request in a more timely manner

Counseling Center

The Counseling Center provides individual and group counseling, workshops on such topics as stress management and study skills, career counseling and psychological testing. The Center is staffed by licensed psychologists, counselors, and marriage and family therapists, as well as counselors-in-training.

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 63.67, indicating a significant level of overall distress. The average client total score upon termination was 51.65. Statistical analysis was performed on the pre and post data. A significant difference was found between pre and post test results ($p < .001$), 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

During the past year, the Center explored other outcome measures that may be more suitable and would yield more useful information to more accurately assess client concerns. The Center decided to adapt the Counseling Center Assessment of Psychological Symptoms (CCAPS; Soet & Sevig, 2006) in place of the OQ-45. The CCAPS was developed at the University of Michigan Counseling and Psychological Services Center. The CCAPS is a 70-item instrument that focuses on the unique presenting issues of college students. The CCAPS includes 9 subscales: depression, eating issues, substance use, general anxiety, hostility, social role anxiety, family of origin issues, academic stress, and spirituality. There are 5 additional scales included for clinical utility: dissociative symptoms, cultural/ethnic identity, violent thoughts, and history of abuse. The CCAPS has demonstrated strong convergent and divergent validity and has demonstrated strong reliability ($\alpha=.93$). The CCAPS also is integrated within the Titanium scheduler and database which allows for automated scoring and report generation. The Center plans to begin using the CCAPS at the beginning of the 2009-2010 academic year.

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

This past year, the Center revised its survey administration practice and administered the satisfaction survey to students during the fall and spring semesters. This resulted in

a more consistent and improved return rate. The survey was also revised from a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied) to a 5-point Likert-scale (1=Not at all satisfied, 5=Extremely satisfied) for a more efficient survey. Also, additional items were added and some items were deleted/revised for improved data collection. In sum, clients indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

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:

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.5
How satisfied were you with your initial screening appointment?	4.1
How satisfied are you on your progress with the concerns that brought you to counseling?	4.0
How satisfied have you been with your counselor?	4.5
How satisfied are you that your counselor understands the nature of your concerns?	4.1
How satisfied are you with the assistance of the Front Desk staff?	4.4
How helpful has counseling been to you in improving or maintaining your academic progress?	3.7
How likely would you be to recommend our services to a friend?	4.5

Actions taken

Client Satisfaction Survey is regularly administered twice each year (fall and spring semesters)

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

This past year, the Center revised its survey administration practice and administered the satisfaction survey to students during the fall and spring semesters. This resulted in a more consistent and improved return rate. The survey was also revised from a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied) to a 5-point Likert-scale (1=Not at all satisfied, 5=Extremely satisfied) for a more efficient survey. Also, additional items were added and some items were deleted/revised for improved data collection. In sum, clients indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

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

57% of the students seeking services at the Georgia Tech Counseling Center reported that their academic progress was impeded by the concerns/issues for which they were seeking counseling. Based on the counseling Center's client satisfaction data for FY09, 95% of the students indicated that counseling has been helpful to them in improving or maintaining their academic progress.

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:

	Avg. Rating (1-5 scale)
General Workshop Evaluation	4.60
• Breadth of Coverage	4.51
• Personal/Practical Relevance	4.70
• Effectiveness of Presentation	4.59
Presenter	4.74
• Knowledge	4.81
• Preparation	4.76
• Engagement of Audience	4.64
Goal Accomplishment	4.28
Addressed My Concern	3.38
Arrangements	4.28
• Convenience	4.54
• Notification of Event	4.11
• Location/Room Environment	4.18
• Format/Multimedia Use	4.27

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 predoctoral interns.

Outcome

Practicum students and predoctoral interns will report an overall successful training experience at the Counseling Center.

Evaluation Strategy

Practicum students and predoctoral interns 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 (09-10). 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 '09.

Dean of Students Office

The Dean and staff in the Office of the Dean of Students have a long, rich history and tradition at Georgia Tech. For over 85 years the Dean of Students Office staff has provided support and advocacy on behalf of students. Assistance is provided in the resolution of problems, provision of information about and referral to campus resources. The Dean of Students Office staff promotes initiatives that address students' needs and interests. In addition, it provides educational and co-curricular activities and experiences that encourage students to have a positive college experience.

Goal 1

Learning Goal

Student Learning and Development: New students will learn about the Dean of Students Office and the resources available to help them successfully transition to Georgia Tech.

Outcome

Presentations at FASET Orientation, RATS Week, and Welcome Home Week

Evaluation Strategy

FASET Evaluations

Method of disseminating and using information for improvement:

A review of the FASET Evaluations will be requested from the Office of Success Programs and taken into consideration when planning future presentations.

Summary of Results:

The following departments/individuals were involved with the FASET Program. Greek Life, Office of Student Involvement, John Stein, Dean of Students, Women's Resource Center and ADAPTS.

The following score is based on a 4 point scale.

Greek Life 3.22

Involvement 3.29

Dean's Presentation to Families and Guests 3.93

8 students responded that they had attended the ADAPTS Open House

12 students attended the Women's Resource Center Open House

RATS Week and Welcome Month Activities Included:

Involvement Week sponsored by the Office of Student Involvement

Into the Streets sponsored by the Community Service Office

WRC/Housing Welcome for New Women Students (East & West Campus)

International Spouse Orientation with OIE sponsored by the WRC

Actions Taken:

The Dean of Students Office will continue to be involved with transition experiences for new students

Goal 2

Operational Goal :

Assessment and Evaluation: Study the recommendations made by the Alcohol Task Force and determine which recommendations are directly linked to the Dean of Students Office.

Outcome:

#1 Reviewed Findings and report of the Alcohol Task Force.

#2 Determined which recommendations were feasible to implement both short term and beyond.

Evaluation Strategy:

A. Alcohol Task Force Report-COMPLETED

B. Tracking the implementation of recommendations over time-ONGOING

Method of disseminating and using information for improvement :

Recommendations were shared with the Dean of Students staff.

Recommendations were shared with key campus constituents.

Summary of Results:

15 Recommendations were made as part of the Alcohol Task Force. A review was conducted of the recommendations and it was determined that 9 recommendations have a direct link to the Dean's Office.

Actions Taken:

The Dean of Students and Assistant Dean of Students, Director of Student Integrity are serving on the Alcohol Task Force Implementation Team.

Goal 2B

Operational Goal :

Assessment and Evaluation: Study the recommendations made by the Mental Health Task Force and determine which recommendations are directly linked to the Dean of Students Office.

Outcome:

#1 Reviewed Findings and report of the Mental Health Task Force.

#2 Determined which recommendations were feasible to implement both short term and beyond.

Evaluation Strategy:

A. Mental Health Task Force Report-COMPLETED

B. Tracking the implementation of recommendations over time-ONGOING

Method of disseminating and using information for improvement :

Recommendations were shared with the Dean of Students staff.

Recommendations were shared with key campus constituents.

Summary of Results:

10 Recommendations were made as part of the Mental Health Task Force. A review was

conducted of the recommendations and it was determined that 6 recommendations have a direct link to the Dean's Office.

Actions Taken:

The Dean of Students serves on the Mental Health Task Force Implementation Team.

Goal 3

Learning Goal:

Policy Development: Produce a policies and procedures manual for all Deans and Directors in the Dean of Students Office.

Outcome:

Define policies and procedures that need to be in a manual.

Evaluation Strategy:

Completed Policies and Procedures Manual.

Method of disseminating and using information for improvement:

The Administrative Coordinator in the office is responsible for coordinating the plan to complete the Policies and Procedures Manual. Its expected completion is prior to the start of classes, August 17, 2009. The manual will be distributed to all staff in the Dean's Office.

Summary of Results:

The Office of the Dean of Students Policies and Procedures Manual is not complete. The projected completion date in prior to the start of the fall '09 semester, August 17, 2009.

Actions Taken:

The completed manual will be shared with all staff in the Dean's Office upon its completion.

Goal 3B

Learning Goal:

Policy Development: Produce a policies and procedures manual for all Deans and Directors in the Dean of Students Office.

Outcome:

Define policies and procedures that need to be in a manual.

Evaluation Strategy:

Completed Policies and Protocols Guide.

Method of disseminating and using information for improvement:

The Secretary to the Dean will distribute and review the Policies and Protocols Guide to all student assistants currently employed in the Dean's Office.

Summary of Results:

The Office of the Dean of Students Policies and Protocols Guide was completed in February 2009.

Actions Taken:

The completed guide was shared with the student assistants employed in the Dean's Office. A total of three meetings were conducted over the spring '09 semester with the student assistants to review the manual and to answer any questions.

Goal 4

Operational Goal:

Professional Development: The Office of the Dean of Students will consider and possibly implement the recommendations made by the Office of Organizational Development upon the completion of their review of the Office of the Dean of Students.

Outcome:

#1 Study the recommendations of the OOD Review.

#2 Determine which recommendations are feasible to implement both short term and beyond.

Evaluation Strategy:

Track the implementation of recommendations over time.

Method of disseminating and using information for improvement:

OOD Staff will review the results of their review with all members of the Dean of Students Office.

Summary of Results:

The official report from OOD was given to the Dean of Students. Recommendations were made as part of the review.

Actions Taken:

Steps were taken to address all of the recommendations made by the OOD review.

Goal 4B

Learning Goal:

Professional Development

Support the professional development of the staff in the Dean's Office.

Outcome:

#1 Survey the staff on what they would like to discuss or learn about relevant to the field of Student Affairs.

#2 Arrange two professional development workshops for the Office of the Dean of Students staff.

Evaluation Strategy:

Staff Survey

Program Evaluations

Method of disseminating and using information for improvement:

Year End Reports Workshops and discussions were planned as part of the professional development plan for the Office of the Dean of Students Staff. Conversations were conducted post the workshop to determine their effectiveness. No evaluation survey was used.

Summary of Results:

Three staff members attended the GCPA administrative professional's staff workshop. Four administrative staff enrolled in classes leading to certificates from OOD. Two Deans presented at GCPA.

Actions Taken:

The Dean's Office will continue to offer professional development opportunities to staff. We will do a better job in evaluating these opportunities this coming year.

Goal 5

Learning Goal:

Internal Office Business Practices: Assess the knowledge and understanding the staff has in regards to financial and human resources practices to determine the areas of additional training needed.

Outcome:

Survey the staff on their knowledge of different business paperwork and protocols related to financials and human resources.

Evaluation Strategy:

Staff Survey

Training Evaluations

Method of disseminating and using information for improvement:

The survey was administered June-July 2008, with 26/27 staff responding. Majority of responses indicated that staff was knowledgeable in areas surveyed.

Summary of Results:

It was determined that additional training would take place as protocol and procedures changed at HR or Accounts Payable. New check request forms were implemented and shared with staff. New Food Policy was introduced and then recalled, waiting on new release.

Actions Taken:

Training is ongoing as needed.

Goal 5B

Learning Goal:

Internal Office Business Practices: Implement a method to consistently track expenditures on state accounts.

Outcome:

Develop a budget tracking tool.

Evaluation Strategy:

Completed budget tracking tool.

Method of disseminating and using information for improvement:

The Administrative Coordinator will meet with the Deans to review the budget tracking tool.

Summary of Results:

Expenditure tracking spreadsheet were developed and provided to each dept head for FY09 and again FY10. Ledgers were emailed monthly to department director for tracking activity on state accounts. Provided department the opportunity to track and budget throughout the fiscal year and assisted with a smoother close out.

Actions Taken:

The use of the tracking tool provided departments an opportunity to track and budget throughout the fiscal year. It also allowed for a smoother close out. however; no quantitative data is available at this time.

ADAPTS – Disability Services Programs

The ADAPTS Office provides students with information and support regarding students with disabilities. Assistance is also available for meeting the requirements of ADA and Section 504 of the Rehabilitation Act of 1973. The ADAPTS Office assists students self-identifying as having a disability. Staff members in the ADAPTS Office serve as full-time advocates for students with disabilities. Their role is to ensure that all students have physical and programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community. The purpose of ADAPTS is to improve the educational development of students with disabilities and to enhance the understanding and support within the institute through equitable access, accommodations, and the provision of programs and services.

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 II-Conduct survey and interviews with top 4 departments identified in Phase I that utilize the testing center over the academic year.

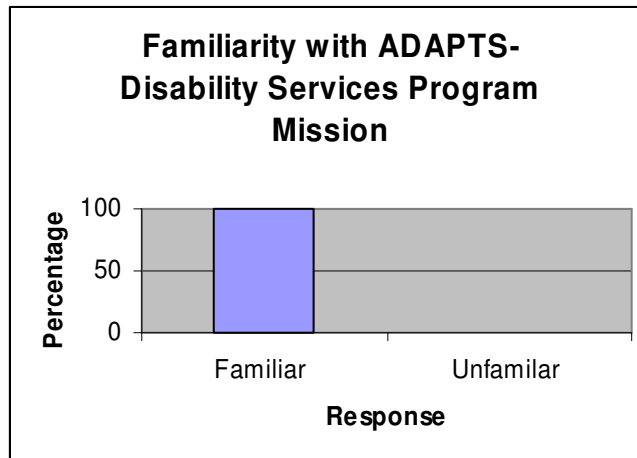
Method of disseminating and using information for improvement

Results will be integrated in to current procedures and distributed to students, faculty and staff utilizing the ADAPTS Testing Center.

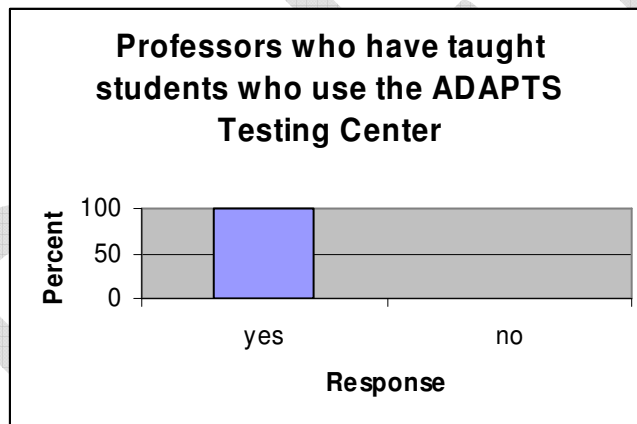
Summary of Results:

The ADAPTS-Disability Services Program conducted Phase II of the ADAPTS Testing Center assessment. During Phase I of ADAPTS-Disability Services Program Assessment, the following departments indicated that their students most commonly used the ADAPTS Testing Center: mathematics, computer science, management, and electrical and computer engineering (ECE). Therefore, a seven question survey was sent to professors within these departments who frequently teach entry level courses. Below is a summary of the professors' responses to the survey.

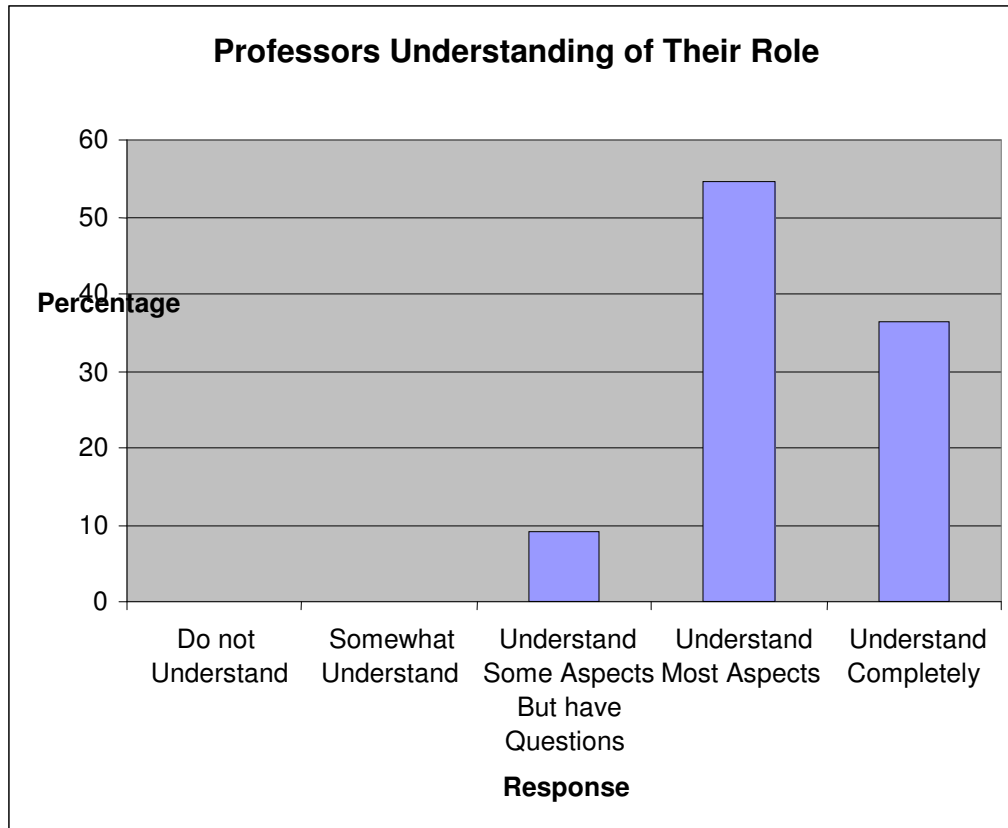
- 100% of the professors polled reported being familiar with the mission of the ADAPTS-Disability Services Program



- 100% of the professors who were surveyed also reported having students in the past or currently who use the ADAPTS testing center



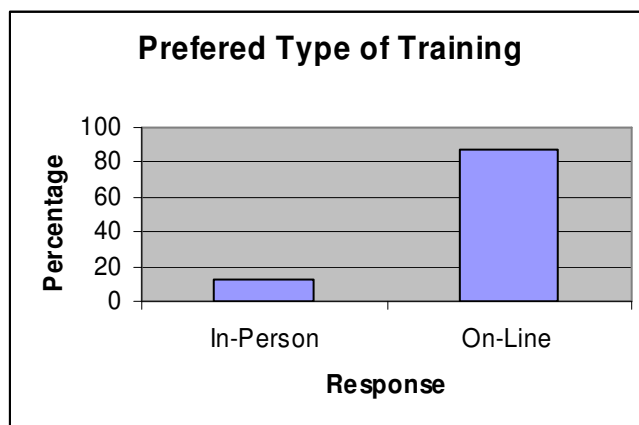
- On a 5 item Likert scale, professors were asked to rate how well they felt they understood their role in providing testing and other academic accommodations to students registered with the ADAPTS-Disability Services Program. 54.5% of professors claimed that they understood most aspects, 36.4% of professors claimed that they understood completely, and 9.1% of professors claimed that they understood some aspects but still had questions. Finally, no professors reported that that they do not understand at all or that they somewhat understood.



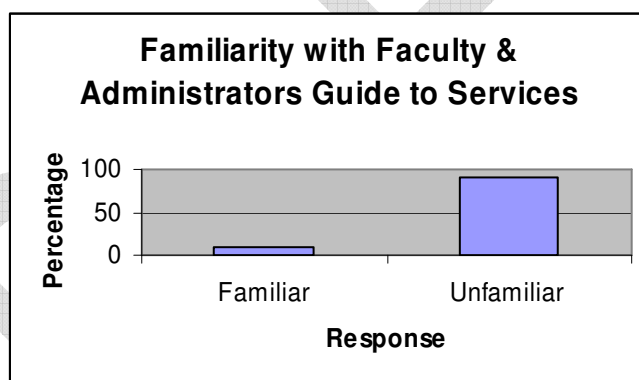
- 63.6% of professors polled reported that they would be willing to participate in a training session that would help them to gain a better understanding of their role in providing testing and other types of accommodations to students. Only 36.4% of professors reported that they would not be interested in participating in a training session.



- Furthermore, 87.5% of professors stated that they would prefer an on-line training module, while 12.5% of professors stated that they would prefer an in-person interactive training session.



- A surprising 90.9% of surveyed professors reported that they were not familiar with the ADAPTS-Faculty and Administrative Guide to Services. Only 9.1% of surveyed professors reported that that they were familiar with the guide.



- Finally, when asked in what why can the ADAPTS-Disability Services Program and ADAPTS Testing Center help professors use their services more effectively, professors replied with the following statements:

- "Communicate more about student needs on an individual basis, provide more times for scheduling final exams, encourage the students to meet with us one-on-one, provide us with a copy of the required needs for each student (we sign it, but never see it again)"

- "Read the emails sent more closely (not ask how the exam may be returned when an email already answered that.) Be more careful via email about mixing up students' w.r.t. the course they are enrolled when a teacher has multiple courses and Adapts students. Otherwise fantastic!"

- "I have found ADAPTS to be very easy to work with. I have no specific suggestions."

- *"I think there should be someone in the ADAPTS office that I know and who knows me so that I have a human point of contact as opposed to some bureaucratic entity."*
- *"I would appreciate a letter/packet of info given to me when a student brings the official letter for me to sign off on (at the beginning of a semester). In that letter/packet would be general guidelines and then specifics relating to the students accommodations (where to I send tests, when should I make arrangements w/ the office for extra time testing, etc.)"*
- *"Scan tests and return them by email for prompt grading, rather than promising to deliver them to faculty offices on the last day of semester and then not doing so."*
- *"I think you should send a message to the Chair at the beginning of each school year to forward to instructors. The message should include the followings: 1. a brief intro of your department and services 2. Links to any relevant pages for instructors 3. Mention that GT has to comply to the law (Am Disability Act?)...extra testing time, etc 4. Describe the testing center's role and business hours. Also, offer suggestions about what to do in case the exams are given after your business hours."*

In summarizing the results from the ADAPTS Testing Center Assessment Survey, it seems clear that professors are familiar with the mission of the ADAPTS – Disability Services Program, and they frequently teach students who use the ADAPTS Testing Center. The professors also feel fairly confident that they are aware of their role in providing students with testing accommodations; however, most professors would be willing to participate in an on-line training module to further their knowledge and understanding. Finally, the most surprising results indicated that most professors were unaware of the ADAPTS- Faculty and Administrative Guide to Services. Therefore, the ADAPTS-Disability Services Program will work on raising the professors' awareness of this informative and helpful guide. In the summer of 2009 the faculty and administrative guide was updated to include new resources and will be emailed to all departments before the start of the fall 2009 term. The ADAPTS program will be conducting an open house for the testing center so professors will become familiar with the center and the staff.

Goal 2:

Learning Goal

ADAPTS-Disability Services Program will enhance the education of parents of first-time, Georgia Tech students with disabilities on how to successfully make the transition to receiving post-secondary level accommodations.

Outcome:

Parents and students will be more familiar with ADAPTS services on day one and more likely to utilize the program more effectively.

Evaluation Strategy Collect email addresses of parents during FASET orientation and send on-line survey to follow up with training/orientation provided on website and in person.

Method of disseminating and using information for improvement Results will be incorporated in the FAQ section of website and newsletter.

Summary of Results:

Unable to assess goal until transition information is made available on website. Website scheduled to be updated by end of summer 2009.

Diversity Programs

Diversity Programs provides an institutionalized approach for meeting the co-curricular needs of students by coordinating and planning educational opportunities that enhance interaction and learning across groups. Through intentional programs like Religious Awareness Week and Disability and Diversity Week, staff in the Office assists the campus in understanding, appreciating and celebrating Georgia Tech's rich cultural diversity. Diversity Programs is responsible for fostering a vision of diversity appreciation which is actualized through intentional educational programming in support of the Institute's Strategic Plan.

Goal 1

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. A reception was held to obtain feedback and to evaluate the work of the Consortium.

B. Organizers met for program review.

C. Anecdotal feedback was gathered at meeting and through on-line discussion.

Method of disseminating and using information for improvement

A Feedback was shared with the Consortium and stakeholders.

- B. Feedback was shared with participating institutions, organizers, and co-sponsors.
- C. Feedback was shared with Consortium members through minutes and on-line discussion.

Summary of Results

A. Georgia Tech (Diversity Programs, the Women's Resource Center, and History Technology and Society) forged a partnership with Emory's Race and Difference Initiative and the Atlanta Consortium of Colleges and Universities to develop a series of collaborative programs that focused on the theme "Motherhood at the Intersection of Race and Class: Resilience in the Face of Adversity." Diversity Programs hosted the Atlanta Consortium of Colleges and Universities Fall 2008. The group was broken into two subcommittees. Georgia Tech was represented at several subcommittee meetings throughout the year. In the end, Georgia Tech hosted two film screenings (*Maria Full of Grace* and *the Motherhood Manifesto*). In addition, Dr. Amy D'Unger (HTS) taught a course, Social Issues in Public Policy. Esther Jones taught a parallel course, Bad Black Mothers: Representation of Motherhood in Black Literature, History and Cultures. The Emory Class and the GT Class shared projects, assignments, etc. Emory University students attended GT events. Dr. D'Unger led a study circle that focused on the work of Angela Davis. GT took 15 students to the Angela Davis lecture at Ebenezer Baptist Church Spring 2008. Participants were given program evaluations at the film screenings.

B. Diversity Programs, the Department of Housing and Parking and Transportation collaborated to design and create two rooms (Tunnel of Slurs and the Tunnel of Hope) at Georgia State's Tunnel of Oppression. Fifteen Georgia Tech students and staff worked on the rooms. Another 60 participants toured the Tunnel. Parking and Transportation provided free Stinger Service to Georgia State.

C. Diversity Programs hosted the Georgia Diversity Consortium Spring 2009. Approximately 12 members attended. The theme of the meeting was collaboration.

Actions Taken

A. The Consortium hosted a reception summer 2009 to recap and review the 2008-09 Consortium activities. The information was shared with college leaders and the Atlanta community. Spelman College unveiled a documentary that focused on the civil rights initiatives of the class of '64. Other institutions were asked how they might participate in a city-wide oral history project. The Associate Dean mentioned the anniversary of Tech's peaceful integration. Consortium members seemed open to the idea.

B. The committee had an evaluation session a few weeks after the event. Participants were asked to fill out an evaluation, and participants were asked to give each room feedback via post-it notes. The results from the feedback session were as follows:

- Georgia State’s President indicated he wanted Georgia State to continue to host the Tunnel of Oppression.
- Many students indicated that Tunnel 2009 wasn’t as impactful as Tunnel 2008.
- Different themes, such as immigration, were recommended for Tunnel 2010.
- Several colleges committed to Tunnel 2010, but GT did not. Participation is contingent upon resources (staff and money).
- It was decided that the Tunnel would be completed on Saturday rather than Sunday.
- Georgia State indicated that it would do its best to work around Spring Breaks.
- Tunnel of Oppression was recognized as an outstanding program by the Georgia College Personnel Association.

C. It was decided that Consortium would create a diversity tool box, a place where members of the consortium can create and share curriculum covering a plethora of diversity topics (icebreakers, exercises, resources, etc.) that can be tweaked and made relevant for each campus.

Goal 2

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

A. A focus group consisting of underrepresented students/student groups was conducted.

B. Evaluations were administered to evaluate programs.

C. A survey was administered to Peer Institutions.

Method of disseminating and using information for improvement

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

B. Results were discussed with graduate assistant and Fusion! organizers.

C. Data will be reviewed by campus departments and Student Affairs administration. Survey results will also be shared with peer institutions who participated in the survey.

Summary of Results

A. A multi-racial student met with the Associate Dean to communicate that multiracial students had special needs that had been overlooked by the Institute. As a result, Diversity Programs and OMED co-sponsored a reception for Multiracial students fall 2008. Currently Multiracial students comprise about 1% of our student population. An email was sent to all multiracial students inviting them to the reception. Three students (1 graduate, 2 undergraduate) attended the reception. Due to the fact the turnout was low, the students agreed to be utilized as a focus group to communicate their needs as Multiracial students. The students expressed the following needs/concerns.

- Barak Obama's likelihood of winning the Democratic nomination has increased multiracial student's feelings of self worth and pride.
- The students expressed a need of getting to know more Multiracial students.
- All students revealed that classmates expressed shock when they learned they were Multiracial. The students felt more education needs to take place.
- Multiracial students expressed interest in exploring identity models so they can have a better understanding of where they are in their development.
- The students agreed that they would like to see a panel focusing on how to be more effective with Multiracial students.

B. A program called, the "Skin I'm In: A Celebration of Diversity through the Arts" was also offered during Diversity Week. The program was the expression of self through the arts. Approximately eight different cultural groups performed (GT Salsa Club, Turkish Dance Team, GTSO Cello Quartet, African Student Association, Indian Rock Band, Nothin' but Treble, Alpha Phi Alpha Fraternity, and Dean Ray). About fifty people attended the event. Evaluations were administered after the program. The program was also utilized to highlight GT Dance Groups who would be performing in FUSION! 2008.

- The event was rated a 6.4 out of 8.0.
- The subject was matter was treated a 6.6 out of 8.0.
- Open Comments: "I will tell my friends to go next time." "I better appreciate other culture's music." "I think it is helpful to be aware of other cultures." "To try different things." "I know what to chat about with different culture groups." "I really enjoyed seeing the expression of all the different cultures here at Tech.

C. The Office of Diversity Programs conducted a study to determine the service offerings for LGBT students at Georgia Institute of Technology peer institutions in order to create a proposal for LGBT student services at GT. A total of 16 institutions were included in the study. Peer Institutions were sent a Survey via survey monkey. Eleven institutions (68.8%) responded. Key findings include:

- 94% of Institutions reported having a dedicated office to support the needs of GLBT students.
- 47% of the offices reported to an Assist Vice President/Chancellor for Student Affairs or Vice President/Provost for Student Affairs.

- 40% of the Institutions reported that recent legislation affected policy, programs or services.
- 69% of Institutions indicated their non-discrimination policy and/or statement included sexual orientation, gender identity and expression.
- 73% of the respondents reported having services offered to domestic partners.
- Top resources offered to domestic partners included: Recreation Facilities (100%), Library Services (80%), Couples Counseling (60%), Family Housing (60%), and Institution ID Card (40%).

Actions Taken

A. Diversity Programs and OMED informed the students they would be interested in hosting a panel discussion regarding the needs of Multiracial students in 2009-2010.

B. Two groups (The Turkish Dance Team and the GT Salsa Club) went on to represent GT in FUSION! 2008. Two other Georgia Tech Teams joined them. FUSION! organizers held a meeting on the GT campus to encourage student participation in FUSION! A student was selected as the GT representative. FUSION! 2008 occurred November 21, 2008. At least 200 GT students attended. The undergraduate student body president, Nick Wellcamp attended. In addition, Dean Ray performed at the event. The event was better this year. The ratings went up from a 6.0/8.0 to a 6.6/8.0.

C. The Associate Dean met with Housing, Campus Recreation Center, Counseling Center, and the GT Health Center to ascertain their interest in providing services to the domestic partners of GLBT students. The Associate Dean/Director also met with the Buzz Card Office and Legal Affairs. A phone conversation was held with the Office of Human Resources. The next step would be to share the report with the offices and to ascertain their commitment. The report will then be shared with the Dean of Students and the Vice President of Student Affairs. The participating peer institutions were promised a copy of the results. In addition, Diversity Programs has completed a recommendation for including gender identity and expression in GT's EEO statement.

Goal 3

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

A. and B. An evaluation was administered to workshop participants to ascertain if learning outcomes were met

C. An evaluation was emailed to museum goers.

Method of disseminating and using information for improvement

A, B and C. Survey results were evaluated by Diversity Programs staff for the purpose of program/service enrichment.

Summary of Results

A. the Office of Diversity Programs offered a campus-wide diversity training spring 2009. 18 individuals attended. Participants were asked to evaluate their experience. The results are as follows:

- 91% of the participants rated the workshop as excellent or good.
- 72% of the participants learned how groups, other than their own, experience mistreatment.
- 82% of the participants indicated their level of understanding of the personal impact of incidents of discrimination was to a great extent.
- 100% of the participants indicated they learned how to interrupt a prejudicial joke, remark or slur to a great extent or somewhat.
- Participants were asked what aspects of the workshop were most relevant to their career or education. They responded:
"All," "The practical nature of intercepting more subtle and extreme/overt acts of oppression," "Building relationships with colleagues," "I feel the interrupting prejudicial remarks, but I wish we would have talked more about it and practiced it," "Addressing remarks, sharing activities for staff development, encouragement given for participation," "Techniques for confronting remarks identifying stereotypes of groups I belong to vs. others," "Learning about our blank CD for me; I will be working on erasing those negative things on my CD that have been developed since childhood," "Shifting Attitudes," "Personal stories are important to understanding how a person got to where they are"

B. The Office of Diversity Programs offered a Safe Space Training as a Housing In-Service spring 2009. 20 individuals attended. Participants were asked to evaluate their experience. The results are as follows:

- 88% of participants rated the workshop as excellent or good.
- 75% felt they could identify campus resources related to providing a safe space for our LGBT population.
- 67% indicated they were confident in identifying and articulating biases around issues of sex, sexual identity and gender identity.
- 100% of the participants indicated they could foster a social climate in which others do not feel the need to express anti-gay attitudes in order to "fit-in."
- 75% felt they were knowledgeable about off-campus resources for LGBT individuals.
- 87% indicated they learned how to support LGBT individuals.
- 67% indicated they felt better prepared to confront inappropriate behavior.

- 100% indicated they felt they knew when to inform their supervisor of an inappropriate behavior or remark.
- 88% indicated they felt better able to advocate for an individual that identifies as LGBT.
- When asked how they will use what they learned when they returned to school or work they responded as follows:

“When I have the opportunity to deal with a GLBT issue,” I will use what I have learned in any scenario I encounter as a student, RA, and in the future by providing info ad support to GLBT members,” “How to better and more confidently address comments such as “that is gay,” “When dealing with LGBT residents (to help them feel accepted),” “All,” “I feel very comfortable to deal with any issues that may come up,” “Use what I learned to provide resources to residents”

C. The Office of Diversity Programs provided 75 tickets for students to see the Civil Rights Exhibit, “Road to Freedom,” fall 2008. About 25% of the students were International. A survey utilizing Survey Monkey was emailed to them. The results are as follows:

- 27% indicated it was their first experience at the High Museum.
- Participants rated the program a 7.45/9.0.
- When asked about their personal understanding of the subject matter, participants rated the experience a 7.36/9.0.
- When asked if the program increased their ability to work in diverse teams, participants rated the experience a 5.0/9.0.
- When asked if the program increased their awareness and appreciation for their own culture, participants rated the experience a 5.6/9.0.
- When asked if the program increased their awareness and appreciation for other cultures, participants rated the experience a 6.4/9.0.
- When participants were asked how they will use what they learned in the classroom, workplace and/or student organizations, they responded as follows:

“To tell people about the importance of photo journalism,” “I had my children accompany, both learned a lot,” “better understanding of the civil rights movement and the role of journalism,” “better understanding of others,” “The event promoted the need for social awareness and becoming a proponent of change,” “You have to be willing to die for it or nothing will change” Man in video,” “Discussion”

Actions Taken

A. Due to fact NCBI was well received, the Associate Dean decided to retain its affiliation with NCBI and paid membership dues a year in advance. In addition, the Office committed to do at least one campus-wide training per year.

B. The Evaluation for Safe Space I was altered to assess learning outcomes. A new evaluation for Safe Space II will be created fall 2009.

C. The program High Museum was so successful; Diversity Programs sponsored another trip to the High Museum to see the First Emperor of China's Terracotta Army Spring

2009. The event was held in conjunction with College Night at the High Museum. Diversity Programs co-sponsored the event with the Chinese Student Association and Auxiliary Services provided Stinger bus service.

Greek Affairs

The Office of Greek Affairs provides support, advising, and advocacy for the members of the Greek community. The fraternity and sorority community at Tech includes 55 different organizations which are divided into four governing boards: the Collegiate Panhellenic Council, the Interfraternity Council, the Multicultural Greek Council, and the National Pan-Hellenic Council. The staff members in Greek affairs advise the leadership of the individual chapters and the executive boards of the four councils regarding basic operations, leadership development, risk management, hazing, event planning, recruitment, and membership development. The office also serves as a liaison contact between various offices on campus and the organizations. The Office of Greek Affairs collaborates with several offices on campus to ensure each chapter is upholding the policies set forth by the Institute, as well as promoting safe and healthy lifestyles for all members of the Greek community.

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

The third administration of the Greek Affairs Communication Survey (first administered in June 2007 and repeated in May 2008) given to constituents to determine their satisfaction with communication with the office.

Method of disseminating and using information for improvement

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

Summary of Results

A majority of the respondents (52.7%) felt the quality of www.greek.gatech.edu was good or better (compared to 46% in 2008 who felt the content was average in 2008 and 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 (60.6% in 2009, which is up from 33.3% in 2008 but still down from 76.7% in 2007), to access emergency contact information update form (52.1% in 2009, which is down from 66.7% in 2008 and 53.3% in 2007), to access *GreekBuzz* (40.8% in 2009, which is up from 29.9% in 2008 but still down from 53.3% in 2007), and to access the roster update form (60.6% in 2009, which is down from 75% in 2008 but still up from 50% in 2007).

When asked how satisfied they were with communication from Greek Affairs, 71.0% said they were satisfied (compared to 69.2% in 2008) with 15.9% reporting being highly satisfied (compared to 15.4% in 2008) and 10.1% being unsatisfied (compared to 15.4% in 2008).

Based on the data, additional work needs to be done responding to communication in a timelier manner. Staff expectations for responding to communication will be created

Actions Taken

Based on last year's results, *GreekBuzz* was produced on a more regular basis. Efforts were taken to encourage more student input to increase the content in each issue of the newsletter. Both of these strategies are also in place for 2009-2010 to continue the regular production of *GreekBuzz* with more content from the chapters and governing boards on campus. By creating staff expectations for responding to communication, we can improve the rate at which we reply to contacts with the staff.

Earlier in 2008, our staff worked with the IT support in Student Affairs to create a new interface for the roster change process, but we are waiting for the new process to be created and implemented.

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.

Summary of Results

The Greek Affairs Facilities Communication Survey was conducted in July 2009. It was sent to on-campus personnel who work in Facilities, Emergency Preparedness, Fire Safety, Capitol Planning and Space Management, and Real Estate.

One-hundred percent of the respondents prefer e-mail as their method of communication (which is the same as 2008 and 2007) and 50.0% of the respondents reported they received a response from a staff member the next day, compared to 55.6% in 2008 and 33.3% in 2007 who reported they received a response from a staff member within the same day of their contact. Twenty-five percent reported they receive a response the day following their contact (down from 33% in 2008 and 50% in 2007). The majority of respondents (62.5%) reported that they are Very Satisfied with communication with our office (up from 44.4% in 2008 but still down from 66.6% in 2007). Twenty-five percents of the respondents reported that they are Satisfied with communication with our office (down from 56% in 2008 and 33.3% in 2007).

When asked if they received *GreekBuzz*, 62.5% of respondents said they did (down from 66.7% in 2008 and 83.3% in 2007) and 37.5% of the respondents would be interested in submitting content to be included in future issues (down from 44.4% in 2008 but still up from 33.3% in 2007). The majority of respondents (66.7%) rated the quality of www.greek.gatech.edu as Very Good with the remaining 33.3% of respondents rating the content as Good. In 2008, 40% rated it Good and, 40% rated it Very Good. In 2007, 50% rated the quality as Good and 50% rated it as Very Good last year.

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

Actions taken

Similar to the other communication survey, steps will be taken to ensure regular communication and follow-through from staff. Regular meetings will continue with Fire Marshall and his staff and Environmental Health and Safety staff. More regular meetings are needed with Capitol Planning and Space Management staff and Real Estate staff. Our office needs to do more outreach to these departments in relation to *GreekBuzz* to make them aware of what is going on in the Greek community in addition to soliciting content from their areas.

Office of Student Integrity (OSI)

Office of Student Integrity (OSI) is responsible for encouraging ethical decision making by the Georgia Tech community and implementing the Institute's judicial process for addressing allegations of misconduct against students and student organizations. OSI promotes the educational environment through advising and providing support for the

Honor Advisory Council and seven student hearing panels which address academic and non-academic allegations against groups and individuals.

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.
3. 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
5. Code of Conduct brochures

Summary of Results

It does not appear that the Judicial Process Survey was completed but the Academic Integrity Survey was completed and a report was generated in spring 2009. The lack of completion of the Judicial Process Survey was again due to personnel absence and changes. A new Assistant Dean/Director was not in place until mid-February 2009 and staffing was again limited.

*Non-academic statistics are still being generated (again, due to staffing issues).

Academic statistics are as follows:

321 Total cases resolved

75 Not Responsible/FYI

246 Responsible

The Academic Integrity Survey indicated that “virtually all respondents (98.6 percent of undergraduates and 92.9 percent of graduates) were aware of the Georgia Tech

Academic Honor Code.” While the report indicated some confusion on the part of the students as to the specific rights and responsibilities under the policy, they are at least aware of it.

Actions Taken

1. Several presentations were given during the fall 2008 and spring 2009 semesters to faculty, staff and students.
2. Most presentations done per faculty or department request – including academic departments, administrative offices, FASET Orientation and athletics.
3. Code of Conduct brochures were given to all incoming first year students and transfers.
4. File scanning was completed. Process began to check to ensure proper saving for files and the purging of paper files.

Goal 2:

Learning Goal

Formulate a new version of the educational academic integrity component.

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 Using Information for Improvement

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

Summary of Results

A review of the ethics seminar is ongoing. With the arrival of the new Assistant Dean/Director, there was again an interest in creating a new version or different component to the seminar that would meet the needs of the students and the administration of the conduct process. Discussions were had specifically around the necessity to have a component of the seminar over the breaks/summer or one that would be for more minor violations of the policy. As of Fall 09, HAC has been given the charge of developing these options in conjunction with the Assistant Dean/Director and is working on these options.

Actions Taken

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

Goal 3:**Learning Goal**

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

Outcome

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

Evaluation Strategy

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

Methods of Disseminating and Using Information for Improvement

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

Summary of Results

New Assistant Dean/Director is not aware that the tutorial has been completed. As of the arrival of the new Assistant Dean/Director, the discussion continued about the practices of educating and adjudicating students regarding copyright infringement. The discussion was deliberately left for the new Assistant Dean/Director, given the long-term practice implications.

Actions Taken

As of Fall 09, continuing to work on revision of education and adjudication practices for copyright infringement.

Student Involvement

The Office of Student Involvement offers collaborative and intentional activities, which develop leadership skills in students. Student Involvement consists of three important programs within the Office of the Dean of Students: Student Media, Community Service, and Student Organizations working along with various units from within the campus and the community. The Student Media advises four print publications, one internet-based publication, and the student radio station. Community Service advises 16 student-coordinated service projects and programs through the Mobilizing Opportunities for Volunteer Experience (MOVE) Student Organization, and provides a clearinghouse of

community initiatives for students, faculty, and staff. Student Organizations provide opportunities for involvement in Sports and Recreation Clubs, Honor and Professional Societies, Service, Performance, Production, Political, Educational, Cultural, Religious and Spiritual organizations.

Goal 1:

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

Outcome 1

By attendance at the Success Series workshops participants will report increasing their leadership skills

Evaluation Strategy

Surveys distributed after workshops

Method of disseminating and using information for improvement

Use results of surveys and student suggestions to improve the topics for the next year's presentations.

Summary of Results

Workshop: Situational Leadership

100% of respondents said that the workshop helped them improve their leadership skills

-“It gave a clear vision on how to handle situations as a leader”

-“I learned that I do not delegate as often as I thought I did”

-“I learned about how different situations require different types of leadership styles, and how my personal leadership styles fall within those categories showing me which areas I need to improve upon.”

Workshop: GT Licensing and Trademark Workshop

33% of respondents said that the workshop helped them improve their leadership skills

-“Now I can motivate my members by giving them a reward with T-shirts and do it legally right according to GT”

-“[I learned] how organizations can use GT trademarks for events while following licensing guidelines”

Actions Taken

For the 2009-2010 year, Student Involvement will be working with Shannon Scott from the Office of Organizational Development to put together our calendar of workshops that will be based off of suggestions from Success Series attendees this year as well as attendees at other events sponsored by the Student Involvement Center and Presidents' Council Governing Board. The workshops that were the most well received were ones

that dealt with broader leadership/organization challenges more than specific campus concerns.

In addition, Student Involvement will create a consistent survey that will enable staff to assess the workshops collectively, and not just individually in order to see the impact of the entire Success Series, not just the individual presentations.

Outcome 2

Participants at the Presidents' Summit will be able to articulate how the Summit contributed to their abilities as a leader.

Evaluation Strategy

Paper evaluation distributed in attendees registration packet

Method of disseminating and using information for improvement

Results were shared with the board to improve the rest of the years programming and will be shared with the 2009 Summit Chair in order help guide them in their planning

Summary of Results

45 student leaders attended Summit on September 21, 2008

Participants described 22 different leadership skills that they learned at Presidents' Summit-

- Motivation
- I really got a chance to reflect on how I lead and to think about ways to improve
- Thinking about the bigger picture and looking at opportunities outside of the norm
- Delegation, group recognition, dynamics of leadership
- Planning and effective speaking
- Communication skills, refining my leadership style
- Need practical experience to learn
- Communication/ networking
- Bonding, public speaking, integrity
- Learned importance of delegation
- Resources, motivating
- Ways to effectively delegate responsibilities
- Networking, how to motivate members, communication
- Ways to keep members motivated and delegate to get events planned and things accomplished more effectively
- Delegation, motivating members by leading with example
- I was able to meet with other leaders and form connections that I am fairly weak at doing
- I learned more about responsibility and integrity toward all of my duties

- Collaborating Ideas
- “Getting Over Myself” and thinking of my org outside of my own experience
- New ideas for recruitment and assessment
- Motivating the executive board
- I got more knowledge on how to plan events more efficiently

When asked what participants would take back to their organization from Summit, their responses were:

- How to get money from SGA
- Details on SGA funding
- The information is mainly the topics to focus on to improve my leadership
- I was able to do some networking and possible opportunities for enhancing my organization
- Lots of networking opportunities
- How other organizations work
- Learned about a new organization
- I learned how to take responsibility for the success and growth of my club
- Most of the information was reinforcement for me because I have had to deal with it already. It was good to hear that other people are doing the same things I am
- I liked getting contact info for presidents of other organizations
- SGA funds process/submitting bills
- Ways to fundraise on campus, advice for being the most effective leader possible
- All the sources available at Tech
- Other orgs
- Networking, how to motivate members, communication
- Event planning resources on campus
- How to effectively sustain T-book when I graduate
- Sources of fundraising
- The time scale of planning events
- Contact information for people who can be helpful!
- We all have the same problems/issues if we can collaborate on them
- Lots of good tips and tricks for things, events, group management
- How to keep group members motivated and getting them to buy in
- Needs of campus organizations (effective to hear from leaders with different perspectives)
- I made some contacts that will help with fundraising and event planning
- Motivation
- Delegation, group recognition, dynamics of leadership
- The other problems organizations are having
- Wow, there are a ton of organizations!

- How to apply for a budget
- I got some insight into how to delegate

Actions Taken

By reviewing the responses on the survey, staff was able to see what presentations and discussions were the most beneficial to students. We can also identify which parts of Presidents' Summit are important to maintain, while others can be changed and altered to provide new information. One of the noted criticisms of Summit was the lack of time to simply meet and network with other student leaders. Presidents' Council Governing Board addressed this issue directly by creating "Networking Night" which gave student leaders an opportunity to meet multiple other student leaders to talk specifically about issues within their organizations and on the campus as a whole.

Outcome 3

Members of the Presidents' Council Governing Board will be able to articulate two leadership skills developed as a result of their participation on the board.

Evaluation Strategy

Electronic survey sent to the board at the end of their term

Method of disseminating and using information for improvement

Results will be shared with board leadership to improve training and procedure for the 09-10 year.

Summary of Results

Members noted multiple skills that had been developed as a result of being a member of PCGB, including:

- Organization management
- Public speaking
- Delegation
- Networking
- Event planning
- Communication
- Goal setting
- Project management
- Vision/mission development
- Teamwork

Actions Taken

In order to properly assess what skills are being developed as a result of their participation on PCGB, a pre-survey was distributed to all the members of the 2009-2010 board. Those responses will then be compared to a post-survey that will be completed at the end of spring 2010 in order to see what skills have been improved upon or developed.

Outcome 4

Participants in LeaderShape will report increased leadership skills

Evaluation Strategy

Pre and post test

Method of disseminating and using information for improvement

Summary reports

Will utilize results to plan the follow up series and in fundraising efforts

LeaderShape, Inc collects and utilizes the data to improve and tweak the curriculum.

Summary of Results

According to the 2008 LeaderShape Evaluation:

Overall, do you feel more confident and capable to *lead with integrity* as a result of your experience at the LeaderShape Institute? (scale of Strongly Disagree being 5 and Strongly Agree being 1)

- Students averaged a 1.42

In general, The LeaderShape Institute was a valuable experience in developing my capacity to lead.

- Students averaged a 1.16

According to Pre and Post Evaluation Survey Comparisons:

Students were asked to rate themselves on a scale of 1-5 (Strongly Disagree being 5; Strongly Agree being 1):

Confidence in my ability to manage and resolve conflicts

Pre: 2.36 Post: 1.61

Confidence in my ability to identify my own strengths and weaknesses

Pre: 1.69 Post: 1.55

Confidence in my ability to effectively communicate with verbally with my peers.

Pre: 2.28 Post: 1.74

Confidence in my ability to create a vision or ideal future for my community or organization.

Pre: 2.26 Post: 1.74

Confidence in my ability to articulate the action steps necessary to implement my vision

Pre: 2.51 Post: 1.68

Confidence in my overall capacity to be a successful leader

Pre: 2.10 Post: 1.61

Actions Taken

Working to continue the LeaderShape Institute as it does have an impact on the students' confidence in their capacity to lead.

Outcome 5

Participants in the Student Leader Retreat will be able to articulate leadership skills developed or improved upon as a result of their participation in the retreat.

Evaluation Strategy

Evaluations collected at the end of the retreat

Method of disseminating and using information for improvement

Summary report on Student Leader Retreat

Summary of Results

Participants listed several leadership skills they developed or improved upon: Networking, feedback, communication, speaking in front of others, going up to others and initiating conversation, knowledge of other organizations, relationships with other student leaders, listening to the opinions of people with more of an open mind.

Actions Taken

Need to revise evaluation to assess specific leadership outcomes staff want as a result of the retreat.

Goal 2:

Operational Goal

Faculty members, students, staff and alumnae will be aware of different opportunities for involvement in student organizations, community service and service-learning activities.

Outcome 1

Increased participation in organization involvement, leadership and service programs and activities

Evaluation Strategy

Track number of organizations that begin the chartering process

Track number of students involved with programs and activities coordinated out of Student Involvement staff.

Track GT assessment data

Method of disseminating and using information for improvement

Annual reports, meetings with stakeholders, FASET, GT1000 and staff development.

Summary of Results

75 new charter applications submitted

50 organizations chartered

Over 180 staff and students attended Officer Orientations

Over 35 participated in Student Organization Success Series Workshops

Student Engagement Survey

87% of students are involved in at least 1 extracurricular activity

48% of students said they spend 6hrs or more per week on co-curricular activities compared to 2003 were 44% reported

Actions Taken

Utilized at FASET to normalize and increase awareness of involvement.

Demonstrates the need for the Student Involvement staff to serve all these groups and involve students

Goal 3:

Operational Goal

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

Outcome 4

Effective, purposeful, and creative, programs, services, and activities.

Evaluation Strategy

Electronic survey distributed to all student organization presidents

Method of disseminating and using information for improvement

Used a Family Feud game show to share information to colleagues and staff in order to benefit their programs and services.

Summary of Results

What resources have you used for leadership development/training?

73% Work Experience

62.4% Meeting with Advisors and Institute Staff

55.9% Readings

What types of leadership development/training strategies do you like best or would you like to see?

54.8% Individual Consulting
48.4% Workshops
41.9% Web resources
39.8 % Conferences
38.7% Discussion Groups

What types of skills/training would you like to see?

Organization management 51.6%
Publicity and Marketing Tips 50.5%
Leading Change 49.5%
Event Planning 48.4%
Motivating and Recognizing Members 48.4%
Delegation 47.3%

What are the most important and difficult leadership challenges you have faced?
Delegation, Motivation, Recruitment, Time Management and Conflict Resolution were listed the most

What resources or services would you like to see in the Student Involvement Center?
Most listed:
Storage, some to be a counselor for organizations, more awareness of services

Actions Taken

Was considering getting rid of advisor requirement for student organizations, but data reflects they are important to leadership development, so staff need to train and develop the advisors more.

Also need to consider talking with Co-op about reflecting on the leadership development they are getting in their work.

Data shows that students are reading about leadership, so need to beef up library and promote awareness of it. Maybe start a book club.

Utilized data to plan 2009-2010 Success Series Workshops and President Summit workshops

Secured funding to build storage units
Staff member(s) will have consulting hours in the Center
Looking for ways to publicize services and resources better

Will share this information with the new LEAD Director.

Goal 4:

Learning Goal

Students will engage in reflection and debriefing strategies that allow them to articulate their understanding of personal values, beliefs, and social responsibilities.

Outcome 1

By participation in LeaderShape, students will be report confidence in their capacity to act according to their values and social responsibilities.

Evaluation Strategy

Pre and post test

Method of disseminating and using information for improvement

Summary reports

Will utilize results to plan the follow up series and in fundraising efforts

LeaderShape, Inc collects and utilizes the data to improve and tweak the curriculum

Summary of Results

08 LeaderShape Evaluation:

Overall, do you feel more confident and capable to *lead with integrity* as a result of your experience at the LeaderShape Institute? (scale of Strongly Disagree being 5 and Strongly Agree being 1)

- Students averaged a 1.42

According to Pre and Post Evaluation Survey Comparisons:

Students were asked to rate themselves on a scale of 1-5 (Strongly Disagree being 5; Strongly Agree being 1):

Confidence in my ability to recognize when my behavior is not in congruence with my values.

Pre: 1.77 Post: 1.58

Confidence in my ability to create and implement changes in my organization or community

Pre: 2.44 Post: 1.79

Confidence in my ability to commit to and act consistently with my core ethical and personal values

Pre: 1.69 Post: 1.32

Confidence in my ability to articulate my ethics and values to others

Pre: 2.15 Post: 1.47

Actions Taken

It is obvious through the data and anecdotal information that LeaderShape is transformational and needs to continue at Georgia Tech. We will continue to work to find a sustainable funding source for this program.

Community Service

Goal 1:

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community

Outcome 1

Through participating in Jumpstart Corp members will report increased leadership skills

Evaluation Strategy

Jumpstart Fall and spring Surveys

Method of disseminating and using information for improvement

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

Summary of Results

I am comfortable expressing my opinion about important community issues to others	
Fall 2009 Agree or Strongly Agree	spring 2009 Agree or Strongly Agree
75%	83.3%

I know how to come to an agreement with a group of people so we can address important issues in my community	
Fall 2009 Agree or Strongly Agree	Spring 2009 Agree or Strongly Agree
91.7%	100%

Actions taken

When the decision came as to whether to continue the Jumpstart program, this data helped staff to keep it because it shows the impact it is having on the Corp members.

Outcome

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

- identify goals for their committees
- develop and implement an action plan 333

Evaluation Strategy

Meetings and self reports

Method of disseminating and using information for improvement

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

Summary of Results

All Committee Chairs except 1 successfully developed service activities for MOVE days program.

Actions taken

Develop procedures for collecting and documenting goals and action plans.

Continue working on how to assess the experiences these Chairs and Exec are getting from being on MOVE.

Goal 2:

Operational Goal

Faculty members, students, staff and alumnae will be aware of different opportunities for involvement in student organizations, community service and service-learning activities.

Outcome 1

Increased participation in service programs and activities.

Evaluation Strategy

Track GT assessment and numbers of service programs and participants.

Method of disseminating and using information for improvement

Annual reports, meetings with stakeholders, FASET, GT1000 and staff development.

Summary of Results

NSSE

47% of respondents reported having participated in community service activities.

5 Service organizations were chartered this year.

Actions taken

MOVE created MOVE Saturdays in order to make it easier for students to access service activities

Received approval for and hired Community Service Coordinator

Goal 3:

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

Method of disseminating and using information for improvement

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

Summary of Results

4 organizations met with the Office of Community Service to discuss risk management issues associated with international and domestic service projects. All 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

Created forms and published procedures that made this process easier for the students to collect the data and submit it to the Office of Community Service.

Goal 4:

Learning Goal

Students will engage in reflection and debriefing strategies that allow them to articulate their understanding of personal values, beliefs, and social responsibilities

Outcome 1

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

I have a good understanding about most of the important issues facing the community where I serve

Fall 2009 Agree or Strongly Agree	Spring 2009 Agree or Strongly Agree
41.7%	87.5%

I feel that good citizenship includes a set of responsibilities to my community

Fall 2009 Agree or Strongly Agree	Spring 2009 Agree or Strongly Agree
100%	100%

Individual citizens can make a difference in society by addressing social justice issues

Fall 2009 Agree or Strongly Agree	Spring 2009 Agree or Strongly Agree
91.7%	95.8%

Actions taken

When the decision came as to whether to continue the Jumpstart program, this data helped us to keep it because it shows the impact it is having on the Corp members.

Student Media

Goal 1:

Learning Goal

Student Involvement functions will provide students with additional opportunities to increase their capacity as current and future leaders at Tech and in the community.

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 during 1-on-1 meetings

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 2008-2009 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

25% of respondents answered they felt they had gained and/or developed the skill of REALISTIC SELF-APPRAISAL

50% 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.

Staff did not measure intentionality in terms of the skills developed nor what they are 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 continue to be synchronized to ask similar questions so results can be better measured (pre-assessment to take place August/September) and (post-assessment to be administered in the March/April range of the spring semester).

More intentional efforts must be made to collect post-assessment forms from members of Student Media organizations prior to finals and end of semester.

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 during 1-on-1 meetings

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 from General Manager (GM) or Business Manager (BM)

Actions taken

Contact has been made with the GM and BM to complete the form but no reply has been received.

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 2008-2009 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 (3) 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. Staff did not measure intentionality in terms of the skills developed nor what they are 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

Accurate and effective student publication organization's constitutions.

Evaluation Strategy

1. Update constitutions as needed

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

During the 2008-2009 academic year staff met with each organization's editor and worked through their constitutions. Of the (6) publications, only one, the T-Book felt they needed possible changes to their constitution as they relate to the partnership with Student Publications and the Ramblin' Reck Club. These suggested changes will be submitted to the Office of Student Involvement in fall of 2009.

Actions Taken

Recommended updates and/or changes will be made following the August 2009 orientation/retreat.

Women's Resource Center (WRC)

The Women's Resource Center strives to enhance the academic performance and personal development of the women at Georgia Tech by striving to create a more inclusive and supportive campus environment for women, and by promoting understanding among Georgia Tech's diverse community of men and women. In order to achieve these goals, the WRC provides: 1) Information: To act as a resource for women seeking information on women's issues including health issues, academic opportunities, safety concerns, and career options; to provide a library collection that supports the academic interests of women; 2) Support: To provide a comfortable gathering place for women, with diverse needs and interests, at Georgia Tech; to assist student groups developing and implementing programming that fosters a greater sense of understanding and responsiveness to women's issues on campus; 3) Advocacy: To act as a crisis intervention resource that aids students in locating and utilizing campus and community services; to advocate for changes in campus policies and practices that impact women's educational experiences and opportunities as well as those that affect the campus climate for woman; 4) Training: To provide women with opportunities to build skills that will prepare them for life following graduation, especially through developing leadership; 5) Services: To aid the development of campus services that cater to the diverse needs of women at Georgia Tech; and 6) Community: To foster a sense of community among the diverse groups of women and men at Georgia Tech.

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 48 programs, 15 trainings, and 8 presentations with a total attendance of 5,064 in 2008-2009.

Findings from three 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 a total of 153 between the two events, one on East Campus and one on West Campus (compared with 200 in 2007, 120 in 2006).
- According to the program evaluations, 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% again this year) and to get to know their faculty (52% "yes" and 33% "somewhat" compared to 64% in 2006, 37% in 2005).
- One-hundred percent (100%) of the respondents said they would recommend the event for new women students next year.

Women's Leadership Conference:

- 93% of the respondents found the conference "very beneficial" (54%) or "beneficial" (39%) to their life/education/career.

Take Back the Night:

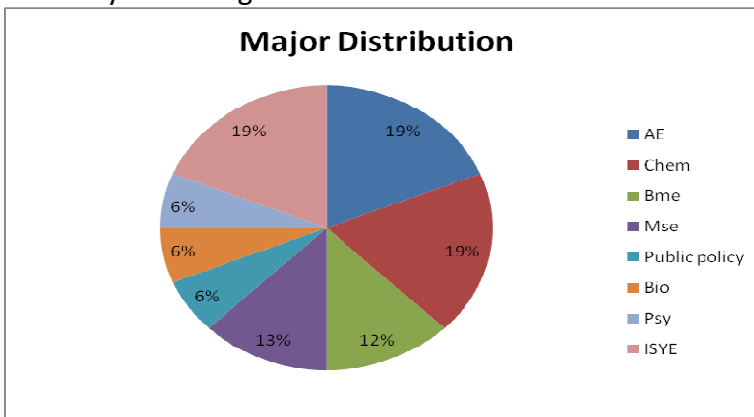
More than 800 people attended, the response rate for evaluations were very low (Faced challenges to written evaluations: cold, dark, may not have had pen, etc.); however, those who responded indicated "program benefit/usefulness" as "excellent" (88.2%) or "good" (11.8%).

Respondents indicated their "favorite part" as the "life stories" and "hearing the personal reflections of victims." To better evaluate the impact of this program on the future, a new evaluation method will be needed.

WRC Graduate Women's Lunches

The WRC again offered graduate women’s lunches as a forum for these women to meet and discuss their experiences in academia and research. Programs included a welcome reception, a panel of success tips from recent Ph.D. graduates, a Ph.D. candidate’s experience teaching abroad and a roundtable discussion with women faculty.

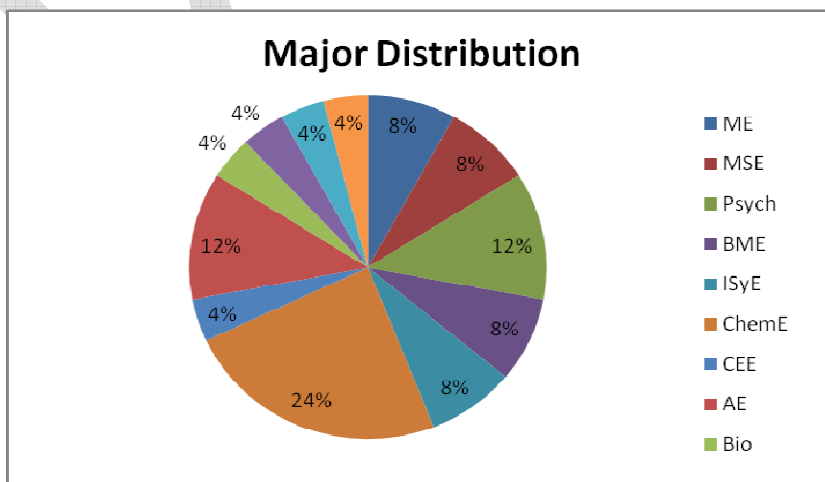
February: Teaching abroad



Respondents found the content of the program “relevant” (68.8%) or “somewhat relevant” (31.3%) to their academics, careers or lives. Comments on what they learned from the program:

- "Good stories of cultural exploration"*
- "Expanding one's horizon & more aware of what is out there, especially in the Middle East"*
- "New perspective on teaching abroad; info about Saudi Arabia"*
- "Exposure to opportunities abroad"*
- "Meeting outside my department, difference in negotiating internationally"*

March: Roundtable discussions with women faculty:



Respondents found the content of the program “relevant” (52%) or “somewhat relevant” (36%) to their academics, careers or lives. Comments on what they learned from the program:

"Different perspectives - talking to people who don't have a vested interest in my particular research"

"Insight into interviews as a PhD"

"Better relationship with my faculty"

"Interesting challenges and facts about hiring women faculty in engineering"

"Good advice for developing my career"

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. The 2009-2010 programs will be planned based on these results. The West Campus reception was continued this year for the second year and will be continued for the future. With the increase in programming for graduate students through CETL, the WRC will determine how to best complement their programming; CETL and the WRC have already begun to work together to plan for next year. In addition, the WRC will work to increase the number of participants who find the programs “relevant” vs. “somewhat” relevant to their development. The evaluation for Advocate Training is currently under revision. The evaluation process for Take Back the Night will also be reviewed to determine a better way to assess the impact of the program.

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

Sexual Violence Trainings: Trainings were offered from 50-minute presentations to HPS classes and Housing student staff to four and eight-hour trainings at the Ally and Advocate level. The WRC trained 149 Advocate, Ally and Safe Sister participants during 2008-2009.

Ally/Safe Sister Training:

Respondents found the program's benefit/usefulness "excellent" (87.5% fall; 50% spring) or "good" (12.5% fall 50% Spring).

90% indicated the training met their objectives.

- ✓ *"It was more informative than I expected, especially the part on sorority image."*
- ✓ *"I liked how several parts were geared towards Greeks because I know these types of situations are serious and frequent in our community."*
- ✓ *"Helps me understand what sexual violence actually is."*
- ✓ *"If someone comes to me, I will be much more able to help them."*

63.3% had never participated in a training on this topic before.

Advocate Training:

- The majority of participants rated the presentation's benefit/usefulness as either agree or strongly agree.
- Participants rated themselves as being comfortable or confident in several areas, such as the role of the advocate, policy and procedure, helping skills and campus resources.
- Participants were able to name at least two campus resources for victims of sexual violence.
- Most participants had not been through an in-depth training such as Advocate Training and rated the presenters as prepared and able to answer questions appropriately.

Advocacy: During the 2008-2009 academic year, the WRC received 21 confidential reporting forms: 13 incidents occurred during the 2008, four were during 2009 and four women had been sexually assaulted at another point in their lifetime. The most common reporting agencies were the Women's Resource Center, the Women's Clinic, Counseling Center, Housing and GT Police.

The Women's Resource Center worked with ten women: two with the campus judicial process, four women to obtain a temporary protection order, and four throughout their experience with sexual violence and/or harassment. It appears more women are

coming forward to report the violence, as we've had an increase in the number of reported cases. The Confidential Reporting Form is providing an avenue for victims to have their story heard. With the help of the Women's Clinic, we are able to work with many women who have experienced sexual violence at different points in their life. In the majority of the reports, the victim and assailant were acquainted in some way and a moderate number of reports involved alcohol.

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. In addition, the WRC worked with an intern in Health Promotions to add a healthy relationships component to the Safe Sister training after feedback from evaluations.

Given the number of participants interested in participating in the trainings and the positive responses on the evaluations, 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 continue to work to improve the current Institute policies and practices. This year, the Women's Resource Center led the effort to revise the Student Policy on Sexual Misconduct and Sexual Harassment; the draft is currently under review before being submitted to the Faculty Senate for approval.

In addition, the WRC is working with Dr. Brenda Woods to improve the assessment tools for the sexual violence presentations and trainings and to collect data that can be analyzed for trends throughout the years.

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 and graduate women. See Goal 1 for results highlights. The WRC also offered several programs such as a fieldtrip to see The Color Purple, a presentation on women leaders in the civil rights movement, an international panel on beauty. Not all of these programs were assessed.

Actions Taken

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. The format worked well again this year so this program will continue to offer on each side of campus.

Based on consistently positive results, the Women's Resource Center plans to continue specialized program offerings to graduate women. The WRC will also continue to offer speakers and programs with diversity in mind; verbal feedback to these events was positive.

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 student committees and advisory boards.

Summary of Results

WRC Student Leaders: Year-end celebration dinners for each group (2008 Women's Leadership Conference, 2009 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.

Women's Awareness Month: The Women's Resource Center offered the annual Women's Awareness Month in March 2009. The month of programs and events, organized by a student committee advised by the WRC, attracted more than 1,985 participants over the month. At the end of the year, the committee completed a self evaluation. Some comments illustrate the impact of their involvement on their leadership development:

"My communication skills have improved after working with many people. This can help in all areas."

"Coordinate others, event planning, delegate tasks and responsibilities, preparation in advance."

"Being more proactive, being not afraid to speak my dream of a safer world."

"I have applied my experiences from WAM to my senior group project."

(See evaluation report for more details)

Women's Leadership Conference: The annual student-organized Women's Leadership Conference attracted approximately 350 participants on November 7-8, 2009.

- 93% of the respondents found the conference "very beneficial" (54%) or "beneficial" (39%) to their life/education/career.
- 95% of respondents stated that the conference "met" (42%) or "exceeded" (53%) their expectations.
- 99% would recommend the conference to others.

A few comments illustrate the range of impact on participants:

"Many conferences and workshops give very general information and say things that

everyone has heard before. This one had people who shared new insights, information, and sources of inspiration."

"The conference left me feeling empowered and proud to be a woman. I am optimistic about my future and achieving my goals."

"It gave me a little motivational boost to finish my PhD and deal with my stress better."

"I have been to the WLC five times now. In this process, I have seen myself evolve from a student to a person looking ahead to my own faculty career. I see myself now looking ahead to the impact I will have with my own career and my own students."

*"All of the speakers were exceptional. I am currently a prospective GT student, so I am at a different stage of my life than most of the audience, but I still learned a great amount."
"The presentations and workshops were very relevant as I plan for college, choosing a major, and my general life plans."*

(See evaluation report for more details)

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 2008 Women's Leadership Conference has been disseminated to the 2009 student committee who has utilized the findings to begin their planning of next year's conference. WAM co-chairs utilized an online survey for the student planning committee. Due to the high response rate at the conference, WLC evaluations will remain hand-written and collected at the conference.

Ferst Center for the Arts

The Ferst Center for the Arts provides a brilliant showcase for the presentation of concerts, recitals, lectures, dance, film and theater. The Ferst Center programs outstanding seasons of music, theatre, dance, and opera performances from September to May. The Ferst Center hosts not only the best in performing arts, but visual arts as well. Presenting a broad spectrum of artists, the Richards and Westbrook Galleries feature local artist exhibits that combine fine art and technology. The Ferst Center for the Arts serves as an example of Georgia Tech's dedication to a holistic educational experience and excellence both on campus and in the community.

Operational Goal 1

Goal 1

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

Outcome

In 2008-2009, the Ferst Center for the Arts will increase student activity at the center through attendance at cultural arts performances, and through hosting of performances by students at the Ferst Center.

Evaluation Strategy

Student attendance is tracked through the Box Office. Box Office reports are available daily and at end of year for evaluation. Student Organizations who present performances at the Ferst Center are tracked through Fastbook, a facility use software program, and through Accounting software. Attendance and facility use records from previous years are also available for evaluation purposes.

Method of disseminating and using information for improvement

Student attendance and usage numbers are reviewed by the director and the staff throughout the year. 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 of Ferst Center season shows is one factor used to determine future arts programming and marketing strategies. The staff also evaluates events held by students in the Ferst Center in order to improve their presenting experience.

Summary of Results

The Ferst Center is used for a variety of purposes throughout the year. The Center coordinates and presents a “season” of cultural arts performances, and works with a variety of Student Organizations who present their own cultural arts performances.

- The Ferst Center increased the number of student organizations who presented their own cultural performances from 16 in 2007-2008 to 21 in 2008-2009. Presenting performances offers the students a variety of learning experiences: planning, marketing, scheduling and working with volunteers, planning and working with artists, executing contracts, etc.
- The number of students attending Ferst Center “season” performances was 2,214, which is 12 percent less than the 2,510 students expected. Since the Ferst Center presented fewer shows than in the past, and because of the recession, fewer students were expected to purchase tickets than in past years and this proved to be the case. In 2008-2009, students made up 13% of the overall audience, compared to 17% the year before.

Actions taken

The Ferst Center will continue to evaluate student usage and attendance in determining programming, marketing efforts that appeal to and reach students, and strategies for assisting students in the presentation of performances. In order to increase student audience size, the Ferst Center will employ more social networking to reach students, will post more campus signage and will develop more promotions with academic departments. To improve the student presenting experience, the Ferst Center is planning to offer students a free workshop on planning their own events. The workshop will cover artist issues, backstage and production elements, and marketing.

Learning Goal 2

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 the House Manager and Concessions Manager. Evaluations are conducted primarily by close observation in the work environment. A formal merit raise procedure was developed and implemented this year for student employees.

Method of disseminating and using information for improvement

Student employees receive in-person individual feedback from Managers. Orientation sessions are held at the beginning of each semester for training. 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 this 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 09 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 the 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 training from the Box Office manager and supervisors. An informational session is also held each semester with the marketing manager so that student employees will be able to communicate better with customers about upcoming shows. Student employees receive in-person individual feedback from Manager and supervisors. Information relevant to all employees is posted on the 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

Georgia Tech students demonstrate they have achieved competency in computer, customer service and leadership skills and are regularly promoted in the Box Office:

- In 2008-2009 a recent GT graduate who worked in the Box Office first as a clerk and then as a supervisor took on assistant manager duties as a result of Ferst Center staff reorganization.
- After initial training and close supervision, most student employees prove they are able to think independently and can competently make decisions without the assistance of a supervisor.

- Students often demonstrate problem solving skills in a variety of situations as they assist customers.

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 09 and will be conducted once each semester with each employee.

Office of Information Technology (OIT)

The Office of Information Technology (OIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Affairs. OIT Staff works in partnership with units to meet the unique needs of a leading research institution. OIT in Student Affairs serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Affairs.

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

No unusual network traffic was noticed.

Actions taken

Based on results from last year, the subnet firewall rule set was checked and verified.

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

As with the past year, the number of viruses cleaned or removed from student used computers within the Division was very low. Again, we attribute this to that fact that most students bring and use their own computers at work.

Staff observed an increase in old viruses being cleaned and removed from machines. Further investigation revealed users of many of these machines were visiting social networking sites. Primarily facebook and twitter. OIT staff does not have enough information to determine if these sites were the source of the infections. The cause could be some common usage pattern or, perhaps, even related to their jobs.

Staff did have an increase in the number of viruses that were found, but not removed by the anti-virus software.

Actions taken

When a virus is detected and not removed, staff has asked the users to leave their machines on overnight so that the nightly scan will run. In all cases, the nightly scan was able to remove the virus from the machine.

Staff has worked with OIT on improving the email notifications. At some point, the system reverted back to an old configuration which only sends notifications to one person, and those notifications lack the needed details.

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:

Documentation was not current. The documentation on servers and software did not reflect the current operational environment.

Actions taken:

Documentation was revised. Their web developer is investigating creating a system that will allow them to maintain the documentation online. Staff has revised our procedures to include revisions to documentation related to their hardware and software.

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-feedback, when it is supplied. This information will be review with the IT staff during monthly meetings.

Summary of Results

Users that were interviewed by their primary support person reported that services were delivered in a timely fashion and reported being satisfied with the delivery of services.

Actions taken:

Staff has implemented short meeting before an event to discuss potential issues in the support person's area. After the event, staff met to inform the primary support person of any issues and how those issues were resolved.

Success Programs – FASET

The Office of Success Programs' mission is to support the orientation, transition, and academic success of Georgia Tech undergraduates through comprehensive programs and services that promote the holistic development of students within an academically rigorous environment. Students are initially introduced to the office through FASET, the orientation program for first-year students, transfer students, and their parents and guests, R.A.T.S. Week, a welcome week for freshmen, and Freshman Convocation. In addition, they coordinate GT 1000, the Freshman Seminar and a variety of academic support services available to all students, including 1-to-1 Tutoring, PLUS (Peer-Led Undergraduate Study) Groups, and Academic Coaching.

GT1000

Operational Goal

Enroll at least 60% of first-year students in GT1000, the Freshman Seminar Course.

Learning Goal

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

Outcome

Students who take the course will earn higher GPAs and will transition more successfully to Georgia Tech than those who do not complete the course.

Evaluation Strategy

A student-survey will be conducted at the beginning and end of each semester for students to report how confident they are in skills related to academic success and college transition and to measure the self-perceived change in confidence in the course learning outcomes.

Institutional data will be reviewed to assess the academic performance 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. Findings will be used to guide enhancements and improvements to the course and curriculum as well as instructor and team leader training programs.

Summary of Results

A total of 77 sections of GT1000 were offered in fall 2008 and spring 2009 with an overall enrollment of 1835 students, which equates to approximately 69.5% of the freshman class. An additional 29 students participating in the Armstrong Atlantic State University (AASU) GTREP program took the course at the GT-Savannah campus. Finally, the overall DFW rate for GT1000 was 6.1% with the majority of students receiving an "A" or "B" in the course. Additional enrollment details are as follows:

GT1000 Enrollment Data by Semester, Summer 2008– Spring 2009

	Summer 2008	Fall 2008	Spring 2009	TOTAL
Total Number of Sections	<i>Not offered</i>	73	4	77
Interdisciplinary Sections		40	4	44
Discipline Sections		26	0	26
Population Sections		7	0	7
Total Enrollment^a		1770	65	1835
Interdisciplinary Sections		882	65	947
Discipline Sections		794	--	794
Population Sections ^b		94	--	94
% of students who earned D, F or W in course		5.8%	13.8%	6.1%
Instructors ^c		84	4	88
Student Team Leaders		343	20	363

Notes:

- a. This represents 69.5% of the entering fall freshmen class
- b. This does not include 29 GT-Savannah students who took the course there.
- c. The number of instructors is higher than the number of sections because some sections have co-instructors.

At the beginning and end of each semester, students are asked to self-assess their learning on each of the learning outcomes for the GT1000 course. Statements were evaluated on a five-point Likert scale (scaled varied by question and is noted with the outcome in the table below). In general, student self-assessment of their learning increased from the pre-semester to the post-semester on all outcomes. The only

exception is the outcome, “How essential do you think it is to be involved in extracurricular activities at Georgia Tech?” which was very high initially and showed virtually no change. (4.21 to 4.22). This is most likely due to the fact that the majority (95.7%) of students who responded to the survey attended FASET, where there is strong messaging to consider extracurricular activities.

Learning Outcomes	Fall 2008				Spring 2009			
	Pre		Post		Pre		Post	
	Avg	N	Avg	N	Avg	N	Avg	N
How aware you of what an individual does in a job when they graduate with a degree in your major? <i>(1 = no idea; 3 = somewhat familiar; 5=very familiar)</i>	3.17	880	3.82	752	3.13	8	3.82	11
What is your comfort level with your decision to pursue a degree in the major you have chosen? <i>(1=not feeling good about it; 3=feel fairly good about it, but not certain; 5=know for certain that it is the right major for me)</i>	3.70	879	3.90	754	3.25	8	4.00	10
What is your comfort level with approaching a professor with a question? <i>(1=would never do it; 3=OK, if there is no other way to get the information; 5=very comfortable—it's no problem)</i>	3.64	874	3.93	745	2.50	8	3.73	11
How confident are you that you could find academic support (such as tutoring) if you need it? <i>(1=no idea where it is; 3=I could find it if I put some effort into it; 5=I know where to find it)</i>	4.04	872	4.25	750	3.25	8	4.09	11

How confident are you that you could create a resume targeted to a specific leadership/educational opportunity (co-op, internship, leadership position)? <i>(1=not sure where to begin; 3=I think I could do it; 5=very confident)</i>	3.01	877	4.00	750	2.86	8	4.55	11
What is your confidence level with your ability to succeed at Georgia Tech? <i>(1=not sure I will make it; 3=I think I can make it- but it will require more effort; 5=I am confident I will be successful)</i>	3.86	877	4.00	753	3.63	8	4.00	11
How much experience do you have with writing a journal or reflecting on topics you have learned? (including blogs, discussion boards, or other online forms of communication) <i>(1=never required to do it before and have never done it; 3=only experience is when required in a few high school courses; 5=significant amount of experience)</i>	2.98	880	3.77	753	3.75	8	3.45	11
To what extent is goal setting currently utilized in your life? <i>(1=never write goals; 3=write goals in some areas of my life; 5=write goals for everything I do)</i>	3.12	875	3.88	754	2.88	8	3.36	11
How familiar are you with campus resources, traditions, and co-curricular activities (such as clubs and organizations)? <i>(1=not very familiar; 3=somewhat familiar; 5=know enough to conduct a campus tour)</i>	3.12	876	3.88	750	2.75	8	4.00	11

How often have you helped to create a set of guidelines (expectations, responsibilities, etc.) while working as part of a team or group? <i>(1=never; 3=have occasionally used guidelines before; 5=always establish guidelines for every team that I participate in)</i>	3.33	877	3.70	748	3.25	8	3.27	11
How essential do you think it is to be involved in extracurricular activities at Georgia Tech? <i>(1=not necessary; 3=might support my personal growth; 5=a necessity for personal growth)</i>	4.22	880	4.21	752	3.63	8	3.55	11

Additional questions on the survey asked students to state whether they had knowledge of key academic issues: who their advisor is, how to register for classes, how to make an appointment with an advisor, having a resume, and using a planner. Increases in the percentage of students responding “yes” were noted on all factors.

Learning Outcomes	Fall 2008				Spring 2009			
	Pre-Semester		Post-Semester		Pre-Semester		Post-Semester	
	% yes	N	% yes	N	% yes	N	% yes	N
Do you know who your academic advisor is for your major or College?	68.3%	604	90.7%	681	87.5%	7	90.9%	10
Do you know how to register for classes?	n/a	n/a	99.3%	743	n/a	n/a	100%	11
Do you know how to make an appointment with an academic advisor?	54.4%	476	88.7%	666	87.5%	7	90.9%	10
Do you currently have a resume?	34.9%	305	90.0%	673	0.0%	0	81.8%	9
Did you use a planner in High School? (pre-semester survey only)	66.4%	580	n/a	n/a	50.0%	4	n/a	n/a
Did you use a planner this semester? (post-semester survey only)	n/a	n/a	68.3%	511	n/a	n/a	54.5%	6

In the post-semester survey, students are also asked to rate their satisfaction with the course, including the instructor, team leaders, course organization, and overall course effectiveness. (Note, percentages are based on the number of students who responded to the question). Data are shown in the table below. In general, most students report that their GT1000 sections are well-planned and organized, that their instructors and team leaders are approachable and willing to assist students, and that overall they find the course “effective” or “very effective.”

Student Satisfaction (All Students)	Fall 2008		Spring 2009	
	%	N	%	N
How well planned was your GT1000 Class?				
Very well-planned and organized	49.3%	379	54.5%	6
Well-planned and organized	41.0%	315	27.3%	3
Somewhat well-planned and organized	8.7%	67	18.2%	2
Not well-planned or organized	0.9%	7	0.0%	0
How approachable was your GT1000 Instructor?				
Very approachable and always willing to assist students	66.5%	508	54.5%	6
Approachable and willing to assist students	25.0%	191	36.4%	4
Somewhat approachable and willing to assist students	6.4%	49	0.0%	0
Not approachable or willing to assist students	0.9%	7	9.1%	1
No opinion/I cannot comment	1.2%	9	0.0%	0
How approachable were your Team Leaders?				
Very approachable and always willing to assist students	49.5%	379	36.4%	4
Approachable and willing to assist students	32.7%	250	9.1%	1
Somewhat approachable and willing to assist students	12.0%	92	18.2%	2
Not approachable or willing to assist students	1.6%	12	9.1%	1
My class did not have Team Leaders	1.2%	9	18.2%	2
Considering everything, how effective was GT1000?				
Very effective	19.7%	147	18.2%	2
Effective	44.0%	329	54.5%	6
Somewhat effective	28.9%	216	18.2%	2
Not effective	7.4%	55	9.1%	1
How highly would you recommend GT1000 to future freshmen?				
Very highly	206	27.4%	36.4%	4
Highly	205	27.3%	27.3%	3
Somewhat highly	240	32.0%	27.3%	3
Not at all	100	13.3%	9.1%	1

Data provided by Institutional Research and Planning (IRP) are shown below for the Fall 2008 cohort (students who matriculated in Fall 2008) and the overall cohort (students who matriculated in either Summer 2008 or Fall 2008- exclusive of student athletes). In both cases, students who took GT1000 only or who took GT1000 and participated in the Residential Freshman Experience program earned higher GPAs than those who did neither or only participated in the FE residential program.

	Both		GT1000 Only		FE Only		Neither		Total	
	GPA ^a	N	GPA ^a	N	GPA ^a	N	GPA ^a	N	GPA ^a	N
Fall 2008 Cohort	3.08	1339	3.08	261	2.98	657	3.06	129	3.05	2386
Total 2008 Cohort^b	3.09	1317	3.13	210	2.95	821	3.04	162	3.04	2510

^a GPA is mean cumulative GPA at the end of fall semester. Therefore, students who began in summer semester, this includes both summer and fall GPA.

^b Does not include 92 student athletes.

Actions taken

Survey results were shared with individual instructors. There were no issues with instructor performance this year.

Variability in satisfaction with Team Leader performance has led to a new Team Leader recruitment, selection, and training program which will be implemented in Fall 2009.

FASET Orientation Program

Operational Goal

Create an intentional Parent/Guest Orientation Program within the FASET freshman orientation program.

Learning Goal

Parents/Guests will acquire knowledge of parent resources and information regarding student and parent transition issues.

Outcome

As a result of participating in the FASET program, Parents/Guests will identify as feeling satisfied in the following areas:

1. Eased my concerns about enrolling my student at Georgia Tech
2. Taught me what I needed to know as a parent/family member of a Georgia Tech first-year student
3. Addressed my needs as a parent/family member of a Georgia Tech first-year student

As a result of participating in the FASET program, Parents/Guests will learn what they need to know about the following four areas/roles during FASET Orientation:

1. Their role in helping my student make good choices
2. How to support their student's success in college
3. The role of the academic adviser
4. What I might experience as a parent/family member of a Georgia Tech student

Evaluation Strategy

A parent/guest survey will be conducted at each FASET Session.

Method of Disseminating and using information for improvement

Parent/Guest survey data will be disseminated to key campus stakeholders via a program and annual report format.

Results will be used to develop the 2009 Parent/Guest Orientation Program

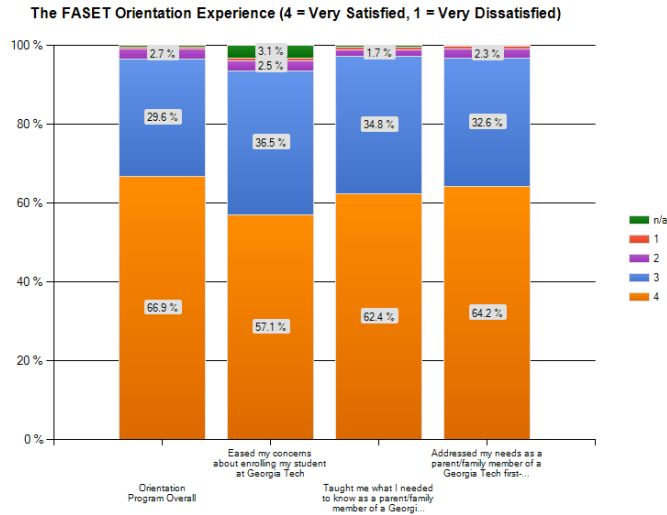
Summary of Results

For fall 2008 2,268 parents/guest attend freshman FASET Orientation of which 29.6% (670) completed the evaluation of the program. This is a significant increase from Fall 2007 where we saw 1990 parents/guests of which 5.7% (114) completed the survey. ¹

Using the survey results we evaluated their overall satisfaction (96.5% satisfied or very satisfied) with the Fall Freshman FASET Parent/Guest Orientation program in addition to our 3 learning outcomes:

1. Eased my concerns about enrolling my student at Georgia Tech (93.6% satisfied or very satisfied)
2. Taught me what I needed to know as a parent/family member of a Georgia Tech student (97.2% satisfied or very satisfied)
3. Addressed my needs as a parent/family member of a Georgia Tech first-year student (96.8%)

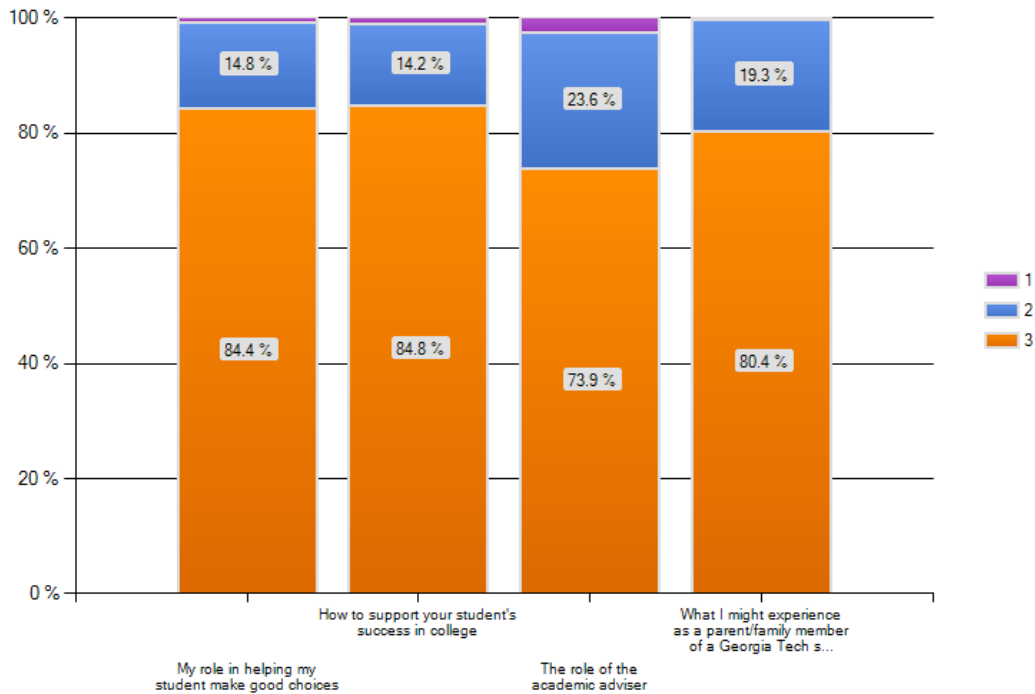
¹ With the migration to Banner FASET hopes to have better numbers of FASET attendees. It will be important to assess the impacts of the size of FASET sessions on the parent/guest experience.



The Parent/Guest Orientation program was specifically designed to help parents/guests to learn critical information to partner with Georgia Tech in supporting their students. Parents/guests were asked to evaluate following four areas on a scale of 1 to 3 (3 = Learned all that I believe I need to know, 2 = Learned something, but still do not know some things I feel I should, 1 = Did not learn anything). The results are as follows:

1. Their role in helping my student make good choices (84.4% learned all that they believed they needed to know)
2. How to support their student's success in college (84.8% learned all that they believed they needed to know)
3. The role of the academic adviser (73.9% learned all that they believed they needed to know)
4. What I might experience as a parent/family member of a Georgia Tech student (80.4% learned all that they believed they needed to know).

Using the scale below please indicate the extent to which you learned about the following during FASET Orientation. (3 = Learned all that I believe I need to know, 2 = Learned something, but still do not know some things I feel I should, 1 = Did not learn anything)



Actions Taken

Survey results were shared with key campus stakeholders and presenters. The results were used to adjust session content with presenters for the next summer. As a result the following changes will be implemented for FASET 2009.

- On-line web portal will be created for FASET 2009 that will have all of the presentations on-line for parents/guests to download
- New Parent/Student panel to allow parents to hear not just from students, but also parents of Georgia Tech students
- Revised content during parent specific sessions to try to eliminate redundancy of information and reinforce key messages

Freshman Call-A-Thon

Operational Goal

Partner with the Freshman Experience (FE) program on the Freshman Call-A-Thon to collect data on non-FE students.

Outcome

Describe characteristics of the experiences of non-FE students (residential and non-residential)

Evaluation Strategy

Work with the Freshman Experience program to develop a common set of survey questions to be asked through a phone survey of both FE and non-FE students in mid-October.

Method of Disseminating and using information for improvement

Student survey data will be disseminated to key campus stakeholders via a program and annual report format.

Results will be used to develop the 2009 Freshman Call-A-Thon.

Summary of Results

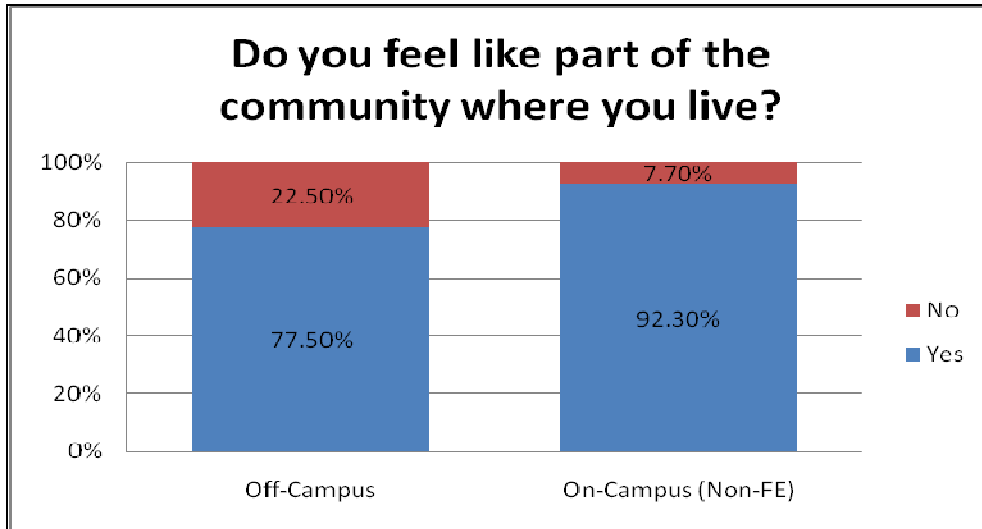
This year the Office of Success Programs partnered with the Freshman Experience Program to complete a more comprehensive Freshman Check-up program. The Office of Success Programs attempted to contact all students living off campus and students living on campus in non-Freshman Experience (FE) residence halls. Calls were completed around midterms (October 13- November 11). FASET Orientation Leaders and new FASET Cabinet members volunteered their time over three nights between the hours of 6 p.m. and 9 p.m. to place calls from the Office of Success Programs.

The calling group generated a list of 262 freshmen who either lived off campus or on campus in non-FE residence halls. The office was able to capture the cell phone numbers of 233 students as a part of their optional information provided in their FASET Orientation reservation². Of the 233 numbers, 209 numbers were correct³. Approximately 53% (111 students) of student list with correct phone numbers (209) completed the phone survey. The remaining calls resulted in messages left on an answering machine. If caller connected with a parent of the student, s/he answered questions the parent may have, and then asked for a number to contact his/her student. The following are points of interest from the Freshman Call-A-Thon:

² Students who did not register for FASET were unable to be contacted.

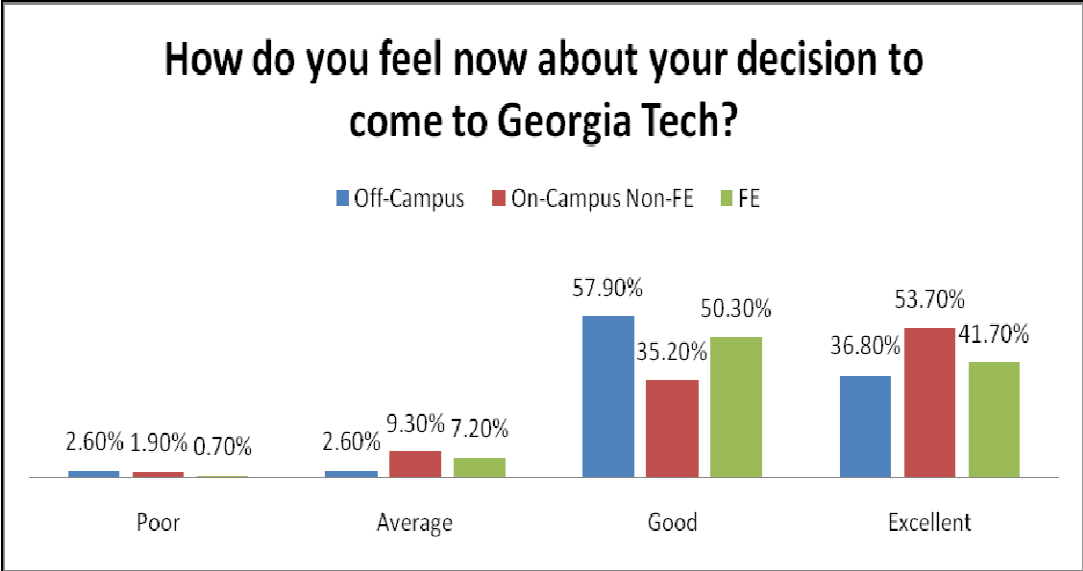
³ Errors included international numbers

1. Students that lived on-campus (non-FE) reported higher feelings of connection to their community. *(FE data were not available for this question)*



Do you feel like part of the community where you live?		
	Yes	No
Off-Campus	77.5	22.5
On-Campus (Non-FE)	92.3	7.7

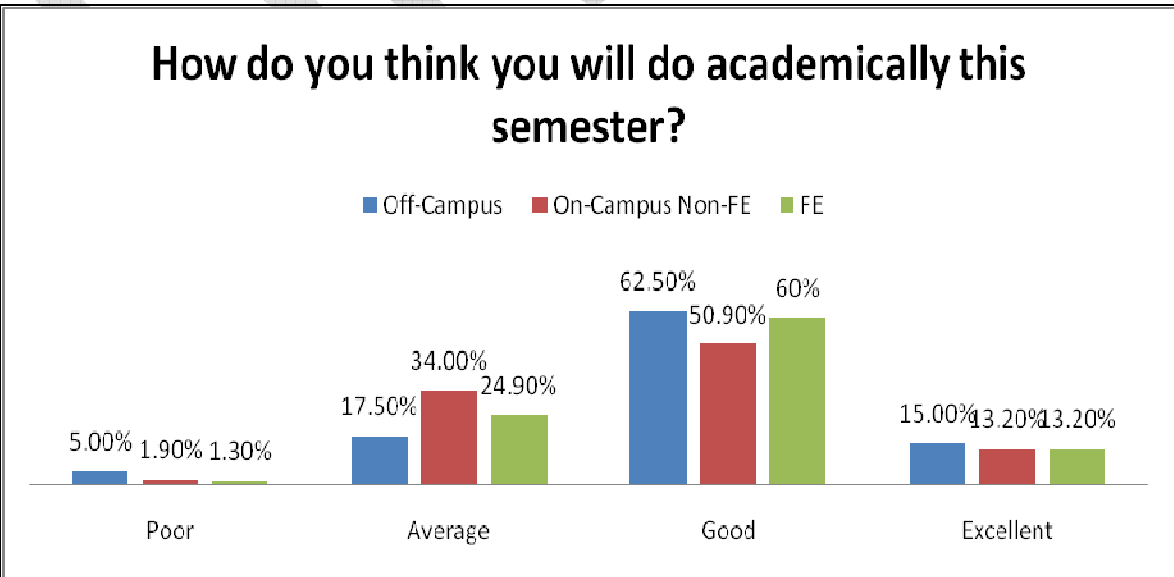
2. When students were asked to report about how they felt about coming to Georgia Tech, living on campus does not appear to have an impact. (In all cases, the percentage of students in each category responding “good” or “excellent” was over 85 %.)



How do you feel now about your decision to come to Georgia Tech?

	Off-Campus	On-Campus Non-FE	FE
Poor	2.60%	1.90%	0.70%
Average	2.60%	9.30%	7.20%
Good	57.90%	35.20%	50.30%
Excellent	36.80%	53.70%	41.70%

3. When students were asked to identify about how their first-semester academic performance, findings are consistent for each cohort.



How do you think you will do academically this semester?			
	Off-Campus	On-Campus Non-FE	FE
Poor	5.00%	1.90%	1.30%
Average	17.50%	34.00%	24.90%
Good	62.50%	50.90%	60%
Excellent	15.00%	13.20%	13.20%

This year saw growth in the quality of information. The collaboration will provides a substantive look at the feelings of the freshman class at the mid-point in the semester. However, it is important to note that these data should not be used to over generalize about the student experience. The methods of collection differ for the two groupings: Off-Campus/Non-FE over the phone versus FE which was done in person through a Peer Leader. Moreover, a large percentage of the Non-FE students are athletes and have a variety of support programs and services that a regular non-FE student would not receive.

Actions Taken

Survey results were shared with key campus stakeholders and Freshman Experience Administrators. As a result the following changes will be considered for the Freshman Call-A-Thon 2009:

- Work with the Freshman Experience program to expand the Call-A-Thon to the three step process they utilize for the Freshman Check-ups (August/September, October/November, and January).
- Create a defined group of callers. While serving as a caller during for the Freshman Call-A-Thon is a required extended leader duty, there is very little incentive that can be provided to recruit the callers and therefore limits the number of attempts that can be made at contact students.
- Consider exploring the impact that not living on campus has on freshman and the unique needs and resources they require.
- Partner with the Freshman Experience program to create a better method for data collection to allow for a more comprehensive comparison of FE check-up data and Freshman Call-A-Thon data.
- Create a system to identify at risk students and connection non-FE students with on-campus resources.

Academic Support

Operational Goal

To provide high quality academic support programs which cover common first and second year curriculum and that contributes to improved student performance.

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.

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. Additionally, tutors will undergo in service training where assessment data will be used to inform policy and procedure

Summary of Results

Utilization of the 1-to-1 Tutoring Program increased during the 2008-2009 academic year. The number of actual appointments held is shown in the table below:

Semester/Academic Year	2005-2006	2006-2007	2007-2008	2008-2009
Summer	230	168	137	161*
Fall	883	1007	1367	1496
Spring	559	765	1054	921**
Total	1672	1940	2558	2578

* There are two weeks of summer 2008 Tutoring appointment data missing.

**PLUS was offered in Calculus and Genetics for the first time

As the table shows, an increase in tutoring appointments compared with the 2007-2008 academic year was realized. Peer Led Undergraduate Study had 220 visits in genetics and approximately 130 visits in Calculus II which may account to the slight decline in the tutoring numbers for the spring semester.

To assess the performance of tutors as well as the program, 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 2008 (N = 671 Responses)	Spring 2009 (N = 412 Responses)
<i>Tutor Ratings: 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5- Excellent</i>		
Knowledge of the subject	4.64	4.73
Effectiveness in communicating subject matter	4.67	4.68
Patience in explaining subject matter	4.76	4.88
Promptness and Reliability	4.77	4.69
Approachability	4.80	4.81
Overall effectiveness in enhancing learning	4.66	4.72
<i>Tutoring Program Ratings: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree</i>		
Participating in 1-to-1 Tutoring has improved my overall academic skill in this particular course	3.38	3.47
I would recommend 1-to-1 Tutoring to a friend/peer	3.88	3.86
I will utilize this service again if needed	3.91	3.90
<i>Students' perceived academic improvement due to tutoring (% of Students who indicated they feel their letter grade will improve)</i>		
More than one letter grade	24.2%	27.8%
One letter grade	38.3%	38.0%
One-half letter grade	30.4%	31.6%
No change	7.9%	6.3%

Peer Led Undergraduate Study (a peer facilitated study program based on the Supplemental Instruction Model) was piloted in Calculus and Genetics in spring 2009. Data from the genetics course were presented at the 5th Regional Conference on Supplemental Instruction at Texas A&M University. Data from the Calculus course were not collected by the leaders consistently and was not used in analysis.

Course: Genetics	
Enrolled Students	113
Average Visits/ Student	3.4
Total Student Visits	64
Students with 2+ Visits	44
% Class Attending	57%
% 3+ visits	39%

Total Visits	220
Average Students/Session	8
% A,B,C (PLUS)/ A,B,C (non-PLUS)	95% / 87%
%D,F,W (PLUS) / D,F,W (non-PLUS)	5% / 13%

Plus participants earned more A,B, and C, grades than non PLUS peers, even when controlling for Georgia Tech GPA, out of class studying (self reported), and prior knowledge:

Pre Genetics GPA	
NON-PLUS	3.04
PLUS	3.02
PLUS 3+	2.89

Genetics Pre-test Average Score	
NON-PLUS	34.04
PLUS	28.92
PLUS 3+	31.67

Self Reported Study Hours	
NON-PLUS	4.31
PLUS	3.75
PLUS 3+	4.32

PLUS participants scored higher on higher order exam questions than non-participants:

EVALUATION Level Questions (Blooms Taxonomy)	AVERAGE % CORRECT
NON- PLUS	50%
PLUS	57%
PLUS 3+	54%
SYNTHESIS Level Questions (Blooms Taxonomy)	
NON-PLUS	75%
PLUS	81%
PLUS 3+	85%

Actions taken

In an effort to offer improved support, reach more students, and realize a cost per student savings we will be expanding Peer Led Undergraduate Study into select sections

of Math 1501 (one of the largest courses we support) and Biology 1510 in the Fall 2009 semester.

Additional assessment of cognitive and retention gains will be implemented for FY10. Program will diversify offerings to students and increase interaction with faculty.

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

END OF REPORT

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