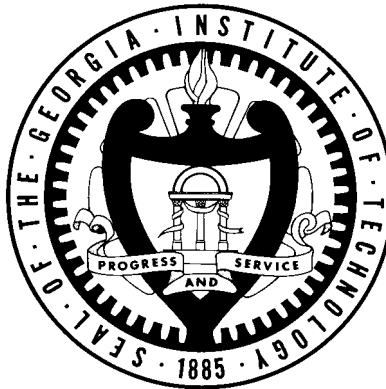




Georgia Institute of Technology

Georgia Institute of Technology
Division of Student Affairs

Final Assessment Report
2010-2011



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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.

Aquatics

Operational Goal or Learning Goal 1

Guard staff will be fully knowledgeable in all procedures with ability to implement as necessary to operate and maintain a safe facility.

Outcome

When tested, Lifeguards will be able to demonstrate thorough knowledge and understanding of job responsibilities and demonstrate required skills/EAP procedures. Through workouts, VATS, Audits, and In-Services.

Evaluation Strategy

Lifeguards must score 80% or higher to pass, and "drills" will be rehearsed. Further training and remediation will be based on incorrect test answers and patterns identified within the drills 1. Schedule quarterly testing during in-service, 2. Utilize E&A Lifeguard course tests, and 3. Practice established procedures.

Summary of Results

1. **Guards Exceeded three of four audits in FY 2011**
2. **Excelled in Mock drill receiving two exceeds and one meets**

2011 Audits

Audit Date	Audit Type	Final Score	Lifeguard Score	Simulation Score	Admin/Facility Score
03/25/2011	Unannounced	Exceeds	Exceeds	Exceeds	Meets

2010 Audits

Audit Date	Audit Type	Final	Lifeguard	Simulation	Admin/Facility
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		Score	Score	Score	Score
11/02/2010	Unannounced	Exceeds	Exceeds	Exceeds	Meets
07/31/2010	Unannounced	Exceeds	Exceeds	Exceeds	Meets
06/08/2010	Unannounced	Meets	Meets	Exceeds	Meets

- **Summary of Results** (Continued)
- **S:\Aquatics\Mock Drill Videos**
- Mock Drill November 22nd and 23 GTPD, GRADY, and Fire on-site
 - Kayak roll accident-**Meets**
 - Pulled guest in distress out of Kayak
 - Provided proper standard of care in water
 - Provided proper standard of care oxygen, CPR, and AED
 - GRADY and FIRE arrived
 - Spinal with femur fracture-**Exceeds**
 - Treated guest in distress for spinal injury
 - Treated femoral leg injury
 - GRADY and FIRE arrived
 - Heat Stroke related injury-**Exceeds**
 - Guest in distress went into Shock
 - Provided proper standard of care oxygen, CPR, and AED
 - GRADY and FIRE arrived

1. **S:\Aquatics\goals objectives 2010-2011**
2. Ellis and Associate test date October 25 and October 26 2010
 - a. Scores reviewed November 8 and November 9 2010
3. Ellis and Associates Test date Spring April 4 and April 5 2011
 - a. Scores reviewed April 18 and 19 2011
4. See attached Zoomerang Survey documents
 - a. Fall 2010 Ellis and Associates Test A
 - b. Fall 2010 Ellis and Associates Test B
 - c. Fall 2010 Ellis and Associates Test C
 - d. Spring 2011 Ellis and Associates Test A
 - e. Spring 2011 Ellis and Associates Test B
 - f. Spring 2011 Ellis and Associates Test C

Actions Taken

1. Answers that rated below 80% or lower where covered in depth to ensure lifeguard awareness of Ellis and Associates policies and guidelines.
 - a. Water skills were re-demonstrated in water
 - b. Skills on land were re-demonstrated on land

- c. Ellis and Associates Policies, procedures, and guidelines were clarified
- 2. All lifeguards were re-tested in the spring 2011 to demonstrate at minimum a maintained or increased knowledge from fall semester.
 - a. The determination is an increase in knowledge based upon percentage showed an increase in overall knowledge of the Ellis and Associates program from fall 2010 to spring 2011.
- 3. Three of four "Exceeds" ratings within one year within the Ellis and Associates auditing program in a department that had not previously scored an "Exceeds". Success of this program will be considered to be used as a tool to test and evaluate lifeguard knowledge and readiness in the future.

Operational Goal or Learning Goal 2

- 1. Develop a First Aid lesson plan to be taught during lifeguard class and utilized during in-service as review. Identify skills needed to be taught.
- 2. Develop lesson plan template identifying content, time spent on each skill, and supplies needed to teach and competency measurements.
- 3. Train instructors on module and expectations when teaching first aid competencies.

Outcome

New Lifeguards through instruction and observation will be able to demonstrate competency at the completion of class, and current staff will perform random "test outs".

Evaluation Strategy

Following training all Lifeguards individually they will be able to recognize signs and symptoms to treat guest in distress, demonstrate and perform proper first aid, and understand all FA protocols (Biohazard, FA equipment checks, etc.)

Summary of Results

- 1. Videotaped fall, spring and summer first-aid demonstrations to provide a resource to all future Instructors to utilize for consistent and transparent teaching for future Ellis and Associates classes.
- 2. S:\Aquatics\First-Aid Videos

Actions Taken

- 1. Provided more life-like scenarios
 - a. Ketchup for blood,
 - b. Whip cream for foaming at the mouth
 - c. Jelly for a chemical spill
 - d. Flour for dry chemical spill
 - e. Credit Card for removing a bee sting
 - f. Life like seizure
 - g. 1st, 2nd, and 3rd degree burns explanation, pictures, and treatment
 - h. Differences between Hyperthermia, Hypothermia, Heat Exhaustion and Heat stroke.

- i. Provided appropriate treatments for each
 - j. Treatment of Bloody nose
 - k. Treatment of Broken Bones
- l. Poisoning - Provided procedures for ingestion
 - m. Diabetic emergencies - Differences between hypo and hyper
- 2. Created First Aid, Symptoms, and treatments
 - a. Resource for applicants and current guards
- 3. Created Georgia Tech Written Test Study Guide
 - a. Resource for applicants and current guards
- 4. Created short hand first-aid skit sheet for instructors to utilize as a resource for first scenarios.

Note: First-Aid Signs, Symptoms, and Treatment are located in Appendix A of this report.

Goal 3

Student pool operators will continue to enhance their job-knowledge through formal training and reading.

Outcomes

Assistant Pool Operators will:

- 1. Read at least one pool operations related article per month by different experts in the field, and;
- 2. Participate in Right-to-know, MSDS and other relevant classes through EHS/OOD.

Evaluation Strategy

Assessment will be determined based on class attendance and passing. Also a quiz over articles will be given.

Method of disseminating and using information for improvement:

The information they learned was immediately and directly applied to the job of operating the swimming pools/aquatic facility

Results

The 4 assistant pool operators attended the Right-to-Know and MSDS classes through Georgia Tech's Environmental Health and Safety office. The Right-to-Know class discusses employee rights under the Georgia Public Employees Hazardous Chemical Protection and Right to Know Law. This class is required to be taken by everyone when they first start work. Employees who work with chemicals, such as the assistant pool operators, must take it annually thereafter. This requirement has been met.

All the Assistant Pool Operator's also participated in the EHS class "Understanding Material Safety Data Sheets." This class taught them how to translate the safety jargon to get the

information they need out of MSDSs. This was particularly beneficial because MSD Sheets are often written for Health and Safety Professionals and are not standardized, which can make them difficult to traverse.

The last aspect of their continued education was seeking out topics related to pool operations that were interesting to them, reading about it, and teaching the pool operator. There was a good variety of articles that were read. Articles from recreation/pool industry magazines to scientific journals to newspapers were all referenced. Topics ranged from “new” chemical technologies to pool temperature safety to the health benefits of warm water submersion to energy efficiency to water contamination. Overall, the pool operator and assistant pool operators increased their knowledge base which had a direct impact on their job function and an indirect benefit for the swimmers.

Goal 4

Train all lifeguards on proper pool maintenance/cleaning procedures.

Outcomes

1. Develop a review program for returning guards and a full training program for new guards.
2. Offer training once in the fall and once in the spring semester.

Evaluation Strategy

There will be a quiz over the content of the training session.

Method of disseminating and using information for improvement

This will be used to improve effectiveness of training to ultimately improve cleanliness of aquatic facility.

Results

This program changed somewhat because starting in the Fall 2010 semester, Federal Work-Study students were hired as Pool Technicians whose sole job was pool maintenance/cleaning. Lifeguards were not responsible for the majority of maintenance/cleaning procedures any longer so the goal was revised to train the newly hired Pool Techs.

The student pool operators developed an orientation/training program for the Pool Techs. The training was conducted in the fall semester, prior to their starting work. It was intended to give them an overview of the job as well as instructions on each type of task that would be assigned. The task instruction sheets provide more detail as well as a schedule of assignments.

Overall, the training was considered very effective. A 10-question quiz was administered 2 weeks after the training and all 7 Pool Techs passed with a score of 80% or better. The quality of the work versus when lifeguards performed maintenance and the overall cleanliness of the facility has improved greatly.

Goal 5

Student pool operators lead lifeguard training of pool maintenance.

Outcomes

1. Schedule 2 training sessions in the Fall & Spring
2. Participate in a mini "instructor" training with FT pool operator.
3. Lead training session.

Evaluation Strategy

Instructor evaluations will be completed by the attendees.

Method of disseminating and using information for improvement

This will be used as a basis to improve future training.

Summary of Results

As mentioned in the previous goal, it changed somewhat in that lifeguards no longer perform the maintenance procedures. The student pool operators did, however, develop and provide training for the newly hired Pool Technicians.

Seven Pool Techs were hired in the fall semester and trained by the student pool operators during a 3 hour training/orientation session. There was no need to conduct training again in the spring because there was no turnover and the quality of work did not necessitate retraining.

The pool techs did not complete a written instructor evaluation, so their effectiveness was gained anecdotally and through the observation of the pool techs in their first few weeks. The pool techs, in fact, appeared to be trained well because they stepped right into the job and performed their assigned tasks correctly and with high quality. When asked, they all unanimously credited the assistant pool operators with training them adequately to perform their job.

Actions Taken

N/A

Facilities

Risk Management

Learning Goal 1

Properly train and prepare student staff for potential emergency situations on a consistent basis throughout each term.

Outcome

Student staff will demonstrate skills necessary to respond to potential emergency situations.

Evaluation Strategy

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

Track various incident, accidents and issues that affect CRC patrons and the day-to-day operations in order to make sure they are remedied and take corrective actions to minimize reoccurring issues and/or incidents.

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. Continuous monitoring of Nights Notes, Incident/Accident Reports or other means of collecting applicable information/data to keep staff informed.

Actions Taken

In-Service training and situational exposure on the various conditions associated with our Emergency Action Plan (EAP) and incident/accident related occurrences assisted in highlighting and recognizing the need for quality assurance as it applies to risk management within the facility. Also, training brought forth the realization of having to rely and work with other entities (i.e. Campus Recreation staff, GTPD and EMS). Random training/quizzes/practical skill demonstrations on Emergency Care protocols help to reinforce the need to act and respond effectively to a given crisis and/or situation.

Feedback consisted of the following:

- 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 (i.e. role play)
- Continue to conduct practical (hands-on) training

Summary of Results

Continuously throughout the calendar year, staff members were able to refine and sharpen their skills, knowledge and assurance in accordance to various EAP situations/scenarios. Announced and un-announced fire drills, mock drills, recap (i.e. debrief/discussions after said drills) and feedback from the GTPD and professional staff contributed to the staff becoming more comfortable when a crisis situation arises.

Red Shirt Drill Evaluation

1. Demonstrated Skills
2. Knowledge of the EAP
3. Knowledge of Departmental Policy

Fall 2010 Averages – based on a scale of 1 to 5 (5 = highest rating):

Building Supervisor = 4.3

Facility Assistants = 4.3

Transferable Skills

Learning Goal 2

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

Outcome

Through a variety of training, student employees will demonstrate the following skills to achieve their job expectations and responsibilities: Reliability, Attitude, Policy and Procedure, and Initiative.

Evaluation Strategy

All staff members were observed, assessed, and evaluated on their work performance and provided continuous feedback: 2 types of assessment give = Self Evaluation and Supervisory Evaluation.

Method of disseminating and using information for improvement

Feedback was conducted by a face to face review of the evaluation with the student employee by the Building Supervisor, Coordinator, and Assistant Director to improve upon the weak areas and reinforcement of areas of strength. Building Supervisors met with Facilities Management Team to discuss evaluations and assessments and develop initiatives to ensure success of the staff.

Actions taken

The increase in Facility Assistants' scores could be explained by the implementation of our new **Hire On-the-job Assessment** and **New Hires 2 Week Evaluation** (conducted after 2 weeks of work). The decrease in Building Supervisor scores could be explained by the lack of unity and communication following the resignation of our Evening Coordinator and one of our Facility Managers midway through the semester. An on-the-job assessment for Building Supervisors will be implemented summer 2011 to correct this decline in scores.

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.

Areas covered in the assessment are as follows:

Reliability
Attitude
Policy and Procedures
Leadership

Student Staff

Evaluation Results – based on a scale of 1 to 5 (5 = highest rating):

Fall 2010 Averages:

Building Supervisors = 4.62
Facility Assistants = 4.16

Spring 2011 Averages:

Building Supervisors = 4.5
Facility Assistants = 4.3

Difference from fall to spring:

Building Supervisor = -0.2
Facility Assistant = +0.1

New Hires On-The-Job Training Evaluation

Fall 2010 Averages:

Facility Assistants:

Attentiveness = 3.8
Greeting = 3.7
Comprehension of work area and duties = 15.6*
*based on a scale of 1 to 20 (20 = highest)

Spring 2011 Averages:

Facility Assistants:

1. Attentiveness = 4.2
2. Greeting = 4.2
3. Comprehension of work area and duties = 17.4*

Difference between *based on a scale of 1 to 20 (20 = highest) **Fall to Spring:**

1. Attentiveness = +4.2
2. Greeting = +.48
3. Comprehension of work area and duties = +5.54

New Hires 2 Week Evaluation (after initiating work) based on a scale of 1 to 5 (5 = highest rating):

Spring 2011 Averages:

Facility Assistants:

1. How prepared did you feel at your first shift? **Average Response = 3.4**
2. How prepared were you to interact with patrons? **Average Response = 4.4**
3. How prepared would you feel in an EAP situation? **Average Response = 2.6**
4. Overall, how would you rate your training experience? **Average Response = 3.9**

Leadership Initiatives

Learning Goal 3

Emphasize and improve problem solving and critical thinking techniques so that our patrons, programs, facilities and equipment are treated with respect, empathy, due diligence and proper follow through. Use discretion and respect when dealing with liability, suitability, or matters of confidentiality. Diagnose problems, generate multiple solutions, and evaluate outcomes.

Outcome

Through in-service training, staff will be better prepared to handle, mediate and manage crisis situations by demonstrating sound and ethical decisions and utilize resources provided.

Method of disseminating and using information for improvement

Building Supervisors met with Facilities Management Team and discuss evaluations and assessments to develop initiatives to ensure success of the staff.

Actions taken

Based on the results, our Building Supervisors scored impressively high (4.45 out of 5), however, this year will be looking for more initiative from our leaders to perform to a high standard. It's our intention to develop a leadership track as part of their in-service training by incorporating some of the various initiatives other areas within the department currently do with their staff.

Summary of Results

Building Supervisors learned the importance of the following:

1. Demonstrates leadership qualities
2. Seeks and embraces opportunity for growth and development
3. Demonstrates ability to work with peers in a management role

Staff Evaluation Results – based on a scale of 1 to 5 (5 = highest rating):

Spring 2011 Averages

Building Supervisors = 4.45

Operations

Staff Training

Learning Goal 1

Develop/Implement monthly in-service training for staff in order to educate staff on policies and procedures, updated or revised information, and safety compliance.

Outcomes

1. Utilize critical thinking skills to identify risks, evaluate procedures and make decisions that prevent or minimize potentially dangerous situations and/or incidents.
2. Perform regular training exercise on the Emergency Action Plan, Evac-Chair, Accident/Incident Reports and Crime Prevention/Deterrent so that ALL staff are able to aid and assist when called upon in a timely manner.

Outcome

Through in-service training, students will be able to demonstrate and utilize skills and resources to properly mitigate any emergencies or incidents.

Through instructing, students will understand the communication, teamwork, and leadership involved in operational management.

Evaluation/Assessment

1. Staff will be evaluated regularly throughout the semester by professional staff to assess their knowledge of the EAP, Safety Protocols, etc.
2. Provide refresher training at the year's mid-point to ensure staff is retaining information.

Summary of Results

Staff became capable of performing additional Preventative Maintenance on various items through training. This eliminated the need for outside contractors for certain task and reduced spending. EAP training increased awareness and allowed staff to refine and sharpen their skills, knowledge and assurance in accordance to various EAP situations. Staff became familiar with time management principles and their importance. No loss of time was seen for safety issues resulting from detailed safety meetings.

Action Taken

1. Established a monthly training meeting for operations personnel.
2. Routinely addressed safety topics and issues related to the workplace.
3. Routinely addressed results and outcomes of completed tasks, with attention to actions and behaviors that needed to be altered or replicated.
4. Staff participation in risk management events and EAP training and drills.

5. Installed time clock and implemented its use by staff.
6. Revised and implemented use and adherence to custodial assessment

Tools/Equipment Tracking

Learning Goal 2

Educate CRC maintenance shop staff through establishment of a log in/out book for all tools and equipment.

Objectives/Opportunity

1. Establish an inventory of all tools and equipment in maintenance shop.
2. Ensure that personnel are utilizing log in/out book.

Outcome

Through guidance and instructions, student and staff will be able to:

1. Demonstrate proper how to properly track tools and equipment
2. Demonstrate proper inventory control techniques.

Evaluation Strategy

1. Review log book weekly to ensure entries are thorough and complete.
2. Bi-weekly inventory checks for tool/equipment control.

Summary of Results

Staff learned how to establish and maintain proper inventory control techniques. A significant reduction in spending was seen from the reduced need to continuously replace missing or lost tools and equipment. Production flow was eased by visual and organized placement.

Actions Taken

1. Cleaned and organized all tools and equipment.
2. Created inventory list with description and location.
3. Compiled inventory log with inventory list and images of tools and equipment.
4. Created log in/out book to track use of tools and equipment.
5. Performed bi-weekly inventory checks performed and annotated.
6. Regularly reviewed log in/out book to ensure compliance and timely return of tools and equipment.

Task /Work Assignments

Learning Goal 3

Develop and Implement a task management system to:

1. Track assignments/tasks for all activities.
2. Assist with developing historical data.
3. Provide insight and forecasting to staff so that they can manage daily/weekly assignments.

Outcome

Through guidance and instructions, student staff will be aware of the expectations set forth so that they are held more accountable for work output.

Evaluation Strategy

Through guidance and instructions, student staff will be aware of the expectations set forth so that they are held more accountable to:

1. Organization of tasks (EX: Review log book to ensure entries are thorough and complete)
2. Determine what resources, tools, equipment, and man-power are needed for project.
3. Keep the lines of communication open so that accurate information is shared
4. Supervisor signs off for each completed task prior to marking the task complete.
5. Track data as it relates to tasks and/or project.
6. Compile information pertaining to the task and/or project and store as historical data.

Summary of Results

An increase in production and reduction in lag time were achieved through the use of the task log and communication board. A reduction in spending was seen in repair services by maintaining a scheduled PM list that covered the fiscal year. A reduction in man hours was seen as a result of detailed descriptions in projects/tasks and tools/equipment needed lists being created for all task.

Actions Taken

1. Created a Preventive Maintenance (PM) and reoccurring task log for operations staff.
2. Detailed descriptions and tools/equipment needed to perform each task provided.
3. Daily task board provided for communication with staff to relay the priority of assignments.
4. Supervisor sign off for all tasks required in log book.

G.I.T. FIT Program

Goal 1

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

-To increase group fitness participants to:

- Summer- 150 participants
- Fall- 325 participants
- Spring 375 participants

Outcome

Through program implementation, G.I.T. FIT will have the objective to 1) Develop new programs based on health/fitness trends 2) Provide specialty demonstrations each semester to increase exposure of both new and existing programs 3) Provide campus outreach through offering on-site fitness demonstrations and/or health and fitness activities.

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. Participant surveys are also analyzed for feedback on instructors, classes, day/times classes are offered, and requests for new and/or more frequent classes.

Method of disseminating and using information for improvement

These numbers are reviewed by the Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager 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. Finally, participant survey information is used to determine classes that will be continued, classes that will be added to the schedule, and instructor placement for days/times/class formats.

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 Summer 2008- Spring 2011:

Program Area	Sum 08	Sum 09	Sum 10	Fall 08	Fall 09	Fall 10	Spr 09	Spr 10	Spr 11
Group Fitness	144	113	135	242	318	400	373	373	395
Personal Training (includes one-on-one and buddy training, polar body age)	36	47	94	58	75	103	69	137	127
Learn to Swim (includes group, one-on-one, and semi-private lessons)	116	134	128	75	87	138	140	217	360
Massage	24	10	15	28	26	17	42	25	25

Therapy									
Total G.I.T. FIT Participation *	644	604	595	1105	1164	1225	1484	1452	1465

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

Actions taken

It is a goal to continue the increase in G.I.T. FIT participation as seen from summer 2008 through spring 2011. There continues to be an increase in total participants with regard to personal training and swim instruction. However, although these areas have substantially increased between FY10 and FY11, the total number of G.I.T. FIT participants has not substantially increased. Therefore it is necessary to explore the instructional classes which are decreasing in number. In addition, some instructional classes have been discontinued due to lack of instructor, thus we need to find additional classes to add to our G.I.T. FIT schedule to continue to increase total G.I.T. FIT participation and program offerings.

Goal 2

Personal Training Program

Operational Goal

To increase total personal training package purchases by 10% by the end of Spring 2011.

Outcome

Grow the personal training program with the objectives of 1) Increasing marketing efforts through more defined programming, brochures, and fitness series 2) Producing and distributing personal training promotional brochures by September 2010 3) Promoting the specific benefits of individual and group instruction 4) Increasing group opportunities through use of the Buddy and Group Training programs.

Evaluation Strategy

Numbers are evaluated based on total personal training package purchases. The type of packages purchased is also analyzed (i.e. 2 sessions, 10 sessions, Buddy Training, Group Training). These numbers are generated by the CLASS software system. The personal training satisfaction survey is also distributed to the client at the end of each session package to gather participant feedback.

Method of disseminating and using information for improvement

These numbers are reviewed by the Associate Director for Healthy Lifestyle Programs, Fitness Coordinator, and G.I.T. FIT Student Manager to determine which personal

training packages are most frequently purchased. This information will establish which program and package types need updated to reflect the needs of our participants.

Summary of Results

Total personal training participation was reviewed. The following reflect changes from Summer 2008- Spring 2011:

Program Area	Sum 08	Sum 09	Sum 10	Fall 08	Fall 09	Fall 10	Spr 09	Spr 10	Spr 11
Personal Training (includes one-on-one and buddy training, polar body age)	36	47	94	58	75	103	69	137	127

Percentage Change (Comparison of FY10 to FY11):

Summer 09/Summer 10= 100% increase

Fall 09/Fall 10=37.3% increase

Spring 10/Spring 11= 7% decrease

Overall, for FY11, total personal training package purchases increased 24.7% when compared to FY10.

Actions taken

It is the goal to increase awareness and opportunities of personal training and fitness assessments. It is likely that the increase in personal training packages purchases is associated with the increase in available personal training staff as well as the increased availability of several personal trainers. Although increases have been observed with respect to personal training and buddy training during FY11, group training via traditional strength training, kettlebells, Gravity, and the TRX suspension training systems is currently under-utilized and under-promoted. A major goal of next year is to increase participation in group training and the exposure of additional training techniques. Although the personal training brochure was completed during spring 2011, G.I.T. FIT is currently working with Marketing to update the photos to reflect the diverse areas of training that are available at the CRC. The target date for the printing of this brochure is summer 2011.

Goal 3

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

Operational Goal

Increase active participation of Georgia Tech students, faculty, and staff 10% and add at least 5 students to the Go T.E.C.H. coalition/work groups by the end of spring 2011.

Outcome

Go T.E.C.H. will 1) Provide collaborative health events for the campus community 2) Support and/or direct at least 5 major campus events 3) Inform the GT community of

the coalition and special events through the development of branding image, listserv, and website 4) Increase program recognition and referral system amongst coalition members.

Evaluation Strategy

Participant numbers within the coalition and health events have been documented and are listed below.

Method of disseminating and using information for improvement

Survey information from National Employee Health and Fitness Day 2009 was analyzed and used by work groups to improve/update the program for 2011.

Summary of Results

During FY 2011, Go T.E.C.H. increased coalition participation by 1 participant (an increase from 40 to 41 participants). In addition, Go T.E.C.H. added 3 students to the coalition, 2 of whom currently serve on work groups.

This year, Go T.E.C.H. sponsored/co-sponsored the following events:

1. KP Corporate Challenge, Thursday, September 16, 2010
 - 147 participants registered for the Georgia Tech team
 - OHR (Office of Human Resources) won the 2010 departmental challenge with 17 participants
2. Go T.E.C.H. Student Kickoff Trick-or-Treat Health Week, October 25-29, 2010
 - Health Fair- 250 students participated in the passport program to receive a free lunch (in order to receive a free lunch the participant had to visit at least 3 tables).
 - Free Climb at the CRC
 - Body Image Event: The Perfect Lie- 82 students attended the seminar
 - Thriller Master Dance class at CRC- 10 participants
3. 2010 Georgia Tech Benefits Fair
 - The Go T.E.C.H. Research Work group composed a worksite wellness interest survey for Georgia Tech faculty/staff to be used at the Benefits Fair.
 - 169 faculty/staff members completed the survey
 - Data are currently being analyzed by the Research work group
4. GT Publix Hydration Station 2011. GT Wins the Hydration Station Challenge for the 3rd year in a row! A \$1,000 award will go toward Go T.E.C.H. coalition programming. 75 volunteers were part of the Georgia Tech team.

5. 2011 National Employee Health and Fitness Day- Health Fair, Bootcamp, Campus Walk:
 - Over 500 participants attended the health fair
 - 30 vendors participated in the event
 - 11 participants attended the Campus Walk
 - 6 participants attended the Faculty/Staff Boot Camp

6. 2010-2011 Semester podcasts were posted to the Go T.E.C.H. Website:
 - Summer 2010- Total Core Workout
 - Fall 2010- Eating Healthy While Studying
 - Spring 2011- GT Campaign for Everybody- The Student's Perspective
 - Spring 2011- Meditation Podcast in collaboration with the Counseling Center

7. During spring 2011, the Communications & Marketing work group commenced semesterly blogs, posted on the Go T.E.C.H. Facebook site. Blogs were completed by:
 - SGA President- Corey Boone: New Year's Resolutions
 - The First Lady, Mrs. Peterson: The Role of Fitness in My Life

Actions taken

Further recruitment for Go T.E.C.H is necessary to increase representation by both students and faculty. Although coalition member participation has remained approximately the same as FY10, there has been turnover in Georgia Tech staff, thus new members have joined the coalition over the past year. Additional student representation is necessary within the coalition and work groups. The executive team is re-evaluating the work group system and how initiatives can be more effectively implemented by Go T.E.C.H. Survey information from the 2011 National Employee Health and Fitness Day event is currently being collected and will be analyzed to determine additional needs for programming throughout FY12. In addition, the results of the 2010 Benefits Survey will assist with prioritizing faculty/staff wellness initiatives for the upcoming year.

Goal 4

Personal Training Preparation and Continuing Education

Learning Goal

Increase expertise and theory/practical knowledge to prospective and existing personal training staff.

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 evaluations were done spring semester by the Fitness Coordinator. Personal training participant surveys were also compiled to determine trainer performance.

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

Personal Training Survey Results:

Semester	Total Surveys	Male	Female	Student	Faculty	Staff
Summer 2010	11	5	6	5	1	5
Fall 2010	5	3	2	4	0	1
Spring 2011	10	3	7	3	1	6

Summer 2010

Of the 11 surveys collected, 100% either strongly agreed or agreed that the personal trainer was knowledgeable, motivating, and well prepared, and that the workout was a good intensity.

Ten out of the 11 personal training clients indicated that they would register for additional sessions. The qualitative data suggested that those who indicated they would register for additional sessions most frequently cited that they needed a trainer's motivation and to be pushed by a trainer during their workouts. One participant decided not to register for additional sessions because he/she wanted to try working out on their own.

Fall 2010

There was a low response rate from personal training clients during fall 2010 (only 5 respondents). Of those that responded, all but one client either strongly agreed/agreed that all aspects of the personal training program were helpful. The one individual that disagreed that the fitness assessment process was informative did list her name and was contacted by the G.I.T. FIT staff to determine what aspects were not informative/did not meet her needs.

Spring 2011

Ten evaluations were collected from personal training clients who had completed their personal training packages (3 male, 7 female; 3 students, 1 faculty, and 6 staff). Of these

10, 100% either strongly agreed or agreed that the personal trainer was knowledgeable, motivating, and well prepared, and that the workout was a good intensity. The qualitative data suggested that participants decided not to register for additional sessions because they were graduating or wanted to take a break from training and work out on their own. Those that indicated that they would register for additional sessions most frequently cited that their trainer was helpful and supportive so they wished to continue.

Personal Training Continuing Education Sessions:

During FY11, personal trainers were required to attend a monthly in-service training for continuing education as well as to address personal training issues/concerns. The following topics were covered during each session:

- June: Review of CPR/AED
- July: Risk Stratification for the Personal Training Client
- August: Personal Training Client- The Medical Clearance
- September: Risk Stratification for the Personal Training Client
- October: Review of First Aid
- November: Review of CPR; TRX demo and workout (2 in-service trainings)
- January: Registered Dietician-How to Counsel Your Client on Eating Healthy
- February: Proprioceptive Neuromuscular Facilitation Stretching Techniques
- March: Shoulder Anatomy, Function, Injury, and Exercise Review
- April: Ultra Distance Running-Training the Athlete

Additional certification/training workshop opportunities:

- Gravity Personal Training Certification Course
- American Council on Exercise Practical Personal Training Workshop
- Aerobics and Fitness Association of America- Group Resistance Training Workshop

2011 Fitness Clinics:

During spring 2011, the personal training program launched fitness clinics, held weekly in the fitness center:

- Core Training- 1 participant
- Intro to Triathlon- 0 participants
- Squat Technique- 2 participants
- Chest Press Technique- 0 participants
- BOSU/Stability Ball Training- 3 participants
- Beginning Circuit Training- 3 participants
- BOSU/Stability Ball Training- 2 participants
- Chest Press Technique- 2 participants

Actions taken

Continuing education courses should remain a part of the monthly in-service trainings to provide additional training techniques for current and potential clients. Due to the low response rate, additional correspondence is necessary for clients (from the Fitness Coordinator and/or personal trainers) who do not respond to the personal training survey. Personal trainers need to ensure that clients are filling out the evaluations even if they are continuing on in the personal training program. It is also recommended that a question be added to the survey regarding what activities the participant will utilize to maintain/increase their fitness level after exiting the personal training program. Finally, additional consideration is needed in the area of the personal training fitness clinics. Although these are pertinent topics in the fitness center, more investigation should occur to determine fitness clinics the participants wish to attend as well as how we can collaborate with marketing to provide greater exposure of the clinics.

Goal 5

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 (Associate Director, Fitness Coordinator, and G.I.T. FIT Student Manager). Observation of the employee is taken into consideration for the annual staff evaluation process (i.e. performance while on the fitness floor and willingness to take on additional responsibilities/assist with projects, as needed). An additional component of the staff evaluation for FY11 was emergency response. The fitness attendant was tested (unannounced) on one aspect of emergency response during their shift.

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 strengths.

Summary of Results

The following lesson plans were reviewed during the monthly fitness attendant in-service trainings:

- June- EAP: Code Adam
- July- Inclement Weather

- August- First Aid/Injury Scenarios and group presentations
- September- First Aid/Injury Scenarios and group presentations
- October- Review of AED use and locations
- November- CPR Review with mannequins
- December- Severe Weather Protocol
- January- First Aid Scenarios and group presentations
- February- Hazard Hike
- March- Bomb Threat
- April- Severe Weather

Actions taken

Based on supervisor observation of fitness attendant performance on daily fitness center duties and mock drill performance, staff evaluations were reviewed with each employee during the spring 2011 semester. During FY11, the Fitness Coordinator continued to provide guidance on policy enforcement via in-service trainings and scripts for the fitness attendants with explanation for each policy that arises on a frequent basis. For FY12, additional attention in the area of customer service, spotting techniques, and policy enforcement communication should be considered. Furthermore, an instrument should be developed for in-service trainings to test the learning outcomes for each lesson.

Goal 6

Group Fitness Instructor Training Course and Continuing Education

Learning Goal

Educate and increase ability of instructors to teach diverse class formats.

Outcome

Group Fitness instructors will be able to 1) Successfully complete/pass their certification 2) Demonstrate appropriate form during warm-up, fitness class, and cool down 3) Teach at least 2 class formats (new instructors), increase knowledge of class formats as new classes are added (returning instructors).

Evaluation Strategy

Performance evaluations are done each year by the G.I.T. FIT Student Manager, Fitness Coordinator, and Associate Director for Healthy Lifestyle Programs. Each instructor is also required to do 2 peer evaluations throughout each semester. Participant surveys are also used to determine instructor performance and quality of class format.

Method of disseminating and using information for improvement

On an annual basis, the Fitness Coordinator/GIT FIT Student Manager meets with each group fitness instructor to review feedback based on supervisor evaluation, peer evaluation, and participant feedback. Instructor evaluations and class trends are also used to determine day, time, instructor, and format of the class for subsequent semesters.

Summary of Results

Group fitness participants were asked to complete paper surveys during class. The following data was collected for fall 2010 and spring 2011:

Summer 2010- Data not available

Fall 2010- 66 Surveys collected

95% Agreed or Strongly Agreed with evaluation components (including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience). 4.5% rated 'convenient class times' and 'appropriate equipment is available and used' as poor- these responses were analyzed and 'best time of day' for classes was reviewed for these surveys.

Spring 2011- 117 Surveys collected

98% Agreed or Strongly Agreed with evaluation components including variety of classes offered, instructor knowledge, instructor techniques for teaching, and overall experience). 10% Disagreed/Strongly Disagreed with class time convenience. The evaluations were analyzed to determine potential convenient class day/times as well as suggested classes to be added to future schedules.

During 2010-2011, the following workshops were brought to the Campus Recreation Center:

- Gravity Group Training: 4 instructors certified
- AFAA Primary Group Fitness: 4 instructors certified
- AFAA Cycling Instruction: 4 instructors certified
- AFAA Kickboxing: 4 instructors certified
- AFAA Group Resistance Training: 3 instructors trained

Actions taken

As the CRC has consistent turnover with our instructors primarily due to graduation/making a move out of the Atlanta area, it is necessary to continue to prepare and strengthen our certification and team teaching process for future instructors. Although the CRC offered a variety of certifications/continuing education throughout the year, it is necessary to hold additional in-house workshops for class formats to increase the ability of instructors to teach a variety of classes, thus increasing the availability of subs for each format. In addition, due to low response rates for the participant group fitness surveys, an on-line survey system should be implemented during FY12 to attempt to increase participant feedback for the G.I.T. FIT program.

Goal 7: Introduction to Fitness Series

Learning Goal

Increase awareness of program/activities that meet the needs of beginning exercise participants.

Outcome

At the completion of the introduction series, participants will be able to 1) State the components of correct equipment set-up. 2) Identify safe exercise practices. 3) State that he/she feels more comfortable with exercise technique/equipment set-up after the intro session.

Evaluation Strategy

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

Method of disseminating and using information for improvement

The Introduction to Fitness Series was offered during fall 2010 and spring 2011. During each semester Introduction to Step, Cycling, and Gravity were offered. For fall 2010, the introduction classes were held the first week of classes. Zero participants attended these sessions. With the assumption that many participants did not find out about the classes in time because they were held the first week of classes, the decision was made to spread the introduction classes throughout the semester during spring 2011. Once again, zero participants attended the sessions.

Summary of Results

N/A

Actions taken

Based on participation data, it is evident that the Introduction to Fitness Series needs re-evaluated. Providing the regularly scheduled fitness demos at the beginning of the semester as well as offering the first week of group fitness classes for free may deter participants from attending the introduction sessions as they may decide to come and try out the full class instead. Therefore, it is necessary to evaluate the need and direction of the introduction sessions before implementing these in the future.

Goal 8: Biggest Loser Program

Learning Goal

Educate participants about health/fitness and enhance the quality of health/fitness programs and information for at risk participants (sedentary/overweight/obese).

Outcome

By participating in the Biggest Loser Program, participants will be able to 1) Set short-term and long-term health/fitness goals 2) Identify different classes/programs within the CRC that can assist with the fitness regimen 3) Identify the next step in his/her physical activity plan once the Biggest Loser program has concluded.

Evaluation Strategy

The Biggest Loser program was evaluated by participation numbers, percentage body weight loss, percentage of those who attained goals, and the post-program survey.

Method of disseminating and using information for improvement

Based on participation feedback, it is necessary to improve the content of our weekly seminars as well as the content available for nutrition. Although the participants keep weekly food logs and the registered dietician from Stamps Health Services held an educational seminar, most participants did not perceive this information as helpful.

Summary of Results

The Biggest Loser Program was held during spring 2011. Twelve students and five faculty/staff participated in the 12-week program with the “Biggest Loser” reducing 17.7% of his body weight. The combined weight loss of all Biggest Loser participants was 273 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 (each of the 4 teams were led by their trainer)
2. 1 weigh-in per week
3. 2 seminars- Nutrition, Stretching
4. 1 final competition which included running the Pi Mile (3.14 miles), climbing 36 feet on the climbing wall, swimming .25 mile, and biking 6 miles. Each team designated one participant to compete in each event.
5. Participants were also permitted to go to any group fitness class on the spring 2011 schedule. Participants who attended classes received points toward their weekly totals. Additionally, participants were to track modes of exercise they participated in through the use of a weekly punch card (cardio, toning, dance, water, and mind/body).
6. Last chance workouts- Offered at various times throughout the semester for participants to get one last workout before the weigh-in.

A post-program survey was administered at the end of the Biggest Loser program. Of the 17 participants, 9 completed the survey. With respect to initial short/long-term goals, 5 out of the 17 (29.4%) participants attained their initial goals. Upon completion of the Biggest Loser program, 5 of the Biggest Loser participants signed up for the personal training program.

An additional component used this year was the Salud!, a wellness tracking system by which the participants logged in their weekly workouts, nutrition information, and other components (e.g. sleep, supplements, etc.). The trainers were able to access the system to enter their team’s point totals for the week, weight loss, and other participant information. In addition, a weekly update was provided through both Salud! and the CRC website to show the participant in the lead for percentage weight loss, total team percentage weight loss, and total points. Participants were asked to evaluate the use of the Salud! program for the Biggest Loser program. Seventy-eight percent of participants

commented that they had a good/excellent experience with the Salud! program and 67% commented that they did not encounter any issues while using the program.

With respect to qualitative data, when asked what aspect of the Biggest Loser program most helped the participants, common themes were the group workouts and the presence of a personal trainer. Most participants found that keeping on schedule with the program and controlling eating habits were the most challenging aspects of the program. An overarching theme that developed was the need for additional guidance and curriculum on nutrition.

Actions taken

Based on participant data, several areas should be evaluated and improved prior to the implementation of the next Biggest Loser program. First, although participants were asked to list short/long-term goals, not all participants listed goals that were measurable. Thus, the staff could not accurately report which participants did or did not attain their goals (Please note: only those participants who listed measurable goals and were found to attain their goals were reported in the 2011 results). For future programs, the lead trainer for each group should review the participant goals and provide guidance/feedback so that all goals are measurable. In addition, it was found that the lunch seminars were not well attended by the participants. An option for next year is to provide each trainer with a weekly curriculum for varying topics (e.g. nutrition, stretching, interval training, etc.) to expose participants to a greater amount of health/fitness information throughout the semester. Finally, results of the survey provided information that more nutrition guidance/coaching is required. There is a need for the G.I.T. FIT staff to determine how to incorporate additional nutrition coaching into the Biggest Loser program.

Goal 8

Functional Fitness Training (Gravity Classes, BOSU, Bootcamp)

Learning Goal

Increase awareness of functional training and importance of movements related to daily tasks/activities (i.e. balance, coordination, flexibility)

Outcome

At the completion of the semester, participants will be able to: 1) State if they intend to continue functional training classes/specific classes which they intend to continue 2) Identify functional training classes that should continue and be offered more frequently 3) State that he/she is more aware of functional training techniques/benefits of these techniques.

Evaluation Strategy

Participation numbers in group fitness classes and participant surveys were used to evaluate the application of functional training classes within the group fitness schedule.

Method of disseminating and using information for improvement

Although participation numbers and participant feedback were analyzed for each semester, survey questions did not address the learning outcomes for such functional training classes. However, monthly articles with specific functional training techniques/information were placed in the studios to provide information on functional training benefits and new trends.

Summary of Results

Based on feedback from the participant surveys, additional functional training classes were requested by participants:

Fall 2010: Additional Classes suggested- More frequent offerings of Boot Camp and Gravity classes. Spring 2011: Additional classes suggested- Plyometrics, more advanced Boot Camp classes, more male targeted classes, more Boot Camp, more BOSU Blast.

Actions taken

Based on the results of the group fitness participant survey, it is noted that there not only needs to be more classes in the evening, but also an integration of additional classes with more intensity. G.I.T. FIT, in coordination with Marketing, needs to highlight available functional training programs (e.g. RIPPED Xtreme, FIT Camp, TRX training) and how all fitness levels can incorporate these programs into a fitness regimen.

Intramurals

Goal 1

Provide opportunities for improving organizational & leadership skills

Educate participants and provide opportunities for improving organizational and leadership skills.

Outcome

Intramural Captains, at the conclusion of each semester, will express an understanding in the areas of responsibility, communication and accountability as they related to intramurals.

Evaluation Strategy

A focus group meeting of fifteen intramural captains was held at the end of each of the first three phases of the intramural year.

Method of disseminating and using information for improvement

At the end of each of the first three intramural phases a focus group was conducted with fifteen intramural participants. The captains were selected based on the number of teams they had signed up and the frequency they participated in intramurals. The

overall group varied from first-time captains to veterans. The reason behind selecting such a large range was to get a general picture of the overall captain's experience. Each group held an open discussion that was facilitated by the intramural staff, with the main area of focus being on responsibility, communication and accountability. The focus groups served as a free flowing conversation amongst the intramural captain's allowing intramural staff to take notes and determine if captains were gaining any of the above listed leadership skills.

Summary of Results

The general theme from all three focus groups showed that intramural captains felt they gained organizational and leadership skills in both responsibility and communication. Only two captains expressed the opinion that they gained much in the area of accountability, as they were the ones that organized the teams and were the main means of communications about schedules, practices and playoffs. Almost 100 percent (14) of captains expressed they gained skills in communications, whether it is through signing up and organizing a team, setting up practices, and coordinating around multiple team member's schedules. All the captains also felt they each had a certain level of responsibility towards the team as they were the person responsible for organizing the team. Some examples are they needed to have a full roster each game, communicate the schedule to the team, and update players on the rules and regulations.

Overall, the focus groups revealed the importance of their role as intramural captains in providing an opportunity to build on their leadership and organization skill set, but the role had very little impact in the area of accountability.

Goal 2

Improve the level of officiating during intramural games

Learning Goal

Improve the level of knowledge among students officiating during intramural games. Through training/clinics/evaluations intramural officials will demonstrate improved officiating skills.

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 700 written evaluations were performed on 70+ student officials throughout fall and Spring Semesters

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

- 60% 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: 1) game management and communication

2) Hard-copy evaluations were presented to the officials, with specific recommendations for improvement; and 3) Officials were given feedback at the end of each season; if the official wanted to meet, the student official would schedule an appointment with the Intramural Coordinator to discuss feedback.

Fall 2010

- Officials were initially trained through clinics for Flag Football, Soccer, Sand Volleyball, and Indoor Volleyball
- Flag Football – 3 nights
- Soccer – 3 nights
- Sand Volleyball- 1 night
- Indoor Volleyball – 2 nights
- Number of officials who attended trainings
- Flag Football – ~45 each of 3 nights
- Soccer – ~35 each of 2 nights
- Sand and Indoor Volleyball – ~20 each night

Spring 2010

- 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 - ~55 each of 3 nights
- Indoor Soccer - ~10
- Softball and 4-on-4 Flag Football - ~40 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: 7.86
Week 3 average: 10.64
Week 6 average: 15.37

Returning Flag Football Officials

Week 1 average: 10.97
Week 3 average: 14.64
Week 6 average: 21.05

New Basketball officials

Week 1 average: 6.34
Week 3 average: 9.84
Week 6 average: 13.41

Returning Basketball Officials

Week 1 average: 11.71
Week 3 average: 15.23
Week 6 average: 19.50

Qualitative results

Fall 2010

- Twenty Five 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 twelve refereed championship games
- Nine returning officials represented Georgia Tech at the Georgia State Flag Football Tournament at Georgia Southern University
- One of the Ten State Flag Football officials were attending an extramural event for the first time
- Thirty Three out of Thirty Seven new officials (all sports) were scheduled as Head Referees by week 3 of each season
- All Thirty Seven new officials were scheduled as Head Referees by week 4 of the season
- Thirty Four new officials refereed in the playoffs
- Six new officials refereed championship games

Spring 2011

- Eighteen returning officials aided in training and clinics, including participation in the Roundball Classic pre-season tournament
- Twenty One returning officials refereed in the playoffs (all sports) and Nine refereed championship games
 - Four returning officials represented Georgia Tech at the Georgia State Basketball Tournament at University of Georgia
 - Two returning officials represented Georgia Tech at the NCCS Regional Basketball Tournament hosted by Georgia Tech.
 - Two of the Four state basketball officials were attending an extramural event for the first time
 - Thirty Eight out of forty two new officials (all sports) were

- scheduled as Head Referees by week 2 of the season
- All forty two new officials were scheduled as Head Referees by week 4 of the season
- Thirty one new officials refereed in the playoffs
- Ten new officials refereed in the championship games

Actions Taken

Based on the feedback from students and Intramural Coordinator as well as the results from our on-field/court evaluations, our training and evaluating process have made improvements to our officials in season skills.

An area that the CRC will focus on is in the area of pre-season meetings and training. It will be the goal to have new and returning officials have a higher initial evaluation number at the beginning of the season due to the increase preseason training. This will lead to an overall higher level of officiating at the beginning of the season. The CRC will put more focus on Bi-weekly meeting and trainings to help advance student officials' skill sets before playoffs begin.

Goal 3

Improve fitness of all intramural officials

Educate officials about fitness and improve the fitness of all intramural officials.

Outcome

At the conclusion of the IM Fitness Program, the intramural officials will demonstrate an improved level of fitness by 10%.

Evaluation Strategy

Pre-program testing of officials (heart rate and mile run/time) will be compared to their post-program test scores.

Method of disseminating and using information for improvement

Eight Intramural employees participated in this voluntary fitness initiative, with each employee tracking their daily data using Salud. Salud is an online software program designed to track certain aspects of an individual's fitness. Students were required to check the following items on a daily basis; sleep, energy level and work-outs. This was a voluntary program and thus no pressure or accountability was put on adding information daily, therefore there are lapses in information gathering.

Summary of Results

Overall, a direct correlation between participation in the fitness initiative and an increase in the fitness levels was not observed. The students that did participate in the study did show a correlation between sleep and energy level, which is to be expected in a college age student. The CRC did not have the oversight that was needed to measure the heart rate and mile time on a consistent basis, individuals had the ability to track

this on their own, but few followed through with the task as the spring semester progressed.

Actions Taken

The overall idea and concept of the fitness initiative was one that would have been successful amongst intramural student employees if there had been more oversight of the project. As this was a voluntary program many students that participated in the study did not put in maximum effort and therefore it was undeterminable to measure if fitness levels increased over a semester. This upcoming year there will be more emphasis on the programs oversight and implementation to ensure that participants fully participate in the program.

Goal 4

Increase IM Supervisor understanding of leadership development.

Outcome

Through attending and actively participating in the IM Supervisor Retreat, the IM Supervisors will articulate an increased understanding of leadership abilities from the previous year.

Evaluation Strategy

A post-retreat survey was conducted that will ascertain the IM Supervisors' increased understanding of their overall leadership knowledge and applicability.

Method of disseminating and using information for improvement

Results from the survey were made public to the supervisors at our weekly supervisor meeting. In addition, those in attendance received the book ("John Maxwell – Gold") upon departure. Various topics were discussed in detail and depth throughout the semester/year in an effort to apply the theoretical approach learned to the everyday responsibilities CRC supervisors have within their job responsibilities.

Summary of Results

The results from the survey clearly show an increased understanding to overall leadership development. There were results from each topic area (general leadership development, Coaching Skills, and Enhanced Supervisory Skills) with 100% agreeing or strongly agreeing their level of understanding was increased.

There also appeared to be a complete awareness of their own, specific leadership abilities, which implies they spent considerable time reflecting on them. This, along with discussions and staff observations during the year, provides a more in-depth view in how the students appreciate the value of developing this critical skill set.

Actions Taken

The results provide the basic viewpoint that this topic is critically important to students. In addition, while observing this group of students throughout the year, it became clear how attempts were made by students to integrate the theory they learned into their everyday practice. Therefore, an area worth exploring for years to come will be to continue to provide the theoretical foundation during our retreat, but to make it a point of emphasis during the year to bridge the gap between theory and practice. The CRC currently does that; however, staff perceive it to be a bi-product of their roles and job responsibilities. By becoming more methodical in building that bridge, CRC staff perceives that students will develop and nurture these skills sets more effectively.

Goal 5

Participant experience

Operational Goal

Enhance the student experience through intramurals.

Outcome

Through participating in the IM Program, students will report that the program enhanced their college experience.

Evaluation Strategy

A student survey will be conducted at the conclusion of each phase to learn if intramurals added value to the Georgia Tech experience.

Method of disseminating and using information for improvement

At the end of each of the first three intramural phases an online survey was developed and distributed to all respective captains on intramural teams, to be forwarded to their respective teammates. In addition, the survey was made available online on the intramural website. The survey was designed to not only determine if the participants' collegiate experience being enhanced, but also the extent they agreed with the level of organization of the program and the level of customer service participants received when interacting with professional and student staff.

Summary of Results

The three separate surveys averaged 200 respondents, so staff is confident in having acquired a good basis in evaluating the results. All three surveys showed over 90% of the respondents "strongly agreed" or "agreed" their college experience was enhanced due to their having participated in intramurals. The results also showed an equal level of support (averaging 91%) for the organization of the program and the level of customer service our staff provided to the participants.

Actions Taken

These results display absolute support in the intramural program; there is obvious value to the GT community. With roughly 13K participants on intramural rosters, it's vital that the CRC continues to provide the level of customer service and administrative organization to maintain or improve participants' level of support. The action plan for this learning goal will be to enhance systems, training, and evaluations in the area of customer service. The CRC has taken steps to improve the efficiency of the program, and will continue to do so; however, staff believes they can improve levels of customer service on a day-to-day situation by increasing the front-end training for CRC staff and their accountability for their actions.

CRC's next objective will be to not only determine whether or not the intramural program continues to enhance the student experience, but to also determine how it does so.

Goal 6

Increase required understanding of sport club management among club members.

Outcome

After completion of the Sport Club Leadership Series, club members will demonstrate and articulate improved and effective leadership skills for their club.

Evaluation Strategy

Post series survey was administered to all participants upon completion of the leadership program.

Method of disseminating and using information for improvement

The 12 active members of the SCLS were asked to respond to the survey in our attempt to determine their ability to learn and isolate the needed characteristics for effective leadership, identify an issue within their organization and strategies to resolve them, and increase support for managing the club and addressing the issue via effective delegation of responsibility. The information gathered depicts an overall support of the SCLC concept, thus validating the need to further enhance the model.

Summary of Results

The results of the survey show that the leadership program had a positive impact on the participants and their clubs. All 12 active members responded with either "strongly agree" or "agree" to the survey questions. Specifically, the results declare the participants having an improved understanding of the characteristics needed for effective leadership of an active student organization. This was further confirmed by their ability to focus on an issue within their club and bring others into the process of planning for its resolution.

Actions Taken

The intended goal of the SCLS was to increase and improve the leadership abilities of our sport club leaders, in addition to ensure all clubs were properly educated on the day-to-day responsibilities of running a sport club. We were successful in the latter goal for all clubs; however, we were only able to reach one-third of the active sport clubs for the critical leadership development component. Therefore, our initial goal will be to increase the influence of the SCLS with all active sport clubs. CRC staff will increase marketing and education of the series throughout the summer and early fall semester. And, we will call on the current participants of the program (and even those who graduated) to influence their peers to become involved in the upcoming series.

The Director of LEAD for Student Affairs was a critical component for the success of our inaugural series. He will be called on during the summer as we approach the planning for fall 2011 Series. Much of our discussion will be to enhance the positives of our first year and improve in areas of need, based on the survey and our own observation. However, another aspect of the summer planning with the Director of LEAD will be to gauge his ability to continue as lead facilitator. It is our hope he will continue on, but we understand his time restraints and commitments/responsibilities to others. As a result, our plan is to work with him in learning and enhancing the curriculum in the event that we need to transition to another lead facilitator.

Goal 7

Participant experience

Outcome

Through participating in the Sport Club Program, students will report that the program enhanced their college experience.

Evaluation Strategy

A student survey was conducted at the conclusion of each semester to learn if sport clubs added value to the Georgia Tech experience

Method of disseminating and using information for improvement

The survey results are critical for impressing upon the sport club leaders how important their clubs are to the student experience. The survey was able to ascertain some of the variables that impacted the positive experience the sport club participants had during the year. It also expressed how much an affinity the sport club members had toward Georgia Tech, by way of wearing a club jersey and representing the institute during competition. These are important pieces of information that we will convey to our club leaders as well as for our own marketing efforts.

Summary of Results

The results from the survey clearly demonstrate an enhanced campus experience for sport club participants. Specifically, over 90% “strongly agreed” or “agreed” that as a result of their sport club participation, students attended other programs within the CRC as a result of their affiliation with their club, discovered that participating in a sport club

satisfied their athletic need for competition, and created new friendships. Over 95% of the respondents “strongly agreed” that their participation in their sport club enhanced their college experience.

Actions Taken

After reviewing the survey results we realized a new method by which to help sports clubs advertise and market for new members. One of the biggest attributes to participating in a sport club is adding value to the Tech experience. To that end, we will provide resources to the sport club office in developing marketing materials that convey the message in a manner both potential students and parents can clearly understand, and hopefully value.

Internally, we will work with our club leaders to develop this message to their clubs in an effort to promote team unity and school affinity. Included with this is promoting the value of sport club participation to SGA.

Goal 8

Educate camp counselors through the development and implementation of a comprehensive training program for camp counselors.

Outcome

Upon completion of the summer camp counselor training program, camp counselors will demonstrate the abilities in completing a lesson plan and organizing activities, while meeting established ACA (American Camp Association) standards.

Evaluation Strategy

Post camp survey was administered to all summer camp counselors as well as utilizing the summer camp satisfaction survey sent to all summer camp parents.

Method of disseminating and using information for improvement

Results from both surveys were reviewed in depth. The information gathered will be taken into consideration when planning counselor training for upcoming summer camps. Both results of the survey show that the summer camp training program had a positive impact on both summer camp counselors and parents’ opinions of counselors. The usage of ACA standards will become more of a marketing focal point moving forward.

Summary of Results

After completing the summer camp counselors training program and working a full summer camp the counselors answered questions testing their ability to meet the established ACA standards. The ACA standards include asking for input from the youth and your staff, assessing and brainstorming strategies, choosing an action plan and implementing it, and then sharing and evaluating what has been accomplished.

Based on the survey results the majority of summer camp counselors said that after three days of counselor training they were fully prepared to complete one week's lesson plan. The remainder of counselors said they could also prepare a lesson plan but would need some help to meet established standards.

At the end of summer camp all counselors stated that they gained the skills/tools necessary to complete a lesson plan for camp. Therefore the implementation of our training program as well as weekly meetings helped summer camp counselors gain skills necessary to complete a lesson plan and organize activities for summer camp in accordance with ACA standards.

Actions Taken

The intent of this learning goal is to provide our student camp counselors the ability to actively plan various aspects of the summer camp, through the improve skill set of lesson plan preparation. The results reflect a greater understanding of the skill by our counselors, thus supporting the utilization of ACA standards for their training. Therefore, our energy moving forward will be to further integrate ACA standards into our summer camp counselor training. There are unlimited pieces of ACA standards to include: counselors training, program evaluation, trip logistics and planning, and operational management.

(Note: Complete Intramural Survey Results may be found in Appendix D of this report)

Marketing Department

Goal 1

Operational

Convert the CRC website to the new content management system and develop a procedure for updates.

Outcome

The website was redesigned and converted to the new CMS. It is now consistently updated and contains useful, relevant and timely information. A procedure was developed and implemented. This goal was also met before the deadline.

Evaluation Strategy

Project will be complete and deemed successful when: I had met with the Assistant Directors and received full content and updates to be added to the new website, the conversion to the new CMS has taken place and a procedure is developed for updates throughout the year and is communicated to the Assistant Directors and staff.

Method of disseminating and using information for improvement

In the following year, CRC staff will continue to request updated content from the

managers and will survey them again on the submission procedure and ideas on how we can further update the website.

Summary of Results

CRC staff met with each of the Assistant Directors and discussed their pages and the new website. The new website and submission process was received favorably and content remains updated and relevant and Assistant Directors are doing a good job of reviewing their content and submitting corrections. After meeting with the Assistant Directors and reviewing their pages, it was learned that the site was received favorably and that each department was pleased with their new pages and overall look.

Goal 2

Operational

Incorporate two new forms of social media/technology on the CRC website and enhance the use of current social media outlets.

Outcome

The objectives of this goal were to 1. Enhance our Facebook page and increase our marketing effort which in turn would increase our number of fans, and 2. To develop a CRC YouTube channel and incorporate those videos to our website. Starting at the beginning of the year we enhanced our Facebook page with images from CRC events and programs. We also used our Facebook page as a platform for contests and giveaways. Each of our giveaways was fully successful in which we received more responses than we had prizes available.

CRC staff also developed a CRC YouTube Channel and has begun to load videos. Staff is currently working on procuring videos of CRC events and programs that have been loaded onto other channels. After we receive those videos we will implement them into the website. Video was added from two of the three critical areas: a Leadership Challenge Course Video and an Employment Video. In this year we did not add a homepage welcome video but will work on that in the next year.

Evaluation Strategy

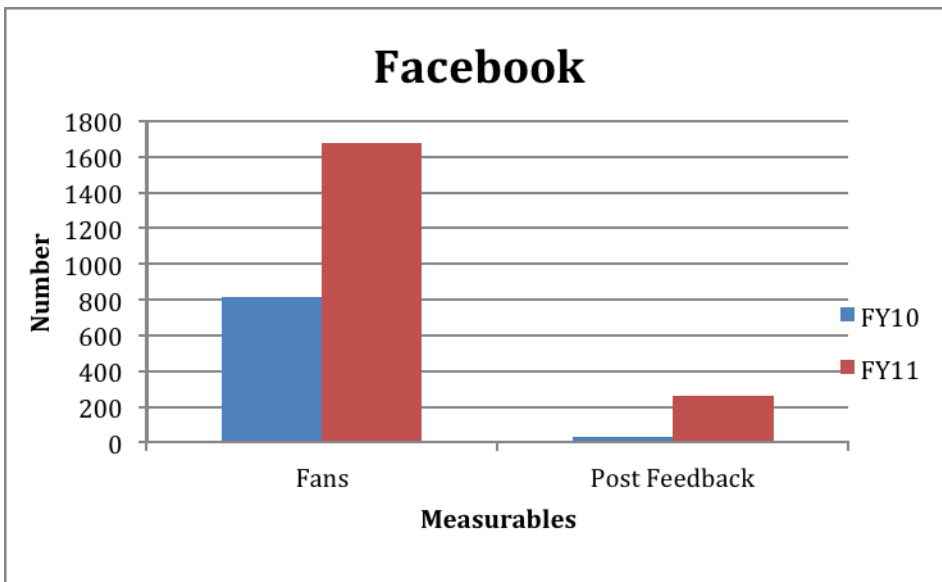
The number of Facebook fans, insights, and interactions was recorded at the beginning of the year and then tracked throughout the year.

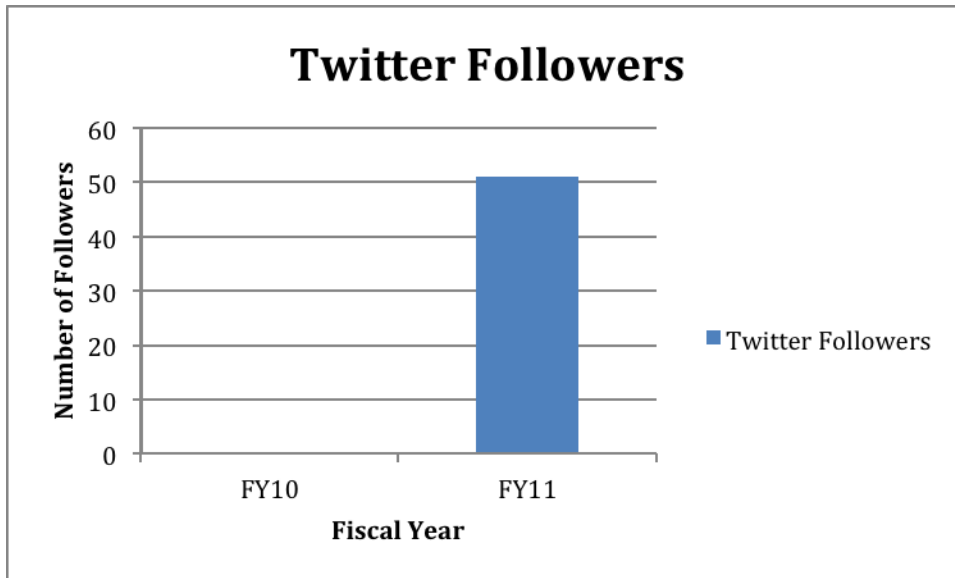
Method of disseminating and using information for improvement

We were much more successful in our use of social media marketing this year. We were able to not only increase our fan and follower numbers but increase our interaction percentage and impressions (or views). I will be using the techniques that we used this year and expanding on them in the following year. We will also focus on driving our student membership base to our Facebook page for news, events, and free giveaways and will use that platform to survey our members and change how we market to them according to the results.

Summary of Results

As seen in both charts below, our Facebook and Twitter followers has increased. Our Facebook page, CRC at Georgia Tech, has had an increase of fans by 53%. A Twitter account, CRCatGT was created toward the end of the fiscal year and the number of followers is up to 51. More importantly CRC post feedback (interaction with CRC followers and fans) has increased and that is more important to the quality of interactions and impressions of the CRC audience. This is in part due to offering free prizes to fans, who participated in polls and surveys, but this offering has made fans more aware of the CRC page and they interact with it more while waiting for the next free giveaway. In this way they are receiving information and now responding to posts with either 'likes' or comments. On average, each of the CRC posts on both social media platforms received about 2,500 impressions.





Goal 3

Increase the participation of current CRC members by 3% in the following areas: personal training, buddy training, and massage therapy and G.I.T. FIT classes.

Outcome

The objective of this goal was to increase participation in the different areas by creating a targeted marketing plan. At the end of the year, participation and revenue did increase in three of the four areas.

Evaluation Strategy

Participation numbers will be reviewed at the beginning and end of the fiscal year to see if the targeted promotions caused an increase in participation in these programs.

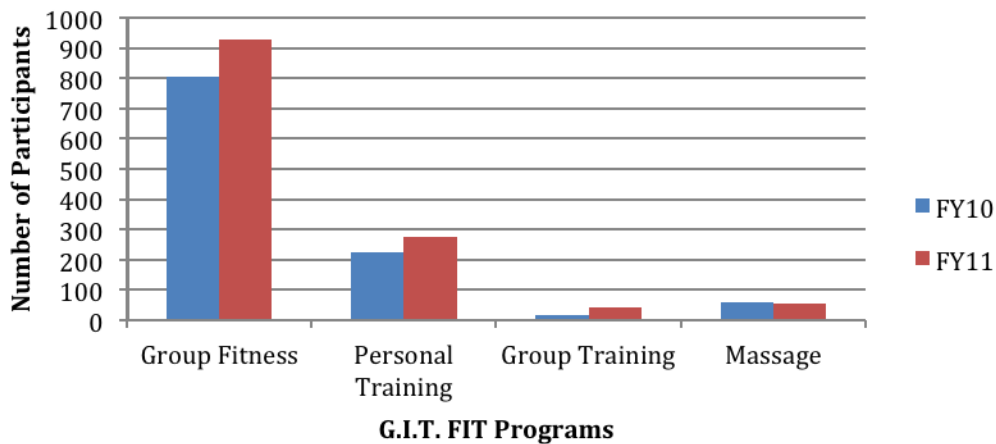
Method of disseminating and using information for improvement

Informational postcards and flyers will be sent to current members inviting them to try these programs and offering them discounts for first time users/participants. Also CRC will redesign the look of the print materials and website for the massage program in order to give it an up-to-date look and feel. Messaging for this program will also be reviewed and redesigned. Staff will also be looking for ways to partner with other departments on campus in order to get more information about programs and services out to the GT community.

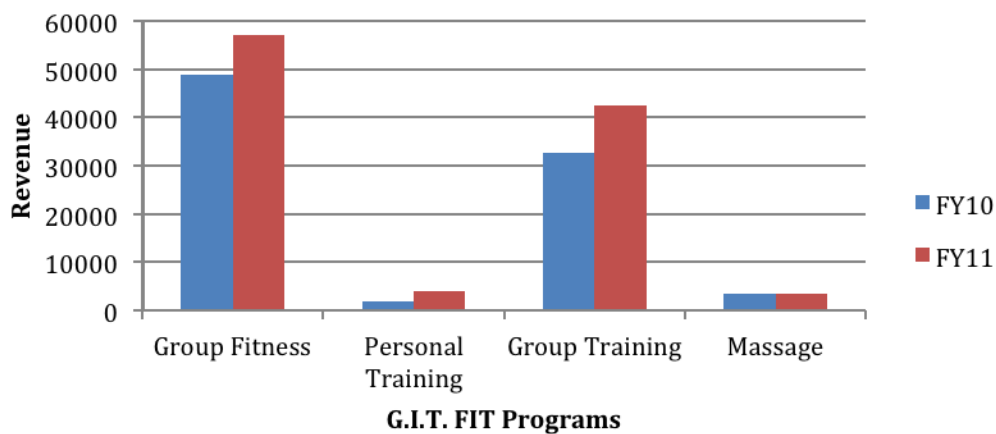
Summary of Results

According to data over the past year, participation in the G.I.T. FIT programs did increase in all but one program. The data collected from this year will be used as a base point for the following fiscal year where the goal will be to increase participation again by 3%.

G.I.T. FIT Program Participation FY10 vs FY11



G.I.T. FIT Revenue FY10 vs FY11



Goal 4

Increase faculty/staff, alumni, and spouse memberships by 3%.

Outcome

This goal was worked towards but not met. In this year, marketing and member services staff attended multiple informational events and sent out print collateral to target markets in order to increase overall membership participation. Membership numbers decreased this year but membership revenue did increase by 6%.

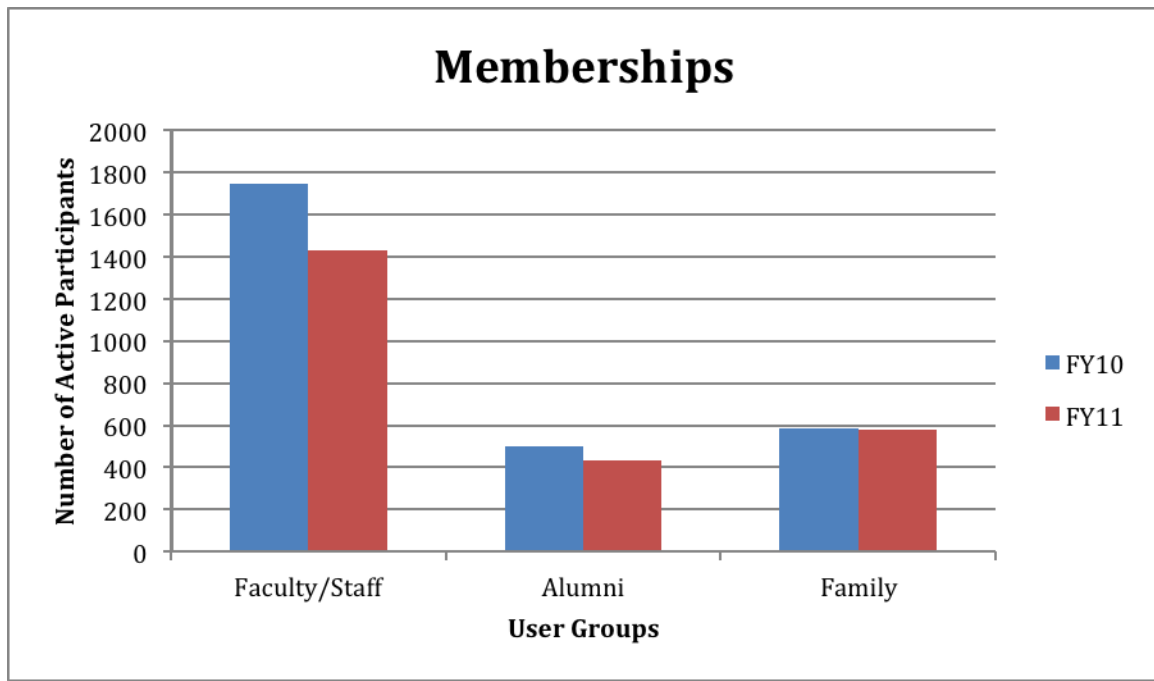
Evaluation Strategy

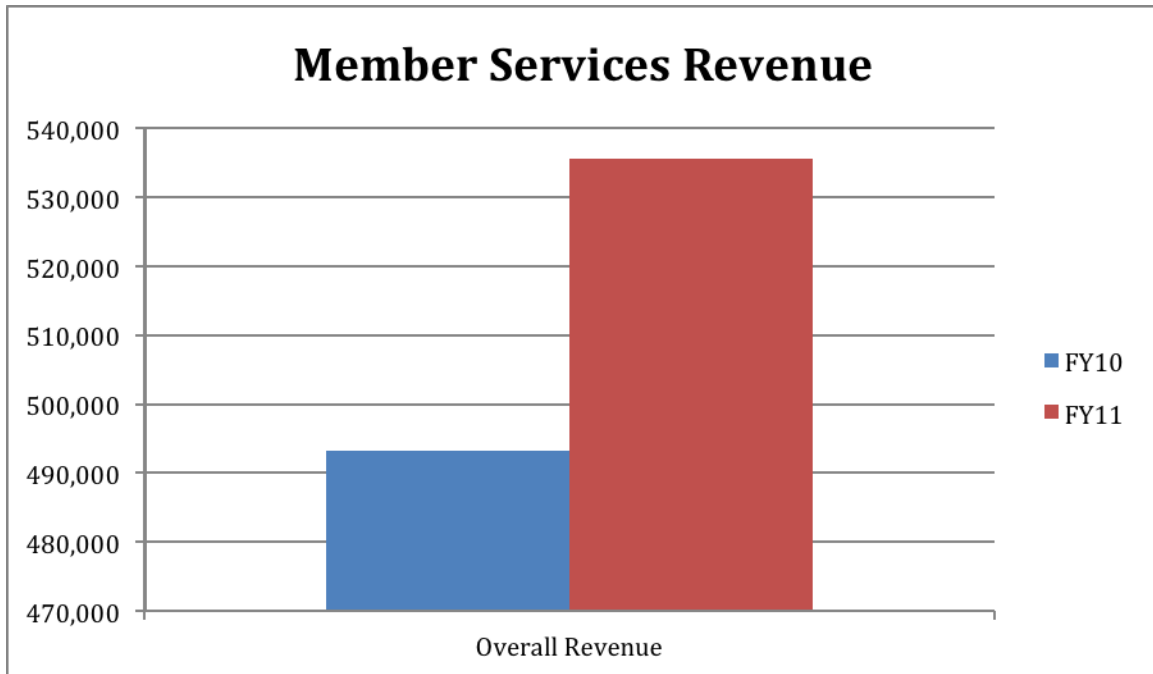
Evaluation strategy for this goal was to review the number of active members at the beginning and end of the year and review the total amount of revenue received by the member services department in this fiscal year.

Method of disseminating and using information for improvement

Participation numbers remained relatively the same this year with a slight decrease. This could be due to many factors, but also due to a cleaning of the database which may have provided inflated numbers in the past. Member Services is going to continue to clean the database in order to provide accurate participation numbers throughout the year. We will use this year’s numbers as the base for the following year and plan to increase membership participation overall by 3% (including faculty/staff, alumni and family memberships). These results also prove that not enough target marketing was done to these audiences. We did send out postcards to these target audiences and created targeted marketing pieces for special events where they would be in attendance. These pieces provided little return in terms of memberships. We will look at new ways of targeting these groups in the following year and develop a specific plan for advertising to them. It is a goal of the Member Services department and of the Marketing Department to increase memberships by 3% in the following fiscal year which we will do through developing a marketing plan and targeted marketing.

Summary of Results





As seen in the first chart, participation numbers decreased this year. This is in part due to a cleaning of the system where inactive members were removed and no longer counted as participants. Although participation rates decreased by a small percentage, revenue increased in this fiscal year by 6% as can be seen in chart number two.

Goal 5

Student Learning Goal

Assign student staff to work as a team to create a quarterly student staff e-newsletter that is informative, engaging, and interactive.

Outcome

CRC Marketing Student Assistants will be able to identify appropriate topics for the target audience (the CRC student staff), compose effective and accurate articles, design an appropriate layout for the media, integrate various contests and social media, and coordinate the release schedule of the e-newsletters.

Evaluation Strategy

Student Assistants are evaluated by the observation of their process/scheduling, the review of their product, the open rate of the email and number of student staff who participate in the contests.

Method of disseminating and using information for improvement

This project is something that the students will have to conceptualize, create, and send out to their peers at the CRC with limited direction from myself. As this goal was partially met this year (only two of the four planned were completed), the plan for the

following year is to meet in advance to schedule the newsletter dates and then meet quarterly to prepare and discuss what will be included in the newsletter. This newsletter will also be used as a tool for training student staff about other departments. Each newsletter will have an article about a department's policy or procedure.

Summary of Results

Goal was partially met this year. Student staff was able to produce two student staff newsletters that were disseminated electronically.

Goal 6

Student Learning Goal

Educate marketing assistants on CRC plasma updates so that new screens are current, exciting, and informative throughout the year.

Outcome

After being trained on how to update the plasma screens and the policies around what can be posted and time limitations, the students were able to upkeep these screens within the CRC and able to identify what should and shouldn't be posted on them.

Evaluation Strategy

A verbal quiz was given to the students to test their knowledge and skill base regarding the plasma screens. Also the screens were observed by the manager to ensure proper use.

Method of disseminating and using information for improvement

It is important that the marketing assistants understand how and why we use this screens throughout the CRC and what is appropriate to post on them. Within this training it is important that they can learn about different ways to market to their target audience and how we can use these screens as a source of revenue. Although this is not a goal for my staff in the following year, this training will continue with new staff that is hired.

Summary of Results

Students were verbally tested and had full knowledge on how to update the signs and what content was suitable for posting.

Goal 7

Student Learning Goal

Train student staff members on Social Media Marketing and teach them to enhance our current use of Social Media to increase Memberships and Member Participation.

Outcome

Throughout the year we held brainstorming meetings to discuss the importance of social media in marketing and ideas that the students had to use our social media

platforms to reach our audience. Students were assigned to read *Social Media Marketing for Dummies* and then asked to discuss what they learned from reading the book and come up with new ideas to implement in our social media marketing plan. Student assistants brainstormed together and came up with an idea for a t-shirt giveaway. They then marketed it via Facebook.

Evaluation Strategy

At the end of the year, students were able to verbally discuss the importance of social media marketing not only to the CRC but as an important marketing strategy.

Method of disseminating and using information for improvement

Student assistants were able to learn about the importance and strategies of social media marketing. CRC will give this as an assignment to my students next year because it was such a great learning experience for them.

Summary of Results

The student t-shirt giveaway was a successful event but not as successful as hoped. We ordered 250 shirts for giveaway and over 400 Facebook fans said that they were going to attend our giveaway event which ran on a Tuesday for a four hour span. On the date of the event only 200 students came to pick up their shirts and the event ended before we were able to give all of them away. This was an excellent learning experience for my students. They not only learned how to plan, create and market a promotional event on Facebook, they also learned about audience (student) apathy and behavior and discussed ways in which to avoid that in the future.

Member Services Department

Goal 1

Operational

Increase both the number of CRC members and revenue amount by 3% (Faculty/Staff, Alumni, Affiliates, and Spouses by June 30, 2011).

Outcome

Revenue growth increased by 3.1% from FY2010 to FY2011. *Patron counts decreased 7.9% from FY2010 to FY2011.

*See last table in section.

Evaluation Strategy

The Assistant Director of Member Services will compare the revenue generated from targeted groups and the number of patrons in each group in FY10 to FY11.

Method of disseminating and using information for improvement

Outcomes will dictate the types of promotions and frequency of promotions used in the upcoming fiscal year.

Summary of Results

Data below includes revenue generated FY10 (July 2009-April 2010) and revenue generated FY11 (July 2010-April 2011).

*Months: May and June are excluded as a result of not having actual numbers available for this report. Total revenue in FY2010=\$694,441

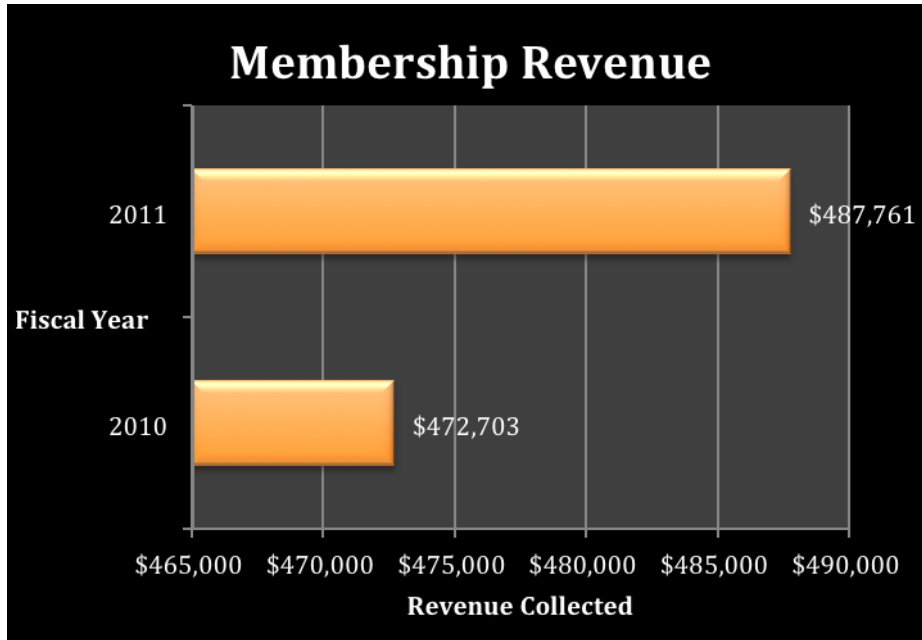


Table 1

Promotions:

-Alumni promotion targeted to alumni within a 5-mile radius (January 2011)

*Table 2

-Faculty/Staff promotion to select, campus departments (November 2010)

*Table 3

-Ramblin'On Alumni Promotion (April 2010/2011)

-Commencement Fair (March 2011)

-Faculty/Staff 2-Free Weeks New Hire Orientation. (On-going)

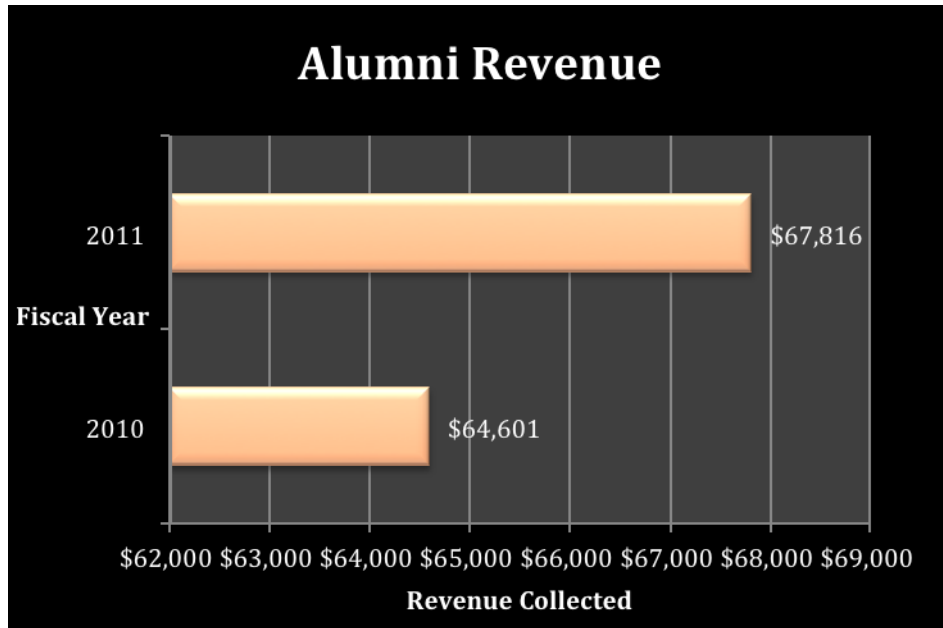


Table 2

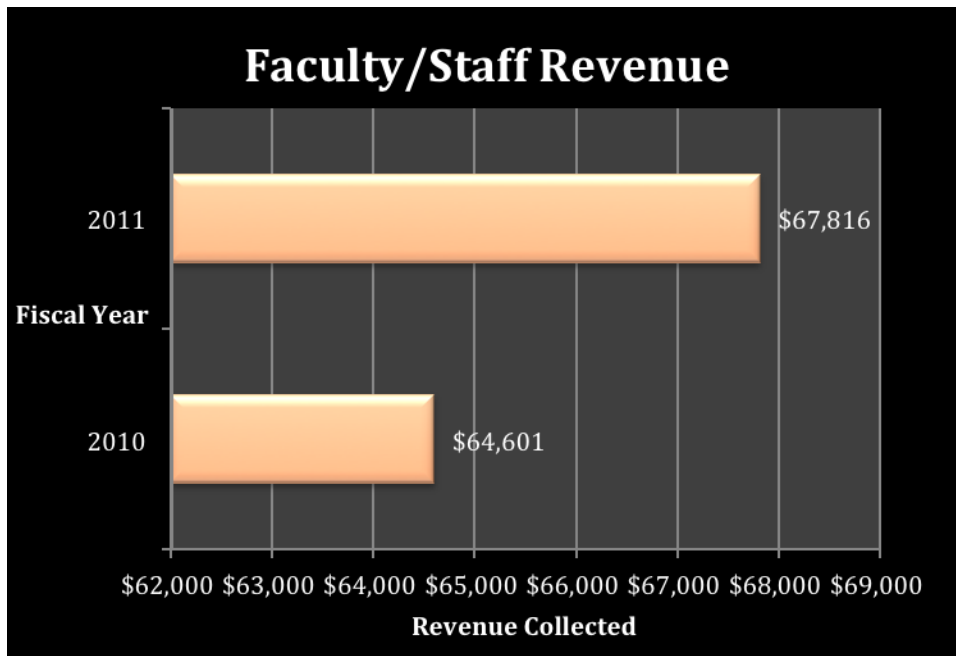


Table 3

Patron Counts: April 2010 and April 2011

Heading	This Week Last Year 2010	This Week's Number 2011	Percentage Change
Alumni	522	393	-24.71%
Swim Atlanta	334	306	-8.38%
Atlanta Dive	109	110	0.92%
Rainbow Trout	141	123	-12.77%
Coaches	174	199	14.37%
Faculty Staff	1768	1729	-2.21%
Affiliates	85	58	-31.76%
Family			-6.41%
Members	608	569	
Language			-37.25%
Institute	51	32	
Retirees	18	14	-22.22%
Summer			0.00%
Programs	0	0	
Peachtree			-22.12%
Triclub	104	81	
Total	3914	3614	-7.66%

*The above table indicates a decrease in patron counts. However, data from 2010 and 2009 are not accurate due to not purging expired membership accounts. As a result, patron counts seem to be lower in 2011 due to a recent purge. Patron counts in 2008, 2009, and 2010 are inflated.

Actions Taken

In order to obtain more accurate patron counts, purging of accounts will occur at the end of each month. Further, promotions used in FY2011 will be utilized in FY2012 with the addition of new promotions targeted to Faculty/Staff, Alumni, and Spouses. The Assistant Director of Member Services will partner with the Assistant Director of Marketing and the Associate Director of Health and Wellness to modify programming and marketing methods targeted to the Institute's faculty and staff.

Goal 2

Operational

Increase general and miscellaneous revenue (summer programs) by 10% in FY2011.

Outcome

As of 5/23/2011, general and miscellaneous income collected from campus, summer groups is projected to exceed the amount collected in FY2010. The CRC collected \$24,563 in revenue from campus, summer groups in 2010. Currently, the CRC has collected \$10,887 with projections of capturing \$20,000 in the two remaining months of

this fiscal year: May and June. With this projection, the general and miscellaneous income will increase by 25.7%.

Evaluation Strategy

Revenue amount in FY2011 will be compared to the revenue amount in FY2010.

Method of disseminating and using information for improvement

FY2011 revenue will be compared to revenue earned in FY2010. Continuous marketing and contact with Conference Services, REU groups, and OMED groups on campus.

Summary of Results

<u>Summer Program Groups</u>
Challenge-OMED
CMDITR REU
Teach for America
Intern Lodge Program
Microelectronics
MSE SURF
REU Biology
REU Chemistry
REU NNIN
College of Computing
Conference Services-Law Enforcement Explorer’s Group
Language Institute-Tianjin/Shanghai Group

Action Taken

All groups will be contacted prior to summer semester to ensure that participation rate remains constant and increases year over year.

Goal 3

Operational

Create a structured, “new member orientation” for new members.

Outcome

New members will obtain knowledge that will make him or her comfortable with the Campus Recreation Center and its many programs/services.

Evaluation Strategy

New members will take a survey upon completion of each orientation.

Method of disseminating and using information for improvement

The Assistant Director of Member Services will use the data to improve the orientation process.

Summary of Results

New member orientations were held the 1st Thursday of each month at two separate times in order to capture faculty/staff and students. The orientation was marketed through monthly list serves, CRC website, and lobby posters. Participation in the monthly orientations was low, averaging 2 participants every two months.

Action Taken

Beginning FY12, orientations will be held on the spot as time permits and if staff is available to conduct the orientation. Also, the following items will be completed to ensure a higher participation rate:

- A. List Serve
- B. Lobby plasmas
- C. Website
- D. HR new hire orientation
- E. Information will be included on all direct mailers that go out for various promotions
- F. Look to create an online orientation during FY12

Goal 4

Student Learning

To establish a structured method of teaching student employees transferable skills to include a way to measure the students' understanding of the skills within the context of his or her position at Member Services. Through transferrable skill activities/exercises, student employees will improve teamwork, problem solving, communication, and customer service.

Outcome

Student employees will be able to identify how each transferable skill relates to his or her job responsibility within Member Services. Employees will learn skills that will be valuable for present and future positions.

Evaluation Strategy

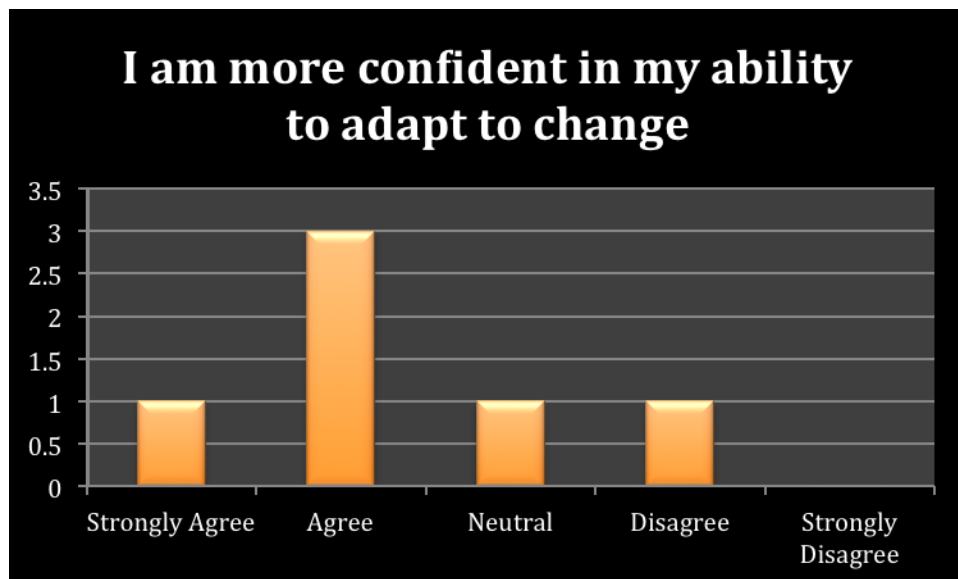
Student employees will be assessed during in-service meetings following a transferrable skill activity. Further, student employees will complete a survey that will measure effectiveness of activities.

Method of disseminating and using information for improvement

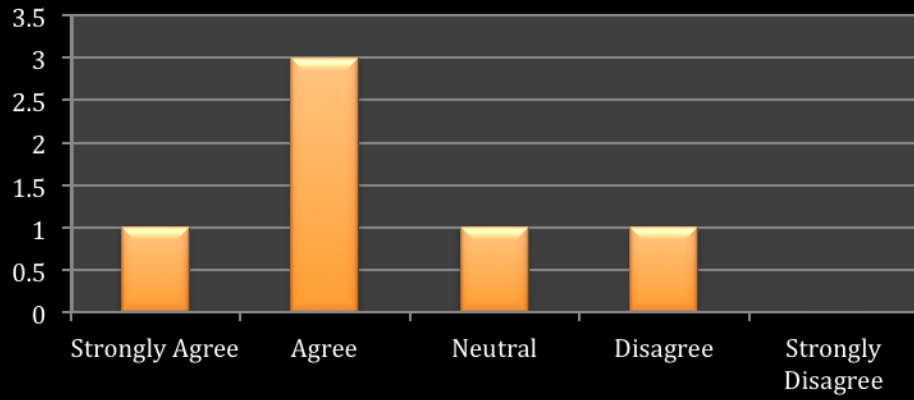
Information will be compiled and modifications will be made to activities/frequency of activities to ensure that student employees are improving customer service, communication, problem solving, and teamwork skills.

Summary of Results

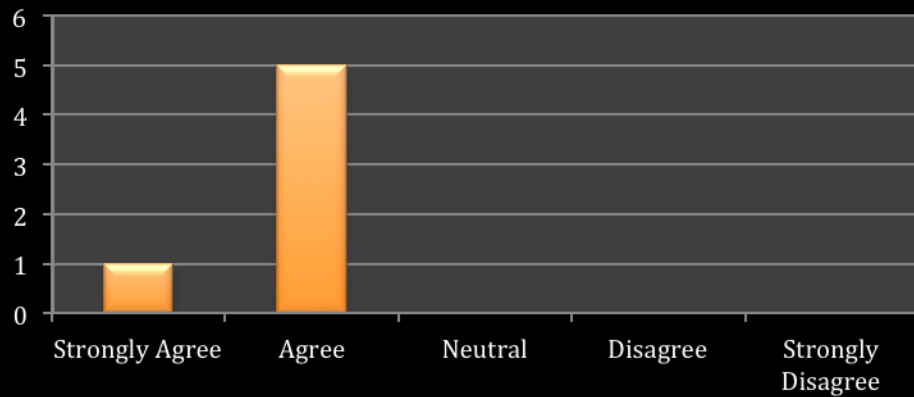
The following is an example of an assessment that student employees completed following a Leadership Challenge Course activity.

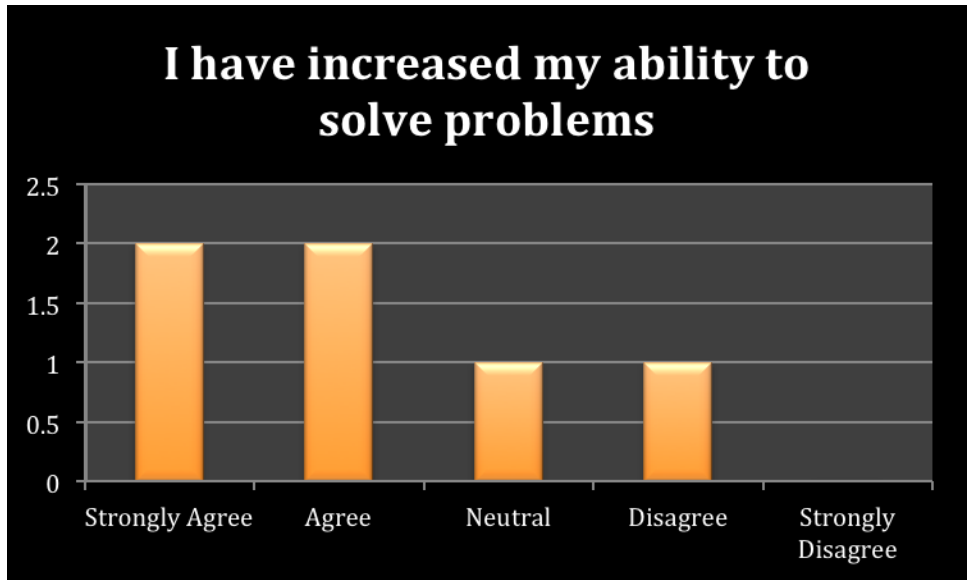


I am a more effective communicator



I am more confident in my ability to work on a team





The below is an end of year survey assessing the effectiveness of various transferable skills activities:

N=12

Adequate time and effort is devoted to activities focused on improving/enhancing my level of communication, teamwork, problem solving, and customer service skills as it relates to my position in Member Services.

Strongly Agree	17%
Agree	75%
Neutral	8%
Disagree	0%
Strongly Disagree	0%

My level and quality of communication has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	17%
Agree	75%
Neutral	8%
Disagree	0%
Strongly Disagree	0%

My problem-solving ability has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	8%
Agree	50%
Neutral	42%
Disagree	0%
Strongly Disagree	0%

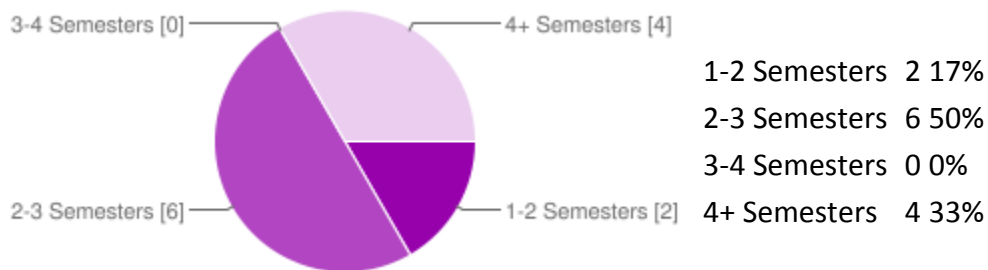
My ability to work with others (teamwork) has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	25%
Agree	58%
Neutral	17%
Disagree	0 0%
Strongly Disagree	0 0%

My ability to provide effective customer service has improved this past year as a result of activities/meetings within Member Services.

Strongly Agree	4 33%
Agree	6 50%
Neutral	2 17%
Disagree	0 0%
Strongly Disagree	0 0%

How long have you worked for Member Services?



Action Taken

Based on the end of year assessment, similar exercises will be conducted during in-service meetings with student employees. However, of the four components, most students felt that more work is needed to improve their problem solving ability. As a

result, more exercises on problem-solving as it relates to Member Services will be conducted throughout the year.

Goal 5

Operational

To create a system that reinforces employee motivation.

Outcome

By rewarding student employees with preferred motivators, staff will be more motivated to perform more effectively. Improved motivation will improve Member Service operations.

Evaluation Strategy

Strategy: 1) Administer a survey (August 31, 2010) to obtain an understanding as to what motivates employees and the degree to which student employees are motivated. 2) Results will be collected to create a system that appropriately rewards student staff. 3) The system will utilize methods that motivate student employees according to preferred motivators. 4) A post-survey will be administered May 2011 measuring student motivation and satisfaction with motivators.

Method of disseminating and using information for improvement

Results will be used to improve a current reward system and in turn increase student employee motivation to perform effectively in his and her job duties with Member Services.

Summary of Results

N/A

Action Taken

Results from a motivation survey were obtained in 2010. However, the Member Services department continues to devise a reward system. Therefore, a post survey was not administered. A new reward system will be put in place Fall 2011 for the FY2012 year. The motivation survey will be administered at the beginning of the Fall 2011 semester due to new staff members being on staff.

Goal 6

Student Learning

To educate student employees in understanding his or her job performance.

Outcome

Student employees will have a better understanding of their job performance and will be aware of the steps needed to improve performance.

Evaluation Strategy

Pre and post surveys will be used to measure employee understanding of job performance. Performance evaluations will be used to aid employees in the understanding of his or her development.

Method of disseminating and using information for improvement

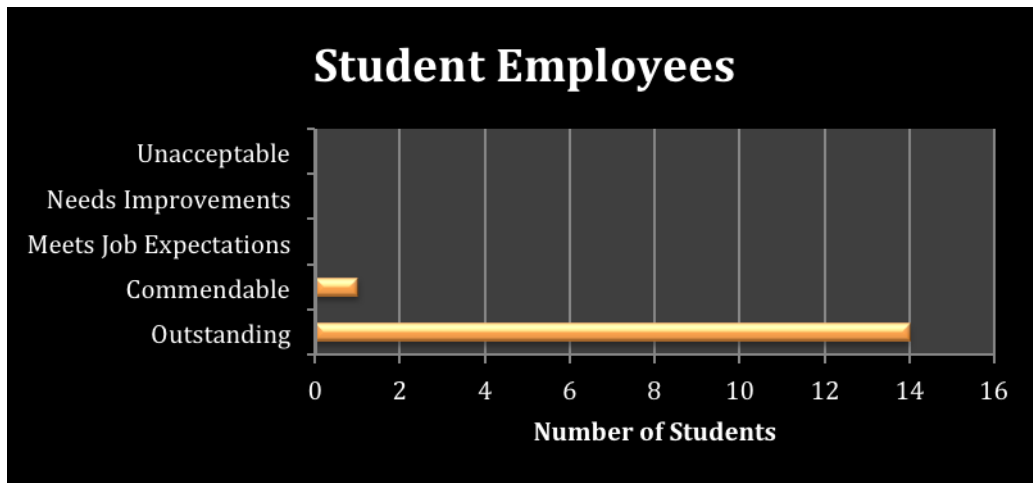
Results from a post survey will be used to make modifications to the performance evaluation process.

Summary of Results

The following are results for the Fall2010 semester, performance evaluations:

Performance Evaluation Scale

45-39	Outstanding
38-33	Commendable
32-27	Meets Job Expectations
26-21	Needs Improvement
20-15	Unacceptable



Actions Taken

A post survey assessing student employees’ understanding of his/her job performance will occur the beginning of fall 2011 semester to those students who were evaluated fall 2010.

ORGT

General Information

The Outdoor Recreation Department serves Georgia Tech’s mission by promoting recreation, life-long learning, and leadership development. Outdoor activities, a network of sport “clubs”, and a trip leader training program are significant parts of the

program framework that creates a broad variety of leadership and team opportunities for the entire GT community – not just a few students with orientations towards outdoor activities.

The attached organizational diagram, developed this year, has made a significant contribution to helping ORGT – the student leadership component of outdoor recreation --understand itself as part of but not synonymous with Outdoor Recreation.

The last year has seen significant improvements in ORGT and Outdoor Recreation including:

- Increased involvement in sport clubs and IPAB
- Increase in Challenge Course use
- Improvement in challenge course staff training & greater clarity around the “GT LCC Brand”
- Doubling the number of students participating in the 2-week Alaska expedition
- Piloting the “Unbeaten Path” experience

Goal 1

Improve Mission & Vision for ORGT, to make it relevant and in line w/Institute, Division, and Department by 2011.

Outcome

A new mission & vision for ORGT with input from external and internal stakeholders including SA/CRC by May 2011.

Evaluation Strategy

Present Mission & Vision statement.

Vision: ORGT will be an integral part of the Georgia Tech experience.

Mission: Through adventures that invigorate mind, body, and spirit, ORGT inspires a healthy lifestyle; encourages building competencies integral to success as students, citizens, employees, and leaders; and offers the GT community opportunities to lead, to learn, and to grow.

Method of disseminating and using information for improvement

The new mission & vision statement draft in place has been discussed with members of IPAB, presented to more than 25 incoming IIT’s and every ORGT volunteer who has been elevated from IIT to Instructor or from Instructor to trip leader since January 1..

This information is included in the “New to ORGT” training required for all new Instructors-in-Training.

Summary of Results

There is growing consistency in how individuals explain the intent of ORGT. Use of words like “leadership” and “community”, and recognition of each person’s responsibility for “organization-building” is commonly expressed. Individuals often refer to their time with ORGT as a “resume-builder”. Few would discount the importance of their involvement with ORGT as preparation for future roles.

Actions Taken

N/A

Goal 2

Improve “Medical Information Gathering Policy” & Search and Rescue Policy” with the help of ORGT Admin, IPAB, LCC Staff and other resources to be completed by December 1, 2010.

Outcomes

- 1) Written “Medical Information Gathering Policy” was written and posted on the staff wiki.
- 2) Written “Search and Rescue Policy” w

Evaluation Strategy

Review and Observation. Present copies of each new policy. Refer to the following:

- Appendix C: Medical Information Gathering Policy
- Appendix D: Search & Rescue Policy

Method of disseminating and using information for improvement

Copies of each policy are posted online at orgt.pbworks.com and are included in trip leader and instructor training sessions.

Summary of Results

N/A

Actions Taken

The traditional 16-hour “Extravabonanza” training has been partitioned into three 3-hour training modules. “New to ORGT” is required within a month or two of becoming an IIT, “Coaching, and Supervision” is required while an instructor, and “Managing ORGT Trips” is required prior to being approved as a trip leader. In FY 2012, policy and procedural data will be organized into an online and printed directory entitled, “ORGT Accepted Practices”.

Goal 3

Develop written Leadership Challenge Course marketing plan using all available resources with input from all stakeholders by Aug. 1, 2010.

Outcome

Develop written Leadership Challenge Course marketing plan.

Evaluation Strategy

Observation. Presentation of the written marketing strategy and explanation of implementation.

Method of disseminating and using information for improvement:

Marketing information has been distributed through CRC and e-mailed in response to phone and e-mail inquiries.

Summary of Results

While a written short-term plan was produced, it was not as specific as it might have been in order to direct specific activities at specific times over the entire year.

Service numbers have increased since the inception of this plan. See the figures below. Since we have not consistently tracked how groups heard about the course, we cannot assess whether specific activities outlined in the plan have been effective in recruiting groups or if other activities have been more successful in generating leads and sales. Some improved materials and language have been created. See previously mentioned appendices.

Actions Taken

A broad based marketing campaign that targets raising community-wide awareness is likely to be less effective than targeting individuals who are in a position to make decisions to contract for our services. In the coming fiscal year, the marketing approach will focus more on soliciting “warm prospects” through GT contacts such as the VP of Student Affairs and coordinators for users of the LCC and following up with tours and in-person meetings with these prospects.

Goal 4

Improve training for all new LCC Staff in 1) operation and 2) curriculum within 6 months of hire date.

Outcomes

Promptly train new employees on curriculum and operational training to increase effectiveness at the Leadership Challenge Course.

1) At the conclusion of training, students will be able to perform the specific technical skills to operate the ORGT Challenge Course to a level of 100% successful

2) By the end of training, staff will feel confident teaching the curriculum, to an 8 on a 10 point scale.

Evaluation Strategy

Observations by FT staff during training and Self-assessment survey.

Method of disseminating and using information for improvement

Training a higher caliber team of challenge staff required a variety of steps:

1. Recruiting and hiring new facilitators
2. Communicating the “GT LCC Brand” to staff
3. Implementing a 40-hour training regimen that included:
 - 8-hour activity training presented by a recognized expert in the field;
 - 8-hour technical skills workshop for new facilitators (presented in-house)
 - 8-hour facilitation skills workshop (presented in-house)
 - 6-hour “shadow” experience in partnership with a fully trained facilitator.
4. Outfitting facilitators with more professional attire.

Summary of Results

22 new facilitators were trained to deliver higher caliber experiences. Staff responses to an online survey are presented in the training evaluation. Comments and responses indicate a positive outcome.

Actions Taken

Policy changes such as the requirement that facilitators wear professional attire and always end the experience as a group rather than piecemeal have resulted in noticeable changes in the appearance of courses.

Goal 5

Train all Wilderness outpost staff on inspection of all rental gear to a level of ‘passing the test’ at 80%.

Outcomes

Develop and implement new gear inspection training for all ORGT Staff and Instructional Program Check out Attendants to address shortfalls of gear inspection in FY10.

- 1) After training, staff will feel comfortable inspecting all of the gear that the Outpost rents
- 2) After the training, staff will feel comfortable at or above 8 on the 10 scale assessing damages and charging fees to customers, as appropriate.

Evaluation Strategy

Pop Quiz and Self-assessment (Not used).

Method of disseminating and using information for improvement

N/A

Summary of Results

N/A

Actions Taken

Process was begun in January. Two Outpost staff produced a template for identifying points to be inspected on each piece of equipment. The intent was for this to be completed by representatives from each of the ORGT sport groups. Due to the fact that the process was dependent on volunteers, the process stalled and was not completed prior to the end of the semester. Once finals began, the individuals upon whose input the process depended were unavailable. Work will continue in the fall.

Goal 6

All new staff will have fully completed the 'ORGT Climbing Wall Staff Training Checklist', FA, CPR, & AED training and will have documentation on file by 6 months of hire to a level of 95% accuracy.

Outcomes

Train the new wall staff to a high level of competency relatively quickly, while maintaining integrity with the current FA/CPR, and AED requirements.

1) After training, students will pass the Climbing Wall Training with a 95% success rate prior to assuming any teaching responsibilities; 2) Students will have completed the AED,FA, and CPR training with a success level of 80% or higher by 6 month from date of hire.

Evaluation Strategy

Administrator pop-quiz and proof of certification for employees.

Method of disseminating and using information for improvement

Not applicable.

Summary of Results

Certification forms and checklists are on file.

Actions Taken

CW operation will continue to use same training methodology since it has produced a 100% compliance rate.

Goal 7

Improve competency among LLC participants experiencing the high course.

Outcomes

Teach competencies in self-development related to teamwork

- 1) Before and during each session, participants will self-assess how well they worked with their team on the course.
- 2) At the end of the experience, 50 % or more of the participants will self-assess that they are *more* competent team members because of this experience.

Evaluation Strategy

Pre- and post- self-assessment survey and observations by ORGT Staff.

Method of disseminating and using information for improvement

Use of the survey was intentionally discontinued pending new staff training and in light of the recognition that a more specifically worded survey was needed.

Summary of Results

Assessment data was collected through November 2010. 23% strongly agreed that participating in the course gave them better team skills, 67% agreed with the statement, 9% were neutral, 1% disagreed.

Actions Taken

Assessment data needs to be collected both for the benefit of groups and for the improvement of the challenge course program. In FY12 a new survey instrument needs to be developed and implemented by August 1. Recent use of a piloted survey form developed specifically for a corporate group and 90% at least somewhat beneficial for the organization and at least somewhat beneficial for themselves on a personal level.

Goal 8

International Adventure participants will increase knowledge and awareness of "expedition behavior" and how it relates to group dynamics.

Outcomes

Participants will increase knowledge and awareness of their own expedition behavior and how it relates to group dynamics, in order to build teamwork awareness and skills.

- 1) By the end of adventure students will have practiced expedition behavior and assessed how their behavior affected their group.
- 2) By the end of adventure students will have practiced expedition behavior and assessed how their behavior affected their group.

Evaluation Strategy

Post Trip Survey

Method of disseminating and using information for improvement

Not Applicable

Summary of Results

Pending

Actions Taken

There will be a post-trip survey administered to students participating in the “Unbeaten Path” experience; however, the focus of this experience is on developing an understanding of intercultural competence rather than developing an awareness of “Expedition Behavior”.

Goal 9

Improve CRC Wall "regulars" satisfaction of route variability.

Outcome

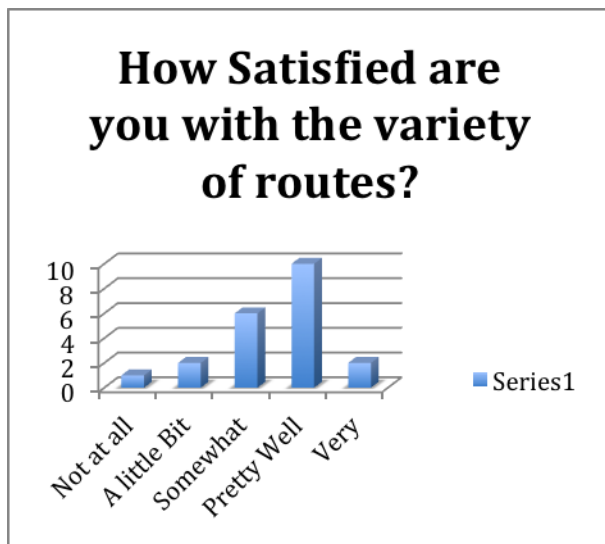
CRC Wall "regulars" will rate their level of satisfaction of route variability at a level of 80% satisfied or higher in spring 2011.

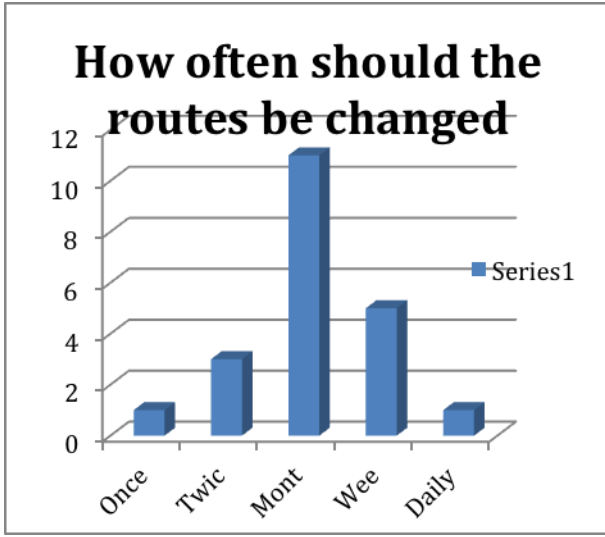
Evaluation Strategy

Survey Data or Focus Group (Only survey data was used).

- An SMS survey was conducted in spring 2011 over the course of 3 weeks.

Summary of Results





Career Services

The mission of Career Services is to encourage students to realize their career goals. This is achieved in a variety of ways including: 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; 5) working with students toward the attainment of their employment and/or graduate school goals.

Goal 1

Customer Service

Improve provision of timely and effective services to students.

Outcome

Customer service will be improved and/or maintained at a high level in the Career Services office.

Evaluation Strategy

An on-line survey was emailed to students visiting the Career Services office to ascertain their satisfaction with services received.

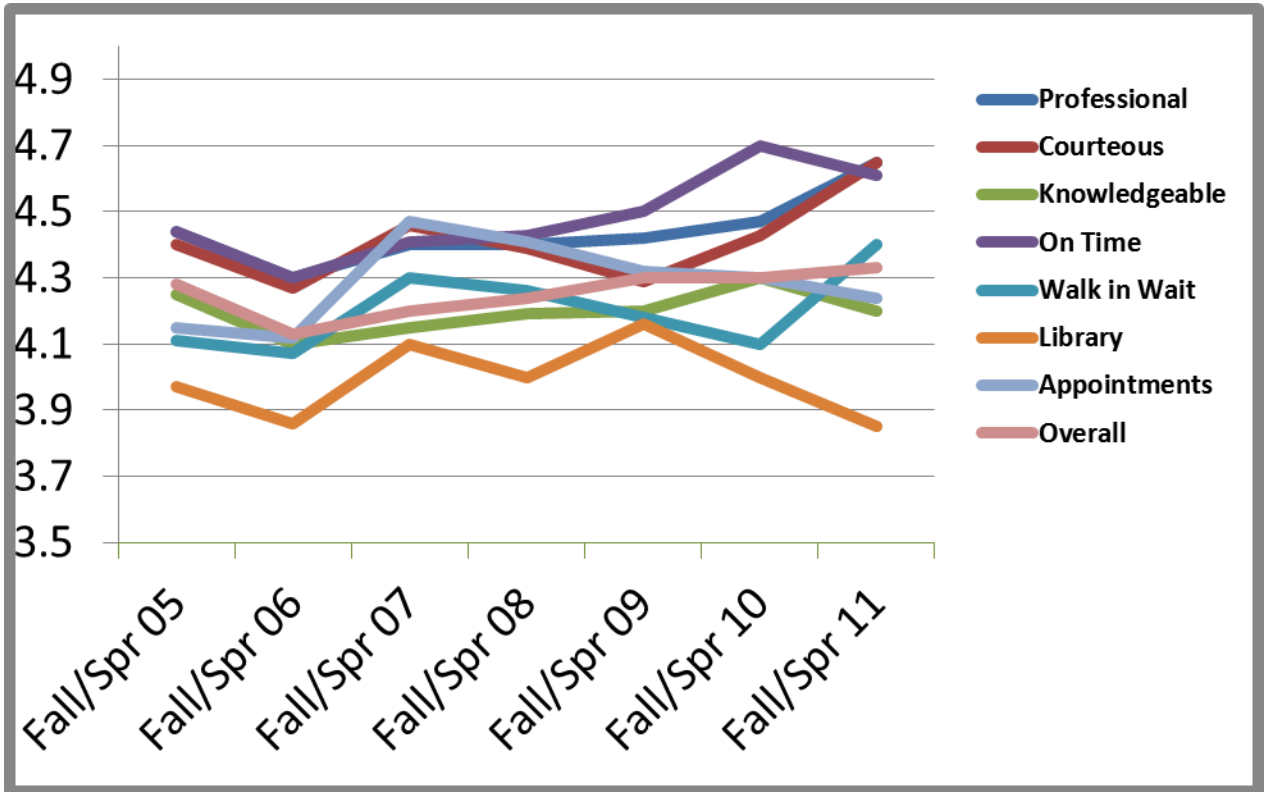
Method of disseminating and using information for improvement

Information will be distributed through annual assessment reports and reviews. Information will also be disseminated and discussed during career services staff meetings as appropriate.

Summary of Results

An on-line survey was sent to students in April 2011. Recipient students 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. We look for significant changes, particularly areas of concern, from year to year in order to maintain a high level of service. Students were asked to rate their experiences from Poor to Excellent (five point Likert Scale) in eight categories. On the nearby chart a summary of scores are viewable as well as a comparison of scores going back seven years. Scores ranged from 4.2 to 4.6 in seven of the eight categories with courteousness and professionalism receiving top scores. Only the rating for the quality of career library resources fell below four (3.75) and showed a drop for the second consecutive year.

**Career Services Student
Satisfaction Survey
Seven Year Tracking**



Actions Taken

While the scores for the career library are normally the lowest we receive, we get particularly concerned with scores consistently below four and trending lower. The library is primarily used during our walk-in hours each day and it is apparent that the books are not often used. Keeping them up to date is expensive and if the books are rarely used it becomes a question of whether the expense is justifiable.

As a result, we are re-imagining the career library with an eye toward creating a virtual experience. Some implementation toward this has already taken place as we have obtained a license to a commercially available online “virtual career library” that contains online books along with a variety of video clips and other resources. We are planning to create an interface that will include this career library and other similar resources. Additionally we are planning to add several touch screens to aid access to resources.

Goal 2

Internship Information Sessions

Increase student skills and confidence in finding an internship through the Internship Information Session intended to help students by providing information on the employers seeking GT students for internships using CareerBuzz, internship fairs, career fairs, networking opportunities, and other available resources.

Outcome

The session covered:

- How to find an Internship
- Exploring Career Services Resources
- Benefits of an Internship
- What to do after finding an Internship

The sessions detailed available resources through Career Services including the Internship Fair, on-campus recruiting, CareerBuzz internship postings, Career Tools, etc. Emphasis was also placed on the importance of using various network sites such as the Alumni LinkedIn Group, as well as other on-line resources and company websites. Four (4) Internship Information sessions were held over fall 2010 and spring 2011 semesters and one hundred and thirty (130) students participated. The post and pre questionnaire was administered at the end of each session and the response showed significant increase in skills and knowledge acquired. The student learning outcomes consistently showed positive changes in their ability to identify internship opportunities using Career Services, career fairs, internet searches, networking and other available resources for building new connections.

The information sessions also focused on the behavioral aspect of the student intern at work; importance of ensuring proper decorum and ethical standards are maintained. Adapting to differences in workplace culture was also emphasized. Survey results are included in the data section of this report and show students substantially increased their knowledge of internships, their consideration of issues involved in obtaining internships, and their perceived ability to obtain an internship. Overall students rated the session 4.75 on a five-point scale.

Actions Taken

Beginning fall semester 2011, in order to reduce confusion and to present consistent information to students, Career Services and the Division of Professional Practice will co-present all internship information sessions. This will provide students consolidated information regarding the variety of ways internships may be obtained and the offices on campus supporting their efforts.

GOAL 3

Career Decision Making

Educate students about the career decision-making process.

Outcome

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

Evaluation Strategy

Pre and post Career Counseling surveys will be administered.

Method of disseminating and using information for improvement

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

Summary of Results

Survey results were assessed at the end of fall semester and in June 2011. Presentations were made during FASET Student Breakout Sessions to educate incoming students on the process of career decision-making as well as career counseling services available. Those efforts are reflected in the higher Pre-Career Counseling average scores for questions 1, 2 and 3 than in the past. Current practice will continue.

Actions taken

Pre and Post Career Counseling surveys will be administered. Post Career Counseling surveys will be reviewed at the end of each semester. Counselors will continue to receive continuing education to remain up-to-date on counseling skills, as well as, to maintain current certification and licensure.

GOAL 4

Career Education Seminars

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

Outcome

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

Evaluation Strategy

Paper and pencil survey conducted immediately after seminar.

Method of disseminating and using information for improvement

Annual assessment report provided to appropriate staff.

Summary of Results

Survey results were assessed in June 2011. The attached tables indicate that students gained an increase in knowledge and skills in resume writing, interviewing and conducting a successful job search because of attending these seminars. Average survey

response on fall 2010 Post Job Search Seminar Questionnaire question 4 was 3.90/5.0 slightly below the goal of an average 4.0 on Likert scale. Average survey response on fall 2010 Post Graduate Student Job Search Seminar question 2 was 3.0 and question 3 was 3.5, both below the goal of an average 4.0 on Likert scale. Average survey response on spring 2011 Post Job Search Seminar question 5 was 3.7 slightly below the goal of an average 4.0 on Likert scale. Spring 2011 Post Graduate Student Job Search Seminar average survey responses to all questions greatly improved.

Actions Taken

Review Job Search presentations and materials used in Job Search seminars. Adjust to address content related to questions receiving average scores below 4.0 on Likert scale.

Goal 5

Resume Blitz and Mock Interview Events

Educate and prepare students on employer expectations relating to resume preparation and interviewing skills through the Resume Blitz and Mock Interview Week programs.

Outcome

Students will be better prepared for their job search process and have a better understanding of how to align their resumes with employer expectations, as well as gain knowledge on interviewing skills. They will also have an understanding of the job market trends and employers' hiring practices and recruiting venues.

Evaluation Strategy

A student interview feedback survey designed to measure student's ability to present themselves professionally in a job interview was conducted for the 2011 Mock Interview Week event. In addition, evaluation surveys providing feedback on the Resume Blitz were collected for the 2010 event.

Method of disseminating and using information for improvement

Results will be provided in the Career Services Annual Assessment Report and disseminated to appropriate Career Services staff.

Summary of Results

Employer and Student Evaluation surveys were developed for the Resume Blitz Event. Both surveys developed use a rating factor from Excellent to Poor.

Representatives from over 70 companies provided resume critiques for approximately 1,000 students during the fall 2010 Resume Blitz event. Both students and employers were surveyed on site about their experience.

Feedback from the employers who participated was very positive. Ninety percent rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 89% rated their on-campus experience (i.e. event check in, student participation

and preparation and overall impressions) as either excellent or good. Employers also provided a lot of positive comments and constructive feedback for improvement. One area noted for improvement was that student participation in a few colleges was low (e.g. Architecture, Ivan Allen and Sciences).

As in previous years the College of Management (158), Mechanical Engineering (109) and Industrial & Systems Engineering (82) schools had the highest levels of student participation. When asked if the event met their expectations, 99% of the students responded yes. The overwhelming majority of students (90% or greater) also indicated that they found the location to be convenient, received feedback relevant to their major and rated the feedback they received from the professional they met with as either excellent or good. Students indicated that the primary way they found out about the event was through email or advertising in their department. There were also consistently positive narrative comments received from students indicating they would recommend other students participate in the event. Ideally, students would like more time to meet with the employer representatives and would like the opportunity to receive more than one resume critique if possible.

For the Mock Interview Event_Career Services hosted 57 companies and accommodated 465 student interviews. Two surveys were administered, one for students, based on a scale of 1-10, with 10 being the highest and one for employers, using a rating factor of Excellent to Poor.

Out of the 209 student responses, 71.3% ranked the feedback learned as between a 9 and a 10. Likewise, when ranking the interview experience, 73.3% students ranked it a 9 and above. Only 1.4% students, ranked the event a six or below. 99% of the students that filled out the survey would recommend the event to their friends. Out of the 6 colleges that participated, the College of Engineering (203) and the College of Management (130) had the highest level of student participation. Some of the students' suggestions in improving the event would be to increase the interview period from 45 minutes to 60 minutes and include panel interviews, as well.

For the employer evaluation, 50 employers ranked this event. Ninety four percent rated the event between Excellent and Good in regards to their experience; 46% responded Excellent on preparedness of the students and 52% responded Good.

Ninety four percent rated the pre-event promotion, registration, planning and logistics as either excellent or good, and 98% rated their on-campus experience (i.e. event check in, student participation and preparation and overall impressions) as either excellent or good.

Actions Taken

Resume Blitz event

- A Skype day was added to the event to accommodate the companies that could not travel and assist students that were not present on-campus.
- Student majors were closely matched with industry specific company representatives for the first two days of the event

- Student assistants aided company representatives with the flow of the event, providing more personalized assistance in answering questions and addressing immediate recruiter needs

Mock Interview Event

- A Skype day was added to the event to accommodate the companies that could not travel and assist students who were not present on-campus.
- Mock interview sign-ups were limited to one interview per student to provide the opportunity to as many students as possible
- Employers provided interview feedback to students by completing the on-line interview feedback form. Results were emailed to students individually.
- Mock Interview Information was incorporated and provided to students in the General Interview Skills Workshop Presentations.

Actions Taken

- For Resume Blitz, adjustments will be made to better place employers in locations with traditionally high student participation. We did have to move reps to different locations last year due to low student participation in a few locations. This change will likely eliminate the need to move reps during the day and help ensure we maximize the time they spend with us
- For the mock interview event, no significant changes are planned. We will continue with the two primary enhancements made in 2011 - Secure sponsors to underwrite the expenses (seven sponsors this year) and provide Skype interviews as an option.

Goal 6

Employer Relations

Career Services will improve the provision of excellent services for employers during on-campus recruiting activities.

Outcome

Employers will report enhanced levels of satisfaction with Career Services.

Evaluation Strategy

A questionnaire was administered to recruiters to measure their degree of satisfaction with Career Services during recruiting activities.

Method of disseminating and using information for improvement

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

Summary of Results **Recruiter Survey (Fall 2010)**

Career Services surveyed all recruiters who conducted on-campus interviews during the fall 2010 semester by using an online tool for the first time (i.e. Survey Monkey). There were 119 respondents. Thirty-eight (38) of those respondents coordinated the on-campus recruiting logistics for their companies and they were specifically asked to provide feedback on using our online tools (i.e. CareerBuzz and the Career Services website) as well as their interaction with the Career Services staff prior to their on-campus visit.

Based on a scale of 1 (Poor) to 5 (Excellent), 70% of those who responded rated our online tools as a 4 or 5, however 30% also rated our online tools as a 3 or below. The specific area identified as requiring the most improvement was CareerBuzz navigation (45% of respondents rated that area as a 3 or below). Since only 33% of the total respondents provided feedback regarding our online tools and their interaction with our staff there were few data points, however 86% did rate their interaction with the Career Services staff (i.e. professionalism, responsiveness and the ability to resolve issues) as a 4 or 5.

Feedback from recruiters regarding their actual on-campus visit (including the employer check in process, on-site assistance, staff professionalism, cleanliness of the recruiting area, and the employer lounge) was very positive in that greater than 85% rated each area surveyed as a 4 or 5. The only survey area that fell below 85% was our interview room space, which only 69% of recruiters rated as a 4 or 5. Overall, 84% rated their total on-campus recruiting experience as a 4 or 5. Our highest rating both prior to and during their on campus recruiting experience was the professionalism of the staff; 88% rated our professionalism as a 4 or 5.

Summary of Results **Recruiter Survey (Spring 2011)**

Career Services surveyed all recruiters regarding their on-campus recruiting experience during the 2011 Spring semester through an online tool (i.e. Survey Monkey). There were 46 respondents. Sixteen (16) respondents actually coordinated the on-campus recruiting logistics for their company and they were asked to provide feedback regarding our online tools (specifically CareerBuzz and the Career Services website) and their interaction with the Career Services staff in advance of their on-campus visit.

Based on a scale of 1 (Poor) to 5 (Excellent), 63% of those who responded rated our online tools as a 4 or 5 and 17% rated navigation of our online tools as a 3. Only 35% of the total respondents provided feedback regarding our online tools and their interaction with our staff so there were few data points, however 80% rated their interaction with the Career Services staff as a 4 or 5. The professionalism of the staff and our ability to

resolve issues were both rated 4 or 5 by over 80% of respondents and 72% rated our responsiveness as a 4 or 5.

When asked to provide feedback on their visit to campus 89% rated our employer check in process and the assistance provided on site as a 4 or 5 and 80% rated their satisfaction with the cleanliness of our recruiting area and the employer lounge the same way. Slightly over 70% rated our interview rooms as a 4 or 5. Overall, 87% rated their total on-campus recruiting experience as a 4 or 5.

Actions Taken

The following actions were implemented for fall 2010/spring 2011:

- All interview rooms were painted and new carpet has been installed.
- Student Assistants were hired and trained to provide full-day coverage for the recruiting area
- All interview rooms were equipped with computers that have internet access
- A second monitor was installed for the Employer Check-In
- Company and Contact information was updated in CareerBuzz
- A TV was installed in the Employer Lounge
- The Recruiter survey was revised and to improve survey response rate the survey is sent out on a weekly basis through Survey Monkey
- Wireless access codes were purchased and provided to recruiters free of charge

- New computers installed in the Employer Lounge, as well as the recruiting area
- Refurbish the whole recruiter area, including interview rooms
- 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

Goal 7

Underrepresented Student Participation

Increase services and brand recognition to underrepresented students

Outcome

Increase the number of underrepresented students utilizing the resources available through Career Services.

Actions Taken

- Workshops were conducted for underrepresented students and organizations
- Liaison activities were conducted and partnerships established within respective colleges and departments including a new partnership with the Athletic Association which accounts for a significant number of underrepresented students

- Marketing and advertising specifically targeting underrepresented students and student groups was incorporated to promote current Career Services programs (i.e., Career Fair, Business Etiquette Dinner, etc.)
- Social media platforms geared toward diversity were established and actively maintained:
 - GT Diversity Facebook page with currently 200 friends
 - GT Career Diversity Twitter page with currently 150 followers
- A Diversity section, accessible from the main menu, was added to the Career Services website containing numerous resources for diverse and underrepresented students

Summary of Results

Career Services saw an overall increase of 4.2% in the number of underrepresented students utilizing the resources available through Career Services.

Actions Taken

Activities above will continue and efforts will be made to increase connections to other campus wide diversity efforts.

Goal 8

Career Ambassadors

Utilize the Career Ambassador program to educate students about the importance of career development and planning and programs offered through Career Services.

Outcomes

Career Ambassadors will be able to articulate about the importance of career development and planning in addition to the programming offered through Career Services and the ways in which these programs and services can assist in navigating the career path.

Evaluation Strategy

- The Career Ambassador program was assessed and revised to reflect more current practices in recruitment and programming utilized by peer institutions and other departments within the Georgia Tech community
- Late in the year a new internship position was created to assist recruitment, training and coaching of incoming Career Ambassadors in order better insure student participation

Summary of Results

Recruitment and retention of career ambassadors was below par. As a result, a new position was established for an Intern/Career Ambassador Coordinator who will assist with recruitment, training and coaching of incoming Career Ambassadors. The new intern position is expected to have positive impacts on the program that will increase the core number of dedicated Career Ambassadors and active participation.

Actions Taken

Career Ambassadors will transfer this knowledge to students who will demonstrate knowledge of the Career Services programs that are offered and the importance of participating in these programs.

- A participant feedback survey will be conducted to assess students' knowledge before and after program participation
- Student surveys will be evaluated to determine the effectiveness of the Career Ambassador program
- A departmental review will assess the number of Career Ambassadors, the number of floaters, and levels of commitment and participation in comparison to previous year's numbers

Goal 9

Graduate Student Symposium

Increase interaction between Masters and Graduate Students through the provision of special programs, like the Symposium, to address specific needs of graduate students and provide alternative career information focused on industry, government and academic options.

Outcome

This year the event was renamed the Graduate Career Symposium for branding purposes-since academic areas were added in order to cover most aspects of potential graduate careers.

Evaluation Strategy

Work with Student Affairs Director of Research and Assessment, Brenda Woods, Ed.D. to create a better assessment tool for the Symposium.

Summary of Results

Programming was increased significantly:

- Increased the number of panels from 2 to 6
- Increased the number of workshops from 3 to 16 including postdoctoral students.
- A Resume Review was added at the request of the students attending the 2010 Symposium. The resume review was collaboration with Career Services, Division of Professional Practice, Alumni Career Services, workshop leaders, workshop and panel participants.

As sampling of the post symposium survey summary results are shown here. The full report is available in Appendix B of this report. Overall, how would you rate the Symposium?

- 63 Good

- 44 Excellent
- 3 Fair

To what extent do you agree with the following statement “The Graduate Symposium met or exceeded my expectation?”

- 69 Agree
- 39 Strongly Agree
- 2 Disagree

Among all sessions and panels which did you find most valuable. (Select 3)

Top Three

- Professional Communication
- Corporate Interviewing
- Teaching Philosophies and Portfolios

Actions Taken

- The Graduate Career Symposium sessions will coincide with the class schedules
- The program will begin later and the reception will be held earlier.
- Employers/alumni/Partners will be invited to set up booths at the reception.
- Banners will be placed in strategic places student center, Science area and posters will be created to promote the event.
- The planning committee has already met and created a Handbook for the 2012 Symposium including the following:
 - ✓ Goals/Mission
 - ✓ Planning Coordination Timeline
 - ✓ Duties and Budgeting
 - ✓ List of Contacts

Siemens will sponsor the program in 2012.

Goal 10

Career Course GT4801 2011

Improve a career development class designed to help students learn lifelong skills and prepare for their individual careers through self-assessment, hands-on activities, workshops and lectures related to the career planning and preparation process.

Outcomes

- Students will learn how to self-assess and express their occupational qualifications including educational background, work experience, strengths and weaknesses, accomplishments, skills, interests, values and personal qualities.

- Students will learn how to develop effective job search correspondence.
- Students will learn successful job search strategies.
- Students will gain an understanding of the importance of networking and conducting informational interviews.
- Students will learn and practice effective interview techniques.
- Students will gain knowledge of how to evaluate and negotiate job offers.
- Students will gain an understanding of business etiquette and appropriate professional conduct.
- Students will learn basic financial concepts that will prepare them for life after college.
- Students will learn the basics of transitioning from college to career.

Evaluation Strategy

Students were surveyed at the end of the semester

Method of disseminating and using information for improvement

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

Summary of Results

The survey results for the fall 2010 and spring sections of GT4801 Career Planning course indicated that the majority of students strongly agreed or agreed that the course learning objectives were met and that they would recommend the class to friends and classmates. (See data section of this report for complete results)

Actions Taken

Students were asked to provide suggestions that would improve the class. Suggestions to combine Resume and Job Search Correspondence into one lecture and expand Managing Your Money and Financial Basics to two lectures were implemented spring 2011 semester.

Several students commented that the course should be taken prior to their last semester and open to juniors within three semesters of graduation so they are better prepared for their job search. This will be included in the next proposal to the Undergraduate Curriculum Committee. Finally, a diversity component is being added to curriculum.

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 CCAPS.

Evaluation Strategy

As a regular part of the initial screening paperwork, the Counseling Center adapted 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 began using the CCAPS at the beginning of the 2009-2010 academic year and, after 1.5 years of piloting the CCAPS, the Center reviewed other assessment options for initial screening purposes.

Method of disseminating and using information for improvement

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

Summary of Results

The Center began using the CCAPS at the beginning of the 2009-2010 academic year. Clients were administered the CCAPS at initial consultation. After a year of piloting the CCAPS, the Center reviewed other viable assessment options and has decided to continue with the CCAPS as an integrated part of its Titanium database system. The Center began using the CCAPS at the beginning of the 2009-2010 academic year. Overall results indicate that clients present with similar levels of Depression and Social Anxiety based on national averages. Client score lower on levels of Generalized Anxiety,

Eating Concerns, and Family Distress based on national averages. Clients score higher on levels of Academic Distress based on the national average. Based on the initial results, the Center will be detailing a process to obtain post data from clients starting FY12.

Actions Taken

Post assessment process for administering the CCAPS clients will be implemented in FY12.

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 4.0 (satisfied) based on current client satisfaction survey.

Evaluation Strategy

The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). 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?	4.4
How satisfied were you with you initial screening appointment?	4.3
How satisfied are you on your progress with the concerns that brought you to counseling?	3.9
How satisfied have you been with your counselor?	4.5
How satisfied are you that your counselor understands the nature of your concerns?	4.5
How satisfied are you with the assistance of the Front Desk staff?	4.6
How helpful has counseling been to you in improving or maintaining your academic progress?	3.8
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

The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center surveys its clients to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). 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

60% 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 FY11, 96% 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)
Workshop Evaluation	
• Breadth of Coverage	4.33
• Personal/Practical Relevance	4.41
• Effectiveness of Presentation	4.37
Presenter	

• Knowledge	4.61
• Preparation	4.59
• Engagement of Audience	4.38
Goal Accomplishment	4.06
Arrangements	
• Convenience	4.20
• Notification of Event	4.07
• Location/Room Environment	4.19
• Format/Multimedia Use	4.35

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

Of the previous interns surveyed, 100% indicated that the internship program prepared them well as entry-level psychologists. 99% of the interns surveyed indicated that they were satisfied/very satisfied with the training they received in the program.

Actions Taken

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 '11.

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 86 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

Increase the knowledge of incoming students and their parents about the support services, programs, and resources available to them in the Dean of Students Office.

Outcome

At the end of the '10-'11 academic year, both students and parents will report an increase of knowledge about the Dean of Students Office and the support services, programs, and resources available to them.

Evaluation Strategy

FASET evaluations from presentations at FASET Orientation will collect student data. A survey to parents will be administered at the end of the '10-'11 academic year.

Method of disseminating and using information for improvement

A review of the FASET evaluations will be requested from the Office of Success Programs and used to guide decision making and in plan for future presentations. The results of the survey sent to parents or included in a parent newsletter will also be reviewed.

Summary of Results

Upon review of the FASET evaluations this goal was accomplished. The Dean of Students Office had a presence in the FASET Orientation program by offering a variety of options for both families and students including: open houses, information sessions, panel discussions, a presence at Marketplace and Opportunities at Tech. All departments in the Dean of Students were involved in the FASET Orientation. Specific information sessions were facilitated by: Student Involvement, Greek Affairs and the Dean of Students. Open Houses were hosted by Women's Resource Center and ADADPTS. Many of the Dean of Students staff also participated in the Breakfast for Families and Guests on day two of FASET. FASET statistics highlight the following:

Student Survey:

- *56% of participants who attended the Greek Life information session were either very satisfied or satisfied.
- *71% of participants who attended the Student Involvement information session were either very satisfied or satisfied.
- *74% of participants who attended the Marketplace Information session were either very satisfied or satisfied.
- *95% of participants who felt that FASET was very effective or effective in informing them about campus services, resources and issues.
- *98% of participants who felt that FASET was very effective or effective in demonstrating that Georgia Tech cares about its students.
- *98% of participants who felt that FASET was very effective or effective in connecting them to others in the Georgia Tech community.

Parent Survey:

- *99% of participants who attended the Dean of Students Conversation with families were either very satisfied or satisfied.
- *48% of participants who attended the Greek Life information session were either very satisfied or satisfied.
- *82% of participants who attended the Parent/Guest Breakfast were either very satisfied or satisfied.
- *87% of participants who attended the Marketplace Information session were either very satisfied or satisfied.
- *99% of participants who attended the ADAPTS Open House were either very satisfied or satisfied.
- *98% of participants who attended the Women's Resource Center Open House were either very satisfied or satisfied.

One major shift this past year was in the area of Greek Life. Evaluations showed a decline in the % for both students and families expressing satisfaction with their presentation. The '09-'10 student satisfaction was 88%. It declined to 56% and the '09-'10 parent satisfaction was 87% and it declined to 48%. I believe this shift is a result of three things: (1) the former Director of Greek Affairs departure to another university, (2) the new Director not being in place during the Summer FASET Orientation sessions and (3) a change in the delivery the program at a time of major staff transition.

Actions Taken

The Office of the Dean of Students will continue to be involved with FASET. It is a wonderful opportunity for the Dean's staff to be introduced to new students and their families. Additionally, it is also a prime time to share information about ODOS resources, opportunities and services. The Dean of Students staff will spend some time focusing on areas that don't currently have as much of a presence in the program to see how ODOS

can improve that for the future. Staff will also track the Greek Life presentation in consideration of what occurred last summer.

Goal 2

Operational Goal

Increase the number of staff who officially represent the Dean of Students Office at Georgia Tech programs and events.

Outcome

Campus stakeholders will observe an increased presence from the Dean of Students Office at Georgia Tech programs and events.

Evaluation Strategy

Attendance by Dean of Students Office staff will be tracked.

Method of disseminating and using information for improvement

Dean of Students staff attendance at Georgia Tech programs and events will be reviewed at a designated Dean's meeting and/or Dean of Students Office staff retreat.

Summary of Results

A tracking component was built into the ODOS weekly Deans Meeting titled "The Week Ahead." This allowed ODOS staff to review the programs of each department along with the larger Institute programs to see who was planning on attending from the Dean of Students Office. When necessary a staff member would be asked to attend to represent the Dean's Office.

A review of the past year demonstrates very good participation in many of the larger Institute, Division, and department programs. Examples are:

- FASET Orientation
- Convocation
- Family Weekend
- When the Whistle Blows
- Commencement
- Midnight Breakfast
- Strategic Planning Sessions
- Student Leadership Conferences
- Diversity Symposium
- Student Honors Luncheon
- Faculty/Staff Honors Luncheon
- Greek Week
- Greek Leadership Breakfast
- Diversity Week
- Disabilities Week
- Homecoming

SGA Events
Housing Staff Training
Up With the White and Gold
GT 1000 Classes
New Faculty Orientation
GTANN Presentations
OOD Classes
50th Anniversary Events
Martin Luther King Jr. Weekend

In addition staff attended and participated student initiated programs and events. Below is a sampling of some of the events staff has attended over the past academic year.

Tech United
Open Forum on Immigration
AASU Conscious Summit
Homecoming Events
Onyx Ball
Take Back the Night
Sophomore Summit
Dance Marathon
Relay for Life
Mock Rock
Holi Show
Campus Safety Walk
Open Forum: Gender at Tech
This I Believe Series
One Voice Gala
Vagina Monologues
Tech's Open Forum Series

Actions Taken

In addition to tracking our involvement, The Dean of Student Office will define specific Institute and student events/programs to have a presence at during the next academic year. The Dean of Students Office intends to ensure that individual staff is being acknowledged for their involvement on campus.

Goal 3

Learning Goal

ODOS will increase Multicultural Competency-related knowledge among staff in the Dean of Students Office.

Outcome

1. 75-100% of the Dean of Students staff will participate in a workshop on Multicultural Competency as part of an on-going commitment to further educate staff.
2. Training Session-staff will attend a facilitated workshop on multicultural competency and report having increased their level of multicultural competence.

Evaluation Strategy

An online or hard copy survey will be completed by all staff who attend the Multicultural Competency workshop to measure their acquisition of knowledge.

Method of disseminating and using information for improvement

Survey results will be shared with the workshop facilitator. Feedback will also be solicited from staff on future workshop topics relevant to Multicultural Competency. Survey results will be shared with staff in the Dean of Students Office and the Vice President for Student Affairs.

Summary of Results

Dean of Students Staff was invited to participate in a number of specific activities related to increasing their multi-cultural competency. These events included: Diversity Symposium (October), The Division of Student Affairs Multicultural Competency Retreat (May), a Multicultural Competence Conference (March), Creating a Safe and Welcoming Environment for GLBT Students Webinar (February), Say My Name, Say My Name Workshop (November).

Diversity Symposium	10 attended	45%
VPSA Multicultural Competency Retreat	22 attended	95%
Multicultural Competence Conference	11 attended	46%
Creating a Safe & Welcoming Space	11 attended	46%
Say My Name Workshop	15 attended	63%

Actions Taken

Staff throughout the year attended various workshops and retreats on the topic of multicultural competency. ODOS staff will continue to offer workshops and retreats as a means of furthering staff’s knowledge on this issue.

Goal 4

Learning Goal

Increase knowledge of the new performance appraisal program/tool among staff in the Dean of Students Office.

Outcome

1. Staff in the Dean of Students Office will report an increased knowledge of the new performance appraisal tool that will be implemented during the spring '11 semester.
2. Staff in the Dean of Student Office will be able to articulate how the new performance appraisal program/tool is a relevant and useful professional development tool.

Evaluation Strategy

A question will be asked of all staff during their performance review regarding their understanding, knowledge, and relevance of the new performance appraisal program/tool.

Method of disseminating and using information for improvement

Results of the question asked during the performance review will be reviewed and shared with the staff.

Summary of Results

The Institute postponed the usage of the new performance appraisal program.

Actions Taken

Postponed until new implementation date is scheduled.

Goal 5

Operational Goal

Increase the quality of customer service provided to students.

Outcome

Students, faculty and parents will report high levels of satisfaction with the customer services provided by staff in the Office of the Dean of Students.

Evaluation Strategy

An online survey sent to students, faculty and parents to learn their perceptions of the quality of customer service provided by staff in the Office of the Dean of Students.

Method of disseminating and using information for improvement

Results of the survey will be shared with the Dean of Students staff. Recommendations for changes will be considered. Survey results will be shared with staff in the Dean of Students Office and Vice President for Student Affairs.

Summary of Results

None due to survey not being completed.

Actions Taken

Will strive to put survey in place during the '11-'12 academic year.

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.

Operational Goal 1

ADAPTS staff will increase the efficiency of the ADAPTS testing services.

Outcome

Students will report being able to utilize ADAPTS testing services in an efficient and effective manner.

Evaluation Strategy

In an effort to streamline the process of obtaining testing services for students with disabilities, the ADAPTS-Disability Services Program will conduct a survey of the implementation of the online test scheduling system.

Students will be also invited to participate in a sample test of the system in order to gauge their overall satisfaction with the process and how to improve the product for the fall 2011 launch of the service at Georgia Tech.

Method of disseminating and using information for improvement

Results will be used to develop a project list to resubmit for improvement and shared with key individuals for adequate funding request for support.

Summary of Results

A small sample of students was selected to use the online scheduling system in the fall 2010 semester. Participants were selected by type of class enrolled, type of disability and variety of academic standings. Students using the beta version of the online scheduling program were surveyed on their overall satisfaction and effectiveness of the product. The return rate of those surveyed was 59%.

When asked if the online scheduling system allowed them to conveniently schedule an appointment. 54% either agreed or strongly agreed with this statement. While 46% disagreed or strongly disagreed with this statement. When asked if the online

scheduling system helped them remember appointments. 70% agreed while 30% disagreed with this statement.

92% of the respondents agreed that they liked the feature that allowed them to know when their professor(s) approved their request. On the contrary, 8% of the respondents disapproved of this feature. When asked if the online scheduling system allowed them to efficiently manage their Testing Center requests. 62% agreed while 38% of the respondents disagreed with this statement. 70% of the respondents agreed that they would recommend the online scheduling system to other students. While the remaining 30% disagreed with this statement.

Overall, the beta version showed the effectiveness of the online management system for students. The process also allowed us the opportunity to develop a list of omissions and errors that was compiled into an itemized list used for product improvement.

Actions Taken

The project was resubmitted for improvements to the CS Senior Design course. The list was completed by the design team and presented to our office in early May 2011. We began a second trial during summer 2011. We hired one of the student developers to work with our office this summer to continue to debug any additional problems or concerns to make the product ready for massive use in Fall 2011.

Goal 2

Learning Goal

Increase cultural competence through disability awareness and knowledge within the Georgia Tech student community.

Outcome

Students will report being more aware of disability-related issues at Georgia Tech.

Evaluation Strategy

In order to enhance the disability awareness of Georgia Tech students, the ADAPTS-Disability Services Program will conduct an educational seminar and survey participants.

Method of disseminating and using information for improvement

Feedback will be incorporated in future programming. Data will be reviewed to determine if changes need to be made before repeating.

Summary of Results

The Amazing Race was a disability awareness program that utilized a collaboration model for implementation of the final product. Student groups volunteered their time to help to research the educational materials. Overall, the program involved a number of levels of disability awareness education. The survey reflects the outcome of the participants and not the volunteers. In the future the student volunteers will also be included in the evaluation process.

In regard to awareness, understanding, and acceptance of persons with disabilities, 94% participants increased from moderate to a considerable amount. Similarly, 94% of the participants increased their knowledge regarding individuals with disabilities. Overall, 97% of the participants found their experience useful to as a member of the Georgia Tech Community or in other environments. We consider this program successful and will repeat the program with some noted changes to the format.

Actions Taken

The program will be repeated with a different group of students and expanded to a 3 day event to allow for maximum participation and more time to process the thoughts of the participants. Also, devote more time to develop and evaluation of the student volunteers and involve more staff in the planning and implementation to promote more opportunities for mentoring.

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

The Office of Diversity Programs will work closely with the Office of the Dean of Students and Employee Relations to increase the likelihood that acts of discrimination and harassment will be reported.

Outcome

Students who experience perceived acts of discrimination and harassment will report incidents.

Evaluation Strategy

Track the students who report incidents of perceived acts of discrimination and harassment to the Office Diversity Programs.

Method of disseminating and using information for improvement

Results will be shared with the Office of the Dean of Students, the Vice President of Institute Diversity and Employee Relations to determine if changes need to made.

Summary of Results

Students who reported acts of discrimination/harassment to the Office of Diversity Programs were interviewed by the Associate Dean/Director. The students were asked 5 questions: (1) How did you know to report the incident to the Office of Diversity Programs? (2) On a scale from one to ten, with ten being the highest, please rate how the Office of the Diversity Programs handled your complaint. (3) How did you perceive the support you received from the Office of Diversity Programs? (4) How can the reporting process be improved? and (5) How can the Office of Diversity Programs better serve students who report incidents of discrimination/harassment? The results were as follows:

- Students reported learning about reporting procedures at Challenge and housing student staff training. However, the responses raised concerns as to whether students who did not participant in training would know where to report an incident of discrimination/harassment.

- When it came to handling complaints of discrimination/harassment, the Office of Diversity Programs received an average rating of 9.0 on a 10/.0 scale.
- The students reported feeling very supported by the Office of the Diversity Programs. For example, one student reported, “The Office of Diversity Programs supported me during a difficult situation.” Another student indicated, “The support I received was more than I expected because I did not have specific details about the incident.”
- One student reported that the process would have been more seamless had the report been forwarded to the Police Department so he/she could have reported it once. The student also suggested that a message could have been sent to him/her that gave the Office of Diversity Programs permission to send the incident report to the Georgia Tech Police.
- Students reported that an on-line reporting process for reporting incidents of discrimination/harassment would have made the process easier. One student suggested reporting the incident on-line with the option of talking to someone. He/she indicated meetings discourage reporting. Another student complained of having to make appointments with the Associate Dean/Director. He/she would have preferred to have been able to drop-in.

Actions Taken

The Associate Dean/Director met with the Vice President for Institute Diversity (VPID), the Senior Director of Employee Relations, and the Director of Compliance to discuss processes for reporting incidents of harassment/discrimination. It was decided the process needed to be seamless and transparent for faculty, staff and students. The Vice President for Institute Diversity said his Office would take the lead on this goal with support from the other offices present. The VPID indicated we would start by looking at what other institutions are currently doing to develop a process for on-line reporting. In addition, the VPID indicated he would like the process completed summer 2011. The results of the meeting were shared with the Dean of Students.

Goal 2

Operational Goal

Diversity Programs will improve the quality of programs and services for underrepresented students and student groups.

Outcome

Underrepresented student groups will report perceiving diversity-related programs and services to be relevant to their needs.

Evaluation Strategy

Administer a follow-up survey to determine if diversity-related assistance provided was relevant to the needs of their organization.

Method of disseminating and using information for improvement

Data will be reviewed by Diversity Programs staff and will be shared with key offices, departments and student organizations to create culturally appropriate programs and services.

Summary of Results

An on-line survey was administered to leaders of cultural organizations who sought support from the Office of Diversity Programs. Fourteen students were surveyed and eight responded to the survey for a response rate of 57%. The students were asked four questions: (1) On a scale from one to 10 (10 being the most relevant and 1 being the least relevant) to what extent did you perceive the advising you received from the Office of Diversity Programs to be relevant to the needs of your organization? (2) On a scale of 1-10 (10 being the most relevant and 1 being the least relevant) to what extent did you perceive the financial related assistance (giving you funding or directing you to another funding source) you received from the Office of Diversity Programs to be relevant to your needs? (3) On a scale from 1-10 (10 being the most relevant and 1 being the least relevant) to what extent did you perceive the Office of Diversity Programs as a campus advocate that was understanding of the needs, cultural and otherwise, of your organization?, and (4) Open Comments. The results were as follows:

- Respondents rated the Office of Diversity Programs with an average rating of 9.13 on a 10.0 scale to rate the advising they received as relevant to the needs of their organization.
- Respondents rated the Office of Diversity Programs with an average rating of 8.5 on a 10.0 scale to rate the financial related assistance (gave you funding or directed you to another funding source) they received from the Office of Diversity Programs as relevant to your needs.
- Respondents rated the Office of Diversity Programs with an average rating of 9.5 on a 10.0 scale to rate Office of Diversity Programs as a campus advocate that was understanding of the needs, cultural and otherwise, of their organization.
- One student organization articulated the need for more funding options for diversity-related events.

Actions Taken

The Associate Dean/Director met with the President of the Student Government Association and the Vice President for Institute Diversity to articulate the need for more funding for culture clubs. The Associate Dean/Director will create a tab on the Office's website detailing financial resources available to student organizations.

Goal 3

Learning Goal

Diversity Programs will increase multicultural competency among students, faculty and staff.

Outcome

Georgia Tech students, faculty and staff who attend diversity related programs and trainings will report a self-perceived increase in their level of multicultural competence.

Evaluation Strategy

A. A survey will be created and administered to ascertain participants' self-perceived cultural competence by measuring growth among workshop participants.

B. Workshop Evaluation incorporated in the survey.

Method of disseminating and using information for improvement

Results will be shared with Diversity Programs stakeholders for the purposes of improving the curriculum and training experience.

Summary of Results

The Office of Diversity Programs sponsored a mini-conference Spring 2011 on cultural competence as it related to working with students from specific underrepresented populations. The workshop speakers addressed the following underrepresented groups: Hispanic, African American, GLBTQ and International Students. The conference was attended by thirty individuals. An on-line survey was administered to conference participants to ascertain conference satisfaction and to ascertain participants' self-perceived cultural competence by measuring growth among workshop participants. The results were as follows:

A.

- 95% of the conference participants highly agreed or agreed their multicultural competence was increased by attending "How to work more effectively with Hispanic students."
- 53% of the conference participants highly agreed or agreed their multicultural competence was increased by attending "How to work more effectively with African American students."
- 78% of the conference participants highly agreed or agreed their multicultural competence was increased by attending "How to work more effectively with LBGQT students."
- 100% of the conference participants highly agreed or agreed their multicultural competence was increased by attending "How to work more effectively with International Students."

B.

- 85% of the conference participants rated the conference as excellent or good.
- 95% of the conference participants rated "How to work more effectively with Hispanic students" as excellent or good.
- 53% of the conference participants rated "How to work more effectively with African American students" as excellent or good.

- 83% of the conference participants rated “How to work more effectively with LGBTQ students” as excellent or good.
- 92% of the conference participants rated “How to work more effectively with International Students” as excellent or good.
- Participants indicated a desire to learn more about underrepresented populations, either by expanding the conference to meet the needs of conference participants at intermediate and advanced levels or by including sessions pertaining to additional populations such as students from different socio-economic levels, White students, Asian students and disabled students.
- It was noted that more direct reports to the Vice President for Affairs should have been present.

Actions Taken

The Associate Dean/Director met with workshop presenters to go over survey results and to share the following observations:

- Participants indicated they appreciated the use of case studies, small group discussions and interactive activities.
- Participants indicated they appreciated statistics if they were directly tied to how they could work more effectively with underrepresented populations.

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.

Operational Goal 1

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 fifth administration of the Greek Affairs Communication Survey (first administered in 2007 and repeated in 2008, 2009, and 2010) will be given to constituents to determine their satisfaction with 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 Communications Survey was last distributed in 2010. The results of that survey provided information from 29 individuals: chapter officers, chapter advisors, and regional fraternity/sorority volunteers.

Of the respondents, 83.33% of them reported email to be the best means of communication for items of standard importance. When critical issues arise, a phone call is the preferred means.

66.67% of the respondents reported not receiving direct responses to communications sent to Greek Affairs staff members. However, many responses noted that administrative support personnel were more responsive to their needs.

When asked how communications could be improved by the Office of Greek Affairs, 3.4 % reported that they do not receive communications, therefore had no basis on which to judge; 27.6% felt that communications were adequate; and 69% noted that improvements needed to be made.

Feedback was also gathered on the *GreekBuzz* newsletter and the Greek Affairs website. Overwhelmingly positive responses were given to the *GreekBuzz* publication. However, many respondents do not use the website, due to the lack of information, navigability, and attractiveness.

Actions Taken

Since the survey was not repeated for the spring 2011 term, the 2010 results offer information that can be utilized in the future.

Communication with chapter officers is of utmost importance to the Office of Greek Affairs. The office staff maintains listservs for various chapter officer positions within each governing council. These listservs are utilized by staff, council leaders, and chapter officers to communicate important information, share best practices, and ask questions. In addition, Greek Affairs staff members are present at each council executive board and general assembly meeting. Chapter presidents are also expected to meet face-to-face with Greek Affairs staff on a monthly basis. On average, 47 meetings per month are conducted with chapter presidents between the months of September through April.

Chapter advisors and other alumni volunteers are communicated with at least once per semester. Both Tanner and Luke met with advisors in both the fall and spring terms. Meetings were both individual and in groups. The NPHC and Panhellenic advisors met in groups, while the IFC and MGC advisors were more individualized. Staff will schedule group meetings for all four groups of advisors to occur once per term in the 2011-2012 academic year.

With the transition of office staff, the production of the *GreekBuzz* newsletter has not continued. Given the positive response to this publication, the staff will explore restarting its circulation this fall semester.

The Greek Affairs website underwent a few changes this past academic year. Photographs of current students were added to make it more attractive to students, alumni volunteers, and parents of members. Buttons were added to quickly link to each of the four governing councils, and staff biographies were updated. A calendar of events was also added that is maintained by all full time staff members.

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

No results for a 2010 survey were found in previous files. In addition, no survey was conducted for the spring 2011 term.

Actions Taken

Communication with facilities-related constituents is consistent from the Greek Affairs staff. Email is the primary means of communications with house corporation officers and chapter house managers. This past year, the Greek Neighborhood Association formed, allowing more effective communication to come from staff, as well as student leaders from IFC and Panhellenic.

Items of concern, in regards to housing, are documenting through the Greek Affairs notification system. This system generates an email to the house manager notifying them of violations, and steps to rectify the situation. Individual communications are also given via email and/or phone to house managers who need to address concerns from Facilities and/or Greek Affairs.

With the creation of the Greek Neighborhood Association, the students began to take control of this area. Led by the IFC and Panhellenic co-chairs, this group of house managers formulated community standards, a means to communicate with one another, and share facility-related programs and resources. This group works well with the Facilities staff, especially the staff from Solid Waste Management & Recycling, on programs and initiatives.

Operational Goal 3

Greek Affairs will increase its knowledge about the Greek community.

Outcome

Through participation in the AFA/EBI Fraternity/Sorority Assessment, Greek Affairs will acquire more information about the Greek community in addition to useful benchmarking information.

Participants will report levels of satisfaction with programs and services and provide valuable statistical data about the composition of our Greek community in addition to information about what they have learned as a result of their membership in a Greek organization.

Evaluation Strategy

Greek Affairs will administer the AFA/EBI Fraternity/Sorority Assessment online to the Greek community in spring 2010 to determine their satisfaction with and learning outcomes achieved through their Greek experience. The survey will be administered again in spring 2012.

Method of disseminating and using information for improvement

A report will also be published and disseminated to all Greek Affairs constituents. Chapter presidents and advisors will receive an organization-specific report giving them a description of the data collected from their members who respond.

Summary of Results

The AFA/EBI Fraternity/Sorority Assessment was administered online in the Spring 2010. It was sent to all students who are members of the Greek community with an impressive response rate of 62.4%, the highest in our sex selected peer institutions (Clemson University, Duke University, University of Central Florida, Vanderbilt University, and Wake Forest University). Twelve schools in our Carnegie Classification participated in the survey: Case Western Reserve University, Colorado State University, Duke University, Georgia Institute of Technology, Northwestern University, Oregon State University, University of Connecticut, University of Nebraska, University of Pennsylvania, University of South Carolina, University of Wisconsin-Madison, and Vanderbilt University.

Demographic information from the respondents:

- Greek Organization Membership – Fraternity: 59.0%, Sorority: 41.0%
- Gender – Male: 57.3%, Female: 42.5%, Other: 0.2%
- Race/Ethnicity – Caucasian: 81.5%, Asian/Middle Eastern/Pacific Islander: 9.6%
- Sexual Orientation – Heterosexual: 98.5%, GLBT: 1.1%, Unsure: 0.4%
- Residence – On-campus, not in the chapter house: 45.5%, In the chapter house: 37.4%, Off-campus: 17.2%
- Class Standing – First Year: 21.8%, Second Year: 26.7%, Third Year: 24.5%, Fourth Year: 21.2%, Fifth Year: 5.2%, Grad Student: 0.5%
- Area of Study – Engineering/Technology/Architecture: 65.5%
- Average Number of hours studied per week – 16-20 hours: 21.6%, 11-15 hours: 28.5%, 6-10 hours: 23.1%
- Average number of hours worked per week – 0 hours: 57.3%, 6-10 hours: 10.7%, 11-15 hours: 10.7%

The most striking statistic is the most unexpected: Tech students reported the highest overall satisfaction with their fraternity/sorority experience compared to our Select 6 and Carnegie Class peers, and ranked 14 out of 68 institutions who have administered the AFA/EBI survey on this measure. While it would seem logical that Tech student would enjoy their experience a great deal, it was surprising that we fared so well in comparison to our peer institutions.

Campus Highlights:

- Tech Greeks reported a high satisfaction rate with the sense of belonging they got from being a member of a fraternity or sorority. This means they feel they are spending time with people who include them in their activities, who share common interests with them, and who they enjoy spending with, who will be lifelong friends, and who share the same beliefs and values as they do.
- Tech Greeks reported a high degree of satisfaction with their diverse interactions as a result of being a member of a fraternity or sorority. This means they feel their involvement with their chapter increased their ability to value and respect people who are different from them, and their ability to work with diverse populations in terms of ethnicity, culture, and political beliefs.
- Tech Greeks reported a high degree of satisfaction with their self-worth. This means they felt passionate about achieving their chapters' goals and tasks and that their actions were consistent with their deeply-held values and beliefs. As a result of their membership in their chapter, they also felt that they had pride in being a member of their chapter, understood their ability to contribute to the success of the chapter, and felt a sense of accomplishment.

Recommendations & Comparisons to Professional Standards:

The students' responses recommend that we increase efforts (e.g. personnel, fiscal, time, focus) in the areas of personal development skills and overall fraternity and sorority programming. The factor of "fraternity and sorority programming" refers to the programming offered by individual chapters, not that of the governing councils or the Greek community, as a whole. Under personal development skills, the responses indicated that our students need more assistance with time management, their ability to prioritize, their ability to establish an effective student schedule, and develop written communication skills. Under fraternity and sorority programming, the responses indicated that our students are unsatisfied with the variety of chapter programming, community service programming, educational experience, and alumni activities.

It is also important to note that students who live in the chapter facilities reported lower of satisfaction with their degree of privacy, ability to study in the house, and ability to student in their room. Students also reported high degrees of safety/security in their room, for their possessions in the room, and their being in their house or residence hall, but students reported low degrees of feeling safe or secure walking on campus at night.

When compared to the Council for the Advancement of Standards (CAS) Program Criteria, Tech's results fared well with almost all of the responses placing us with a majority of responses in the 6-7 range of the Likert Scale (7 indicated "extremely satisfied") except for one criterion under Meaningful Interpersonal Relationships: Engage faculty members outside of the classroom. Efforts to increase levels of faculty-student interactions should be explored.

When compared to the NASPA/ACPA *Leadership Reconsidered*, our results placed us in a good place with a few exceptions that echo some of the information listed above. Our students rated a majority of their satisfaction at a 6 or 7 (7 indicated "extremely satisfied") except for one criterion under Competence: Managing finances.

When compared to the NASPA/ACPA *Learning Reconsidered*, our results placed us in a good place with a few exceptions that echo some of the information listed above. Our students rated a majority of their satisfaction at a 6 or 7 (7 indicated "extremely satisfied") except for the following: Cognitive Congruity: Establishing an effective study schedule, Civic Engagement: Manage finances, Interpersonal/Intrapersonal Competence: Engaging faculty outside the classroom, Practical Competence: written communication skills, Persistence and Academic Achievement: Establish and effective student schedule. All of these are consistent with recommendations from the other Student Affairs documents.

Based on the data, more work should be done on the chapter level to improve the programmatic offering for members and to improve the quality of life for members who live in the chapter house. More training and development should be done in the areas of personal development (finances, time management, ability to prioritize, written communication skills) and more time should be spent on trying to figure out how to increase student/faculty interactions outside of the classroom.

Actions Taken

The results for each individual fraternity & sorority chapter were shared with the chapter president. Greek Affairs staff reviewed the reports during the fall and spring semesters, coordinated with officer elections, to ensure that president knew how to read the report, interpret the findings, and translate the information into tangible goals for the year.

Greek Affairs staff prepared a summary report, as well as a PowerPoint presentation to be shared with other colleagues from the Office of the Dean of Students and the Division of Student Affairs. Access to the online reporting system was given to the Director of Research & Assessment for use in other reports prepared for the Vice President of Student Affairs and other Institute and professional entities.

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

Operational Goal

OSI will decrease the total number of non-academic cases adjudicated.

Outcomes

1. The total number of academic cases in 2010-2011 will be reduced by 10 % when compared to the 2009-2010 academic year.
2. The total number of non-academic cases in 2010-2011 will be reduced by 10 % when compared to the 2009-2010 academic year.

Evaluation Strategies

1. Compare data from academic year 2009-10 and 2010-2011 to observe any change in the total number of cases.
2. Compare data from academic year 2009-10 and 2010-11 to determine in what areas (e.g. violation types, demographics, etc.) overall numbers may have changed.

Method of disseminating and using information for improvement

1. Annual report
2. Semester reports
3. OSI staff meetings
4. Dean's meetings
5. Academic integrity newsletter
6. Posting of data on OSI website

Summary of Results

2010-2011 saw a significant decrease in the number of both academic and non-academic cases. Academic cases decreased from 530 in 09-10 to 360 in 10-11. Non-academic decreased from 315 to 175. A Qualitative survey was administered with assistance from GT Communications & Marketing to determine reason for decrease. Staff member in C & M met with 11 faculty and asked a series of questions related to the possible reasons for the decrease and other thoughts related to OSI.

Actions Taken

In process of determining appropriate interpretation of data and whether or not a more quantitative survey might be useful/necessary. Further action steps will be determined.

Goal 2

Learning Goal

The campus community will demonstrate knowledge of the Student Conduct process and the educational values of honor, integrity, self-responsibility and accountability.

Outcome

1. Administrators and panels who hear cases will demonstrate their knowledge of the educational goals of the Student Conduct process through articulation and adjudication.
2. Accused students will be knowledgeable of the Student Conduct process and be able to demonstrate some knowledge of the impact of their choices related to an incident.

Evaluation Strategy

1. Educational goal questions will be added to reflection papers and other sanctions where appropriate to allow for qualitative review of the educational process.
2. Student conduct administrators will make written notes regarding student's self-reflections on learning during their administrative meetings (in meeting notes) and ask education-oriented questions during investigations.
3. OSI will develop a "pre" and "post" survey about the Student Conduct process for use in administrative meetings.

Method of disseminating and using information for improvement

1. Annual reports – additional of anecdotal data to allow for discussion of student experiences.
2. Semester reports – same as number 1.
3. Academic integrity newsletter
4. OSI staff meeting

Summary of Results

Difficult to determine whether or not OSI achieved stated goal. The decrease in overall academic and non-academic cases suggests that the campus community has a better understanding of the process and the educational values, but that is difficult to ascertain with certainty. Anecdotal data indicates that students have referenced hearing about the Code of Conduct and the Sanction model during FASET and through GT1000. Presentations given to introductory Physics courses have also lead to students referencing the process/sanctions. Student athletes have referenced the same thanks to presentations to them specifically. Review of student reflection papers

demonstrated better understanding as well. The office was not able to administer a pre or post survey.

Actions Taken

Will modify goal slightly for 2011-12, given the difficulty with the assessment. Will continue with review and use of reflection papers to take note of learning process for campus community. Will strive to create “pre” and “post” survey.

Goal 3

Operational Goal

OSI will enrich the educational experience by working the Honor Advisory Council (HAC) to develop an alternative academic integrity sanction to meet the needs of students at the ends of semesters, or for those students for whom the Ethics Seminar would not be most appropriate.

Outcome

OSI and HAC will work to jointly create an academic integrity sanction that compliments and supports the educational value of the Ethics Seminar.

Evaluation Strategy How will you measure worth/value of a revised sanction?

Much like other sanctions, this new sanction will have a self-reflective component which will help OSI to evaluate its overall learning outcomes. Questions will be asked of students that will give qualitative data with respect to the learning outcomes.

Method of disseminating and using information for improvement

Information will be disseminated via the OSI website, the newsletter and via HAC itself.

Summary of Results

HAC completed a review of the Ethics seminar, using feedback from the students that participated, as well as discussions as a council around the desired learning goals. Revisions were made to the seminar, including adding specific learning goals to the presentation and modification of some of the activities. This new format was presented to the faculty Academic Integrity Committee.

While discussing the ethics seminar, the council also discussed the most common violation, unauthorized collaboration. To help achieve the learning goals for the seminar and to better serve as a resource for faculty and students, HAC, in conjunction with several faculty members, created a collaboration scale which defines the various types of collaboration that might be used by faculty in courses. This was also presented to the faculty Academic Integrity Committee.

Actions Taken

HAC revised the ethics seminar to help it better achieve its stated learning goals. They also, with the help of OSI and faculty in computer science and physics, created a

collaboration scale that will be posted on the HAC website for use and reference to students and faculty. Both were presented to the faculty Academic Integrity Committee and were deemed acceptable. Will begin process of slight revisions for clarification purposes and then posting to the website, as well as informing faculty and students.

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.

Student Organizations and Leadership Programs

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

Students participating in the Success Series workshops 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

32 of 35 survey respondents reported an increase in their leadership skills as a result of attending one of 8 Success Series Workshops.

Responses included:

- Better ability to recognize mental health issues
- Communication
- Resume writing
- Member interaction and engagement
- How to prevent common leadership mistakes
- Leadership transition

- Advisor and Student leader interaction
- Structuring a goal
- Building relationships
- Understanding disability
- Fundraising and Sponsorship

Actions Taken

As a result of the responses, SI will identify specific leadership skills to focus on during each academic year and during each workshop. SI will continue to evaluate participants' experiences in the workshops and use their answers to develop future session topics.

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 will be shared with the board to improve the rest of the years programming and will be shared with the 2011 Summit Chair in order help guide them in their planning

Summary of Results

This year, the survey was not sent out in a timely manner and so survey information was not collected.

Actions Taken

Take a more active role in ensuring that the survey is sent out or distributed at the event.

Outcome 3

Participants at the ACC Leadership Conference will be able to articulate how the Conference contributed to their abilities as a leader.

Evaluation Strategy

Online evaluations sent to participants.

Method of disseminating and using information for improvement

Results will be shared with the Planning Team to improve the next conference and determine if SI should continue to participate in this program.

Summary of Results

Participants answering the survey were asked about the outcomes of their participation in the Conference:

79% stated they increased their ability to lead
85% stated that they increased their capacity to work with others
76% stated that they increased their confidence in their ability to lead change in their community

From the open ended responses from the question “How did this conference impact your capacity to lead” the following themes emerged

- Knowledge of Social Issues
- Awareness of different leadership qualities and styles
- Motivation
- Self-Awareness
- Working with others
- Working in groups
- Self confidence
- Communication Skills
- Big Picture perspective
- Ability to create change
- Collaboration and Creativity

Actions Taken

Results from 2011 Conference and 2010 Conference were shared with the ACC Advisory Board. This resulted in them changing their previous decision not to fund the conference in the future, to increasing the funding another \$5,000.

Outcome 4

Participants in student leader networks will be able to articulate leadership skills gained by participation.

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 years presentations.

Summary of Results

This year, student networks were not active and therefore did not have a way of assessing participation.

Actions Taken

Moving forward, SI will need to determine how this program will function in the office and what the goals for the networks will be.

Outcome 5

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 11-12 year.

Summary of Results

100% of survey respondents reported at least "somewhat" of an increase in their capacity to be a leader as a result of being a part of PCGB.

Specific leadership skills described include:

- Being a part of a team(3)
- Time management and organization skills (2)
- Communication skills (1)
- Working with a diverse group of people (3)

Actions Taken

As a result of the survey, I will make a clearer interpretation of the skills that are being developed as a result of participating on the board. I will also encourage leaders on the board to participate in the other programs provided by our office and other departments on campus that focus on building leadership skills.

Outcome 6

Participants in LeaderShape will report increased leadership skills

Evaluation Strategy

Post evaluations

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

In answering the question of whether LeaderShape increased their capacity to lead – the Average score was 6.13 out of 7.

The following skills were listed as having been developed or improved upon:

- Ability to create a vision
- The importance of Accepting Others and awareness of discrimination

- Understanding of Power
- Self-Confidence
- Overcoming fear
- Clarifying Values
- Integrity
- Awareness of personal Leadership style
- Communication and Listening skills
- Importance of relationships
- Importance of Reflection

Actions Taken

Results were used to request funding from SGA and Administration and included in corporate sponsorship packet.

Leadershape, Inc. did away with their pre and posttest. Their evaluations also don't really ask questions about the learning outcomes. SI needs to create a supplemental evaluation to address these areas.

Outcome 7

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 sent to the participants and planners

Summary of Results

The following leadership skills were stated by the participants as developed or improved upon as a result of the retreat:

- networking,
- dealing with diverse opinions
- ways to think about events
- how to view things from a more in-depth perspective
- concise communication
- being open-minded
- grew/learned more from discussion than actual skills
- New ideas for programming/activities
- thinking more innovatively

Actions Taken

Evaluations will be utilized for the planning of next year's retreat. Students are following up on some of the initiatives discussed in the retreat.

Outcome 8

Students assistant will report and increased capacity to lead and will be able to articulate professional skills developed as a result of their employment with the Student Involvement Center.

Evaluation Strategy

Electronic survey sent to the Student Assistants at the end of the year.

Method of disseminating and using information for improvement

Annual reports.

Summary of Results

100% reported that their employment resulted in an increased capacity to lead Student Assistants reported developing the following professional skills

- Time management
- Professionalism
- The ability to work independently and efficiently un supervised
- Customer service
- Effective communication
- Problem solving

Actions Taken

This information will be utilized for training and development of student assistants next year.

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
 Track data from Jacketpages
 Track Facebook and Twitter usage

Method of disseminating and using information for improvement

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

Summary of Results

2010-2011	2009-2010
Processed 50 new charter applications	37
26 students attended 9 Officer Orientations	74
108 students attended 8 Success Series Workshops	112 attended
7	
31 students attended 3 JacketPages Training Sessions	No data
43 students attended the Student Organization Finance Workshop	No data
128 organizations participated in the Student Involvement Fair	153
9 students came to the office for help completing their SGA budget tracked	Data not
20 organizations with 5 Star status in the PCGB All Star Recognition	12
5,332 Involved Users on JacketPages	7,343
420 Events were posted on JacketPages	No data
131 people "Like" the Student Involvement Facebook page	Just started
2010	
23 items were posted by Student Involvement	
14 people "like" on posts	
35 "tweets" were posted on the Student Involvement twitter account	Just started in
2010	
23 people are "following" this account	

Actions Taken

This year, numbers decreased significantly at most of the programs despite offering more sessions at more varied times. SI will have to evaluate the programs and determine how to adequately distribute the valuable information to organizations.

The Student Organization Finance Workshop helped to alleviate some of the confusion that organization leaders had when dealing with different funding sources throughout campus and SI will continue to host this event in the future.

A student committee has formed to expand the Involvement Week program and increase publicity. This major campus event will continue to expand our reputation and presence on the GT campus. Assigned a student assistant to help keep the Facebook and Twitter accounts active. Will be promoting these accounts at FASET and other publicity campaigns.

Goal 3

Operational Goal

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

Outcome 1

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

Evaluation Strategy

Electronic survey distributed to all student organization presidents.

Survey Student Assistants in the office.

Feedback surveys on Jacketpages, new office procedures, etc.

Method of disseminating and using information for improvement

Will use in office meetings to make improvements and shared with SGA and other interested parties

Summary of Results

-92.3% of survey respondents indicated that the Student Organization Finance Workshop answered questions that they had prior to the attending the workshop

Student Assistants reported the following suggestions for improvement:

- Students today would really benefit from having electronic resources such as a database of organizations; webinars that teach solutions to typical organizational issues, electronic forms that are easy to access and submit, etc. Finding a solution that provides that along with the beneficial face time the Center already provides would be a huge improvement.
- More Student Assistant meetings so they are more informed

Actions Taken

In the future SI will: 1) Ask a question about the effectiveness of each of our programs on all our follow up surveys; 2) Continue to improve the Success Series and market it to students outside of organization leaders such as Housing staff, FASET Leaders and GT 1000 Team Leaders; and 3) Continue to improve front office procedures for the Student Involvement Center and put more resources online.

Outcome 2

Effective, intentional and excellent student organization advising by Student Involvement Professional staff.

Evaluation Strategy

Electronic surveys will be distributed to all organization officers directly advised by Student Involvement staff.

Method of disseminating and using information for improvement

Evaluation results will be shared directly with affected staff and Director will work with staff to improve areas of challenge and capitalize on area of strengths.

Summary of Results

100% of student assistants ranked their supervision as effective.

100% of respondents reported that training at the beginning and throughout the year prepared them for the work they were doing.

100% of respondents reported that their advisor provided ongoing support throughout the year and fostered high morale.

Most Staff members did not send out evaluations to their student leaders this year.

Actions Taken

Need to develop a universal evaluation that the Director sends out to the organization leaders so that the information is consistent that is gathered instead of relying on each staff member to create and send out. Also need to rewrite the assessment plan to include this each of the Student Involvement areas so that the staff is reminded that this is an assessment goal.

This is an important assessment goal, but SI needs to determine how to communicate the results since this is a public document.

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.

Community Service

Evaluation Strategy

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

LeaderShape changed their evaluation and did not include this question in the evaluation this year. However, in the open ended questions, many people did state that one of their “Ah Ha” moments was in the area of values, leading with integrity, awareness of discrimination, power, and acceptance of others.

This question was also included in their personal reflection time in their journals.
Unfortunately I don’t have that data.

Actions Taken

SI needs to develop a supplemental evaluation that measures this.

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

Jumpstart Corps members reported increased confidence in leadership abilities from 3.75 to 4.45 (on a 5 point scale, 1 being “not at all confident” and 5 being “very confident”) This was increase in last year which was at 4.2.

100% of respondents agreed that Jumpstart enabled them to build leadership skills.

Actions taken

Current Jumpstart Corps Members were invited to apply for Team Leader positions for the upcoming school year due to the reported increases in confidence in leadership ability.

Included more leadership skills development in the trainings and workshops.

During the next evaluation process, SI plans to request Jumpstart Corps Members provide feedback on the specific aspects of the program that promote leadership growth the most as to strengthen and expand those practices in the future.

Outcome 2

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

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

Evaluation Strategy

Meetings and self-reports

Electronic survey distributed to MOVE Executive members

Method of disseminating and using information for improvement

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

Summary of Results

This year, MOVE president Emma Bones implemented a tracking system to document the projects and hours completed by MOVE committees.

Every Committee created goals and planned events this year.

MOVE hosted more than 1,000 service hours for campus.

Actions Taken

Will utilize tracking system for the future and continue improving on the committee structures and support

Outcome 3

Through participating in the Alternative Spring Break program, participants will be able to articulate how they have increased their capacity as a leader at Tech and the greater community.

Evaluation Strategy

Post trip electronic survey

Reflection each night of the trip

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports
4. Fundraising efforts
5. Marketing efforts

Summary of Results

100% of the respondents said the trip did help them increase their leadership capacity.

"I really enjoyed the opportunity to work with others. It certainly takes a lot of patience as well as willingness to listen from others. Working on the house provided many reminders that I have both strengths and weaknesses, and both can be improved by taking the help of others."

"Participation in ASB has definitely increased my capacity to be a leader all the way around. For one, it challenged me and pushed me to do things I had never previously tried or done. I learned new skills that I never before would have tried. I also learned an important life lesson on how to persevere through a challenge and find joy in it. I still really do not enjoy hammering nails into a wall, but knowing that those nails are what hold the house together make the job worthwhile. As a leader, there are times when the task is hard and there is no immediate visible result. However, it is important to look past the current struggle to see the bigger picture and persevere. I also learned a lot about working as a team and not having to micromanage. It was wonderful to know that others could be responsible for a job and it would get done. If something needed fixing, it was ok, and we could work as a team to repair the damage. Servant leadership is all about putting those in your team ahead of you and working together, which is definitely something practiced at ASB."

"I have increased my capacity to be a leader by observing the crew leaders (Cat and Bill) at the George St. site. By watching them interact with the students, I realized the importance of being patient and positive. These crew leaders could easily do the work themselves; it could take three of their smacks with a hammer to get one nail in when it takes me thrice the number of whacks, but yet they let me make an impact (no pun intended, haha) and they patiently observe and are there to help when I bend a nail. I plan to take this newly-found realization with me wherever I go because Bill and Cat made our group's experience memorable and I'd like to do the same for others."

"I've learned different ways to lead and organize trips and people. I've also learned how to give of myself, and that when I say that I am a servant that is both serving the people I'm around and the charity I'm with."

Actions Taken

Students from the trip are working to re-charter the organization in order to ensure the sustainability of the program and to retake the lead in the program.

Goal 2

Operational Goal

Increase awareness among faculty members, students, staff 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

22 students and 2 staff participated in Alternative Spring Break

18 students served as MOVE Executive and Committee members

160 students, faculty/staff and community members participated in the MLK Day of Service

1000 service hours completed by MOVE

From ASB evaluation:

100% of respondents said they would be very likely to find other ways to do community service while at Tech.

MLK Day of Service participants pledged 2325 hours of service for 2011.

13 staff members volunteered with Jumpstart GT

209 one-time volunteers completed 423.5 hours of service with Jumpstart at Tech

99% of Jumpstart GT volunteers reported a positive experience and an increased willingness to volunteer in the future.

Actions taken

This year, SI office applied for and received a \$1,000 grant to host the first MLK Day of Service, which was successful with 160 participants at 4 sites.;

Volunteers reported the desire to serve local children directly. So, SI plans to work with preschool partners to create monthly volunteer opportunities for students. Data will be used to apply for the President's Honor Roll for Community Service for another year.

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

Meetings with leaders of service trips included discussion of risk management, and distribution of packet resources, including risk management questionnaire. All but 1 service trip was registered with the office of Community Service this past year.

Actions Taken

Need to continue to formalize this process and remember to follow up with the organizations that do the trips.

To reach out to more student organizations who will be planning service trips, would like to offer a group “orientation” session that goes over risk management procedures and allows for questions and answers. This would be advertised through the President’s Council to reach organization that may not be informing the office of travel plans.

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 an 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

Jumpstart Corps Members reported a 2% increase (91% to 93%) in the understanding of good citizenship behaviors and social responsibility due to their Jumpstart experience and training.

100% of respondents reported agreement with the belief that they have a set of responsibilities to their community.

Action Taken

While 100% of respondents feel responsible for their community, only 77% reported an understanding of the issues that face their community. Next year, SI will expand the citizenship training sequence to include more topics around challenges and needs of the community surrounding Georgia Tech.

Outcome 2

Through participation in the Alternative Spring Break program, participants will have a greater understanding of their personal values, beliefs, and social responsibility.

Evaluation Strategy

Online Post trip survey

Method of disseminating and using information for improvement

1. Project Reports
2. Semester Reports
3. Annual Reports
4. Marketing and promoting other break experiences
5. Fundraising

Summary of Results

15 participants responded yes.

A sample of the qualitative statements:

"By going on this trip I confirmed what I already knew - that it is in serving that I grow and become a better person for others. This trip motivated me to continue serving in all aspects of life"

"As previously mentioned, I am more aware of my social responsibility and of the present needs. My personal values were strengthened for it was evident that people need to pursue service, not just talk about the issues present. Action is required for any type of change"

"This trip helped me strengthen my personal beliefs and social responsibility. Through interaction with others on the trip, and through reflections, I was able to gain a deeper understanding of why others enjoy service to the community."

"I definitely have a greater understanding of what I believe and my responsibility to others because of ASB. It was very interesting for everyone with different beliefs and backgrounds to come together and share why they serve. It forced me to really think about why service is important to me and why this trip appealed to me so much. I realized that I serve because I am able to serve. I have, so I can give. I am loved, so I can love others. Serving fuels a fire of a desire to serve, and ASB certainly fanned that flame. It also caused me to see that, while I may have a different belief system or background than someone, we can both share a love of helping others. Serving creates unity. I also found that some of the most beautiful friendships are those formed while working alongside someone, both working for a bigger cause. I realized there is so much that can be done and we each hold such a great capacity to accomplish great things. I know that sounds super cliché, but I honestly believe it. When we unite in serving, we can do really great things, such as shingle a whole roof or side a whole house or put up frames: all semi-small things that make a huge impact. I am a small part of something greater, and I would not trade that role for anything...not even salad."

"ASB definitely definitely helped me re-align my values and realize the importance of social responsibility in my future career and life."

"My experience on this trip has furthered my belief in the fact that anything can be accomplished when a group of driven people strive toward the same goal. Even though the people on the trip came from different backgrounds-- Greek, non-Greek, humanitarian families, and what not-- when it comes down to working toward the same thing, there's not a whole lot of difference between each person. Something else that was enforced for me was how much love makes an impact on these homes-- love goes into building these homes for other people, and the beautiful result can be seen once the home is finished."

Actions Taken

Need to continue the ASB program and follow up the participants to see what other service activities they got involved in. Further plans include utilizing the data for fundraising efforts and marketing and recruitment. And examine the potential to expand the program to more trips throughout the year.

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

	2010-2011 2010	2009-
MEANINGFUL INTERPERSONAL RELATIONSHIPS	75%	50%
REALISTIC SELF-APPRAISAL	not rated	25%
ENHANCED SELF ESTEEM	not rated	25%
COLLABORATION	50%	25%
EFFECTIVE COMMUNICATION	75%	25%
LEADERSHIP DEVELOPMENT	50%	not
asked		
INDEPENDENCE	25%	not
asked		

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).

(5) editors returned their assessment form, so statistics are based upon only approximately 90% of students involved with a student publication. 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

25% of respondents answered they felt they had gained and/or developed the skill of LEADERHIP DEVELOPMENT (this was up from 0% last year as no RCB members submitted forms in 2009-2010);

25% of respondents answered they felt they had gained and/or developed the skill of INDEPENDENCE (this was up from 0% last year as no RCB members submitted forms in 2009-2010);

25% of respondents answered they felt they had gained and/or developed the skill of COLLABORATION (this was up from 0% last year as no RCB members submitted forms in 2009-2010);

25% of respondents answered they felt they had gained and/or developed the skill of EFFECTIVE COMMUNICATION (this was up from 0% last year as no RCB members submitted forms in 2009-2010);

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).

Only (2) RCB members returned their assessment form, so statistics are based upon only approximately 50% of students involved with WREK that sit on the RCB. 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 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 2010-2011 Student Leadership Skill Assessment Questionnaire distributed to publications student staff members:

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

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

% of respondents answered they felt they had gained and/or developed the skill of SATISFYING AND PRODUCTIVE LIFESTYLE

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

Only (4) student publication/media members returned their assessment form, so statistics are based upon only approximately 2% of students involved with a student publication.

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.

Goal 2

Operational Goal

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

Outcome 1

Student Media Organizations will have structures in place that ensure sustainability.

Evaluation Strategy

Evaluate success of organization structures, financial structures, and operating procedures through meetings with officers and other constituents.

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

The restructuring of the Office of Student Media's professional staffing in the Summer of 2010 due to financial matters gave us a real opportunity to assess and evaluate our operations and sustainability. Worked continued throughout 2010-2011 fine tuning office operations and will continue into the coming year.

Financially, it was a year full of monitoring and tracking revenue and expenditures to assess where funds could be increased and spending could be cut. Many decisions were made based solely on cost as opposed to need and/or preference as they had been in past years.

Actions Taken

With the loss of an Administrative Assistant, current operations and practices were evaluated. Some former roles carried out by the Admin Assistant were taken on by the Director (opening the office daily, handling mail, processing yearbook page forms, working with the student staff on advertising sales forms, processing advertising inquires or complaints, etc.) while others were assigned to student staff or the Accountant (processing yearbook order forms).

By reducing the revenue burden by over \$50,000.00 in professional staff funding, cutting the yearbook printing cost by over 50% and increasing yearbook mailing costs to offset the fee to mail a book, the Office's finances remained stable throughout the 2010-2011 academic year, even though revenue from advertising sales remained flat.

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

The Women's Resource Center will improve 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. At least 85% will find the program "beneficial" or "very beneficial."

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 53 events throughout the 2010-2011 academic year. 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 115 to the West campus reception and 135 students to the East campus reception, an overall increase from 92 in 2006. According to the program evaluations which yielded a 35% response rate (up 15% from the previous year), 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 (96.9% in 2010) and to get to know their faculty (69.9% "yes" and 34.4% "somewhat" which is a total of 100% compared to 85% in 2009, 53% in 2008). One hundred percent of the respondents said they would recommend the event for new women students next year, which was up from (82%) the previous year.

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, however, we did change the format a bit. We decided to highlight current graduate women on campus. Programs included a welcome reception, a lunch and learn on writing effective fellowship applications, graduate women's community groups, a professional on balancing work/life/family in academia, and research presentations by GT graduate women.

Women's Leadership Conference: The annual student-organized Women's Leadership Conference attracted approximately 300 participants on October 29 - 30, 2010. The theme was "Rise Above the Ordinary" –Keynote speakers included Alumna Keynote Dr. Betty Tong, Breakfast Speaker Martha Forlines, and Luncheon Speaker Tricia Downing. According to the program evaluation 92% of respondents stated that the conference "met" (43.9%) or "exceeded" (49%) their expectations and 99% would recommend the conference to others. .

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. Participants have high expectations for the conference given its current reputation. These statistics were higher than the previous year which is a great way to end a conference and will be shared with the 2012 Women's Leadership Conference Planning Committee, WRC staff and WRC Graduate Assistant.

Goal 2

Operational Goal

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

Outcome

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

Evaluation Strategy

A brief survey will be conducted at the end of programs and seminars offered by the Women's Resource Center. Victims will receive personal follow-up from the WRC to obtain feedback about their experience.

Method of disseminating and using information for improvement:

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

Summary of results

Trainings were offered from 50-minute presentations to HPS classes, Housing student and professional staff, tutors and Greek organizations to four and eight-hour trainings at the Ally and Advocate level. Shorter presentations included a self-awareness scale for students to complete. Additionally, during a Spring GT 1000 50-minute presentation on consent and helping skills the students' 95% of participants would refer a friend to the Women's Resource Center for support services and 100% rated the content as either "excellent" or "good".

Sexual Violence Trainings: During a **Fall Ally Training**, with a response rate of 97%, 62.9% attendants rated the overall program as "excellent" while 37.1% rated it as "good" and 96.6% would encourage a friend to seek help through the Women's Resource Center if needed.

During the **Spring Safe Sister Training**, with response rate of 100%, 59% attendants rated the overall program as "excellent" while 37% rated it as "good" and 91% would encourage a friend to seek help through the Women's Resource Center if needed. Several women commented on the following based on the training and information they received:

- *“I think it made me aware of how we as a society need to change how guys see women.” Comment from Safe Sister Training*
- *“It will definitely help if a sister ever needs help.” Comment from Safe Sister Training*
- *“It really hits home and now I can use this to help others.” Comment from Safe Sister Training*

Advocate Training yielded a 100% response rate with attendants rating the program as either “good” or “excellent”. In addition, overall the content of the program was rated as either “good” or “excellent”. 100% of participants would encourage a friend to seek help through the WRC if needed. Several of our campus and community partners collaborated with WRC for Advocacy Training. Among those presenting were representatives from the Counseling Center, Student Integrity, Health Promotion, GT Police, Partnership Against Domestic Violence, and United 4 Safety. Participants in the training were able to ask specific questions and make contacts with someone from each of these offices or organizations. While debriefing with the participants at the end of training, they verbally reported finding the training helpful and felt they had increased their knowledge about resources on and off campus as well as multiple ways to support survivors of sexual violence.

The Women’s Resource Center again offered its annual **Take Back the Night**, the cornerstone sexual violence awareness program at Georgia Tech. Organized by the WRC Women’s Awareness Month student committee. The event was held March 7, 2011 in a new location, the IC Lawn. Once again it was packed and attracted more than 800 participants. HPS classes offered extra credit with more than 200 students signing in from their classes.

During the 2010-2011 academic year, the WRC received 13 confidential reporting forms: eleven reports were during the 2010, two during 2011. Each of these students was assisted with resources and received several follow-up emails and/or phone calls for support. The Women’s Resource Center worked with thirteen women: twelve throughout their experience with sexual violence, stalking and/or harassment and one was involved in a physically violent situation. Of the thirteen one obtained a protection order and one reported to the Office of Student Integrity. WRC seems to have an increase in the number of graduate women coming forward to report sexual harassment/hostile work environment. It appears the number of women coming forward was lower this year than the 2009-2010. WRC staff have discussed this and are planning to do more outreach during the next academic year.

Actions Taken

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

experienced violence. The WRC will continue presentations and trainings to the Georgia Tech community, working in conjunction with the Department of Health Promotion. The office will also continue individual support and referrals for victims of sexual violence. To further address the students' concerns, the center worked to improve the current Institute policies and practices.

WRC received notification this year that they did not receive the proposed 36-month initiative (10/10-9/13) through the **Department of Justice Office of Violence Against Women**. While this was disappointing to learn WRC staff did apply for another grant through the AVON foundation and received notification of funding. This grant will span from March 2011 through March 2012. It is in the amount of \$10,000. The two goals of the grant are **to establish or strengthen comprehensive violence against women on campus prevention programs and to educate 150 teens and adults with the tools to safely utilize technology and social networking sites and develop a critical eye regarding the media's portrayal of relationships**. The latter goal is in partnership with the Partnership Against Domestic Violence, a community agency. Both goals will be assessed independently. Additional information regarding the grant is available upon request.

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. After participation in WRC programs and services, at least 78% of participants will indicate a stronger perception of community through the Women's Resource Center. At least 93% would recommend the program to others.

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 For Colored Girls, and a fieldtrip to see Ballet Folklorico de Mexico at the Ferst Center for the Arts, and programs to address body image. 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.

According to the program evaluations which yielded a 27% response rate, students found the Shakin' the Mess Outta Misery program to be either "excellent" (100%). A few comments illustrate the range of impact on participants:

"It had a unique set up and a touching plot."

"I recommended it to my mother, aunt, and cousin; they saw it and loved it!"

"The play was excellent. I went back the following week with my daughter and sister-in-law."

This event increased participants' awareness and appreciation of the cultures represented at a yield rate of 87.5%.

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 and evaluative 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. At least 85% of participants will find the WLC to be beneficial to their leadership development.

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 (2010 Women's Leadership Conference, 2011 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 2011. The month of programs and events, organized by a student committee advised by the WRC, attracted more than 1,575 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:

"I learned a lot about my capabilities as a leader. I realized my areas of improvement and the need for me to take a stance on what I strongly believe."

"My goals were to learn more about my leadership qualities and to create a successful WAM, which I believe were achieved!"

"I learned a lot in regards to how important flexibility must be for any organization, especially an organization at Tech. I also learned that everything will work out in the end, no matter what obstacles you may face and that as many people as there are out there trying to knock you down there are just as many helping to build you back up."

Women's Leadership Conference: The annual student-organized Women's Leadership Conference attracted approximately 300 participants on October 29 - 30, 2010. The theme was "Rise Above the Ordinary" –Keynote speakers included Alumna Keynote Dr. Betty Tong, Breakfast Speaker Martha Forlines, and Luncheon Speaker Tricia Downing.

- 91% of the respondents found the conference "very beneficial" (50%) or "beneficial" (41%) to their life/education/career.
- 91.3% of respondents stated that the conference "met" (43.3%) or "exceeded" (48%) their expectations.
- 100% would recommend the conference to others.

A few comments illustrate the range of impact on participants:

" Very engaging speaker, who worked in the audience's comments & questions."

" Wonderful workshop on accountability and pairing with someone to hold you accountable. Great!"

"Enjoyed meeting so many wonderful women young & old."

" I've learned great skills for my career and school life. Also, I've been greatly motivated by the speaker (lunch)."

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

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. Participants have high expectations for the conference given its current reputation. These statistics were higher than then the previous year and have been discussed by the 2011 planning committee to improve the conference experience for participants. Information regarding the 2010 Women's Leadership Conference has been disseminated to the 2011 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.

Goal 5

Learning Goal

The Women's Resource Center will integrate the use of social marketing into events and programs through Facebook, Twitter and the iPhone App.

Outcome

The WRC would like to see at least a 20% increase in those who are fans and followers on the Women's Resource Center Facebook fan page and Twitter.

Evaluation Strategy

Women's Resource Center Facebook fan page

Women's Resource Center Twitter page

Women's Resource Center iPhone App

Method of disseminating and using information for improvement

WRC staff will review on as least a monthly basis and advertise the group on the weekly email.

Summary of results

This year the Women's Resource Center made a valiant attempt to integrate more with the popular social networking sites Facebook and Twitter, and market the iPhone App. We saw a 33% increase of Facebook Fans, well over the projected 20%. However, the Twitter followers stayed consistent which we attribute to students not using this platform as much. Because the iPhone app is a web based application it was hard to assess how many people utilized it during the last academic year, however, it was advertised on every weekly email for the last 12 months.

Actions Taken

At the start of the Spring semester, we went to a web based weekly email format which received lots of great response. In addition, we started a WRC blog during the spring semester as well. Through the Spring semester we posted at least two articles a week and averaged 9 views per day, with a total viewing history of 1, 245 views.

Ferst Center for the Arts

The Ferst Center programs outstanding seasons of music, dance, comedy and other theatrical performances from September to April, many of which include residency activities that “go beyond the performance” to involve the Georgia Tech student population. Additionally, the Ferst Center presents installations of a variety of local visual artists in the Richards and Westbrook Galleries, some of which supplement the performances on stage. Additionally, as the arts center for the Georgia Tech campus community, the Ferst Center hosts many student performances where the students themselves get to experience both the on-stage and back-stage worlds. The Ferst Center for the Arts serves as an example of Georgia Tech’s dedication to the integration of arts and science/technology while providing opportunities for an out of classroom learning experience.

Goal 1

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

Outcome

In 2010-2011, the Ferst Center for the Arts continued to encourage student activity at the center through attendance at professional touring performances, and increased efforts to encourage attendance at pre and post show educational events. Efforts to communicate with students evolve as different media evolves in importance and usage. A new Campus Committee formed to bring together Ferst Center staff with students and representatives from all academic units proved to be a successful model for initiating communication with students and faculty and for initiating collaborative projects.

Evaluation Strategy

Student attendance is tracked through the Box Office. Box Office reports are available daily and at end of year for evaluation. Additional statistics were collected this year that analyze attendance by genre and repeat attendance. A survey was administered prior to the start of this year’s programming and at the end of the year to measure program awareness, student interests, and how students learn about events.

Method of disseminating and using information for improvement

Student attendance and usage numbers were reviewed by the director and the staff throughout the year, as were the additional statistics collected on genre and repeat attendance, and the survey administered at the beginning and end of the year. The data from these various sources are factors used to determine future arts programming and

marketing strategies. Plans are underway for an additional survey to be administered to further inform programming and marketing efforts.

Summary of Results

The Ferst Center coordinates and presents a “season” of cultural arts performances presented to students and the community at large each year.

- The number of students attending Ferst Center season performances was 2020, representing 17% of our total season audience. This percentage of audience increased over the 2009-2010 season, in which students were 15% of the audience. In a collaborative effort with the Student Affairs Office of Diversity, students attending three multi-cultural dance programs received study guide information in advance of the performance.
- Analyzing student attendance for the 2010-2011 season by genre shows that of the overall attendance, 28% attended dance, 17% attended jazz, 34% attended other types of music concerts, and 18% attended “fun” shows such as comedy and acrobatics.
- Analyzing student attendance by student name shows that the overall attendance of 2020 represents 927 students attending, indicating that almost half of the student audience attended more than one season performance in 2010-2011.
- Survey results on how students learn about events included 60% email, 48% signage, 15% flyer in mailbox, 9% Technique ad, 6% friend/family, and 6% FASET.

Actions taken

The Ferst Center will continue to evaluate student attendance and participation to aid in programming that will challenge, stretch, appeal to and involve students. In order to increase student audience size and participation in educational offerings, the Ferst Center will continue to develop multi-media season marketing efforts, targeted material to the student population and work closely with the Ferst Center Campus Committee to increase communication on campus.

Goal 2

Students will have the opportunity to engage in new visiting artist workshops and discussions and curriculum-based interaction.

Outcome

In 2010-2011, the Ferst Center for the Arts offered greatly expanded opportunities for students to engage with visiting professional performing artists.

The largest of these programs was the first year of the new ARTech resident artist program featuring choreographer Jonah Bokaer, whose work on campus spanned five weeks across two semesters. While developing a new dance piece to premiere at the Ferst Center, Bokaer worked directly with:

- Instructor Judy Gordon's architecture class ARCH 3012 Altered Movement: Ethereal Constructions as students worked on theatre design projects. Some students also worked with Jonah during the load-in and set-up of the April performance.
- Professor Jason Freeman's music technology students on the development of a phone app for the dance performance. Student Stephen Garrett was able to travel to Avignon, France, in conjunction with the development of the piece.
- Professor Karen Liu's CS4496 Computer Animation class. Students from the GVI Center assisted Jonah as he worked in the campus motion capture lab on the development of the dance piece.
- Professor Phil Auslander's English 102 Composition class as they worked on theatre writing projects.

Other arts education interaction opportunities for Georgia Tech students in 2010-2011 included:

- A workshop on trust and collaboration with GT 1000 students and Diavolo dance company
- The Diavolo backstage load-in open to engineering and architecture students
- A discussion on "College Friendships that become Professional Partnerships" and two free performances by cello group Break of Reality
- A step dance lecture/demo by Step Afrika
- The Jon Faddis Jazz Orchestra soundcheck and Q&A open to students
- Continuation of the pre-show jazz discussions Jazz Connect and the new post-show dance discussions Dance Dialogues.
- Director George Thompson and staff members worked with Phil Auslander's ENG 102 Composition class on writing projects related to artists in the upcoming season. The final projects created by the students will be incorporated for use by the Ferst Center in 2011-2012.

Evaluation Strategy

A survey was distributed at the beginning and at the end of the year to measure student awareness of free educational arts programming. Student participation at programs was tracked through on-site attendance and observation. Surveys at the end of the GT1000 workshop solicited student observations.

Method of disseminating and using information for improvement

Evaluations, surveys, comments and attendance numbers are reviewed by the Director and staff to help find future artists and programs that can deepen the student artistic interaction.

Summary of Results

Results of the survey that was distributed at the beginning and at the end of the year indicates that overall awareness of the educational programming increased during the year. The average awareness of all artist/student programs increased from 26.7% to 30%.

A sample survey comment from the GT1000 workshop showed positive reaction to the experience: "The Diavolo workshop was such a beneficial asset to our GT 1000 class. This team building experience not only tested everyone's physical endurance but also created bonds between each set of partners and the class as a whole.... A deeper sense of trust has been created that merely sitting in a classroom cannot create."

Actions taken

On-site evaluation of attendance and interest in the programs helps to inform programming for the next year. Attendance at the more formal lecture/demos and classroom discussions were very successful with lively student engagement and attendance; attendance at backstage load-ins and sound checks was lower than expected and will be re-evaluated before scheduling in the future. Academic-related programs such as the ARTech residency, the ENG 102 course and GT1000 were very successful and will be used as models for successive programming and collaboration.

Goal 3

Student groups will learn through practical application how to produce events in a theater.

Outcome

In 2010-2011, the Ferst Center event staff led student groups successfully through the producing process from contract implementation to backstage set-up to performance.

Evaluation Strategy

The Client and Patron Services Manager and Operations Manager met with all student groups throughout the producing process and noted their observation in the student event file and in the event software file on the event. 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

Ferst Center event staff members hold “post-mortem” meetings with the Director and share results of the process and discuss better systems and policies for this student interaction. Many student groups return in successive years to produce similar events, and the experiences noted in one year are used to improve the event for the students the next year.

Summary of Results

The Ferst Center works with a variety of Student Organizations who present their own cultural arts performances. In 2010-2011, Georgia Tech students demonstrated that they learned to produce events in a theatre by: Effectively navigating the contract process; meeting with Ferst Center event staff to discuss all aspects of their event from ticketing to load-in and load-out; marketing their event to draw an audience; and following up with event staff when the event was concluded to discuss any outstanding issues or for general feedback.

- The number of student organizations who presented their own cultural performances at The Ferst Center numbered 18 in 2010-2011. 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. Included in this number was the DramaTech musical production of Little Shop of Horrors that made the transfer from their black box theater to the Ferst stage – a unique experience in producing the same show on a different stage.
- Overall attendance for student-presented work was 11,743 and included mostly students and some parents and community members.
- In addition, students who participated in the George Tech Inventure competition had the experience of working on the Ferst Center stage in the broadcast recording for Georgia Public Television.

Actions taken

The Client and Patron Services Manager and Operations Manager will continue to work with Georgia Tech students to help them produce events in the theatre that run smoothly, with technical proficiency on stage, and following professional standards for all theatre operations. The staff also evaluates events held by students in the Ferst Center in order to improve their presenting experience

Goal 4

Student employees working as box office, ushers and concessions assistants in the Ferst Center will learn customer service, sales, leadership and general business skills.

Outcome

Students working in the box office will demonstrate knowledge of the computer software by selling performance tickets and other items on sale, 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. As ushers, students will demonstrate knowledge of basic theatre management such as crowd control, assisting patrons, and emergency procedures. As concessions assistants, student will demonstrate knowledge of inventory control, sales techniques and financial transactions. All students will display professionalism and a great attitude.

Evaluation Strategy

Students receive continuous onsite evaluation by the Box Office manager and Box office supervisors, House Manager and Operations Manager. Evaluations are conducted primarily by observation. During and after the training period, supervisors use checklists of ticketing, inventory and customer service procedures to evaluate the employees' progress. Evaluations are conducted primarily by close observation in the work environment.

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 Box Office Manager and supervisors. Information relevant to all Box Office employees is posted on the ticketing software program used by all employees. Students have the opportunity to advance to a supervisory position in the Box Office and are given feedback on the

skills/improvements needed in order to be promoted. Ushers and concessions assistants receive in-person individual feedback from Managers. Orientation sessions are held at the beginning of each semester for training. Information relevant to all ushers and concessions assistants 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

Georgia Tech students demonstrate they have achieved competency in computer, customer service and leadership skills:

- In the Box Office, four student employees were promoted to supervisory positions in 2010-2011, filling positions that were left open by students who graduated. One student was promoted to senior supervisor.
- 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 working as ushers and concession assistants often demonstrate customer service skills in a variety of situations as they assist customers, and this is especially notable among student staff working with young children and elderly patrons.
- Students working in all areas demonstrate problem-solving skills and leadership skills in training and assisting other students.

Actions taken

The Box Office Manager, House Manager and Operations Manager will continue formal, written evaluations for all student employees in order to document areas for improvement, their progress and their successes.

Leadership Education and Development (LEAD) Program

The Leadership Education and Development (LEAD) Program provides students with the opportunity to develop as leaders in a global society. It does this through a thoughtful and intentional series of academic, experiential, and co-curricular activities. The LEAD program began in 2005 with a certificate in leadership, which still exists today, and has grown to include many conferences, and programs devoted to leadership development including an academic minor in Leadership Studies available in fall 2011.

Operational Goal

LEAD will improve the quality of the academic and leadership experience for students by teaching the course Public Policy 4803 during the 2011-2012 academic year.

Outcome

Students in class will report high levels of satisfaction with: 1) Class organization; 2) The covering of course objectives; 3) Instructor's ability to explain complex curriculum content effectively, 4) Instructor was approachable and willing to assist; 5) Instructor encouraged students to consult with him/her; 6) Class attendance was important in the promotion of learning the material; 7) The number of course assignments was appropriate; 8) Exams covered course content and objectives; 9) Exams and quizzes were of appropriate difficulty; and 10) The instructor was an effective teacher.

Evaluation Strategy

End of semester evaluations will be administered and completed by students enrolled in the class.

Method of Disseminating and Using Information for Improvement

Results will be shared with stakeholders in Public Policy and leadership in the Division of Student Affairs.

Summary of Results

As can be viewed in the table on the following page students report high levels of satisfaction with both the instructor and course. Interpolated median scores range from 4.3-5.0.

Actions Taken

Some revisions to course curriculum will be made additional strategies will be used to explain complex course content in an effort to meet various learning styles and enhance the acquisition of knowledge.

**GEORGIA INSTITUTE OF TECHNOLOGY
COURSE-INSTRUCTOR OPINION SURVEY RESPONSE REPORTS
Single Instructor Set**

Term from: Fall 1999 to Spring 2011
Subject: PUBP
Course Numbers from 0000 to 9999

report run @07/08/2011 08:47 AM

Unofficial Copy

term: 201102 **course:** PUBP4803 WW **instructor:** Wynens, John Wesley **class size:** 15 **CRN:** 28734

Core Questions								
Item	Strongly Agree	Agree	Partially Agree and Partially Disagree	Disagree	Strongly Disagree	N/A	No. of Resp.	Interpolated Median
1. Course Seemed Well Planned And Organized	4	1	1	1	0	0	7	4.6
2. Good Job Covering Course Objectives/Content	4	0	3	0	0	0	7	4.6
3. Explained Complex Material Clearly	4	1	2	0	0	0	7	4.6
4. Was Approachable And Willing To Assist	7	0	0	0	0	0	7	5.0
5. Encouraged Students To Consult With Him/Her	6	1	0	0	0	0	7	4.9
6. Class Attendance Important In Promoting Learning Of Material	4	3	0	0	0	0	7	4.6
7. Number Of Course Assignments Was Appropriate.	4	0	2	1	0	0	7	4.6
8. Exams Covered Course Content/Objectives	4	1	1	1	0	0	7	4.6
9. Exams And Quizzes Were Of Appropriate Difficulty.	4	0	3	0	0	0	7	4.6
10. The Instructor Was An Effective Teacher	4	3	0	0	0	0	7	4.6

Unofficial Copy

term: 201108 **course:** PUBP4803 WW **instructor:** Wynens, John Wesley **class size:** 18 **CRN:** 85059

Core Questions								
Item	Strongly Agree	Agree	Partially Agree and Partially Disagree	Disagree	Strongly Disagree	N/A	No. of Resp.	Interpolated Median
1. Course Seemed Well Planned And Organized	3	5	0	0	0	0	8	4.3
2. Good Job Covering Course Objectives/Content	6	2	0	0	0	0	8	4.8
3. Explained Complex Material Clearly	5	3	0	0	0	0	8	4.7
4. Was Approachable And Willing To Assist	8	0	0	0	0	0	8	5.0
5. Encouraged Students To Consult With Him/Her	7	0	0	0	0	0	7	5.0
6. Class Attendance Important In Promoting Learning Of Material	4	2	2	0	0	0	8	4.5
7. Number Of Course Assignments Was Appropriate.	4	3	1	0	0	0	8	4.5
8. Exams Covered Course Content/Objectives	6	2	0	0	0	0	8	4.8
9. Exams And Quizzes Were Of Appropriate Difficulty.	4	4	0	0	0	0	8	4.5
10. The Instructor Was An Effective Teacher	7	1	0	0	0	0	8	4.9

Unofficial Copy

term: 201005 **course:** PUBP4803 WW **instructor:** Wynens, John Wesley **class size:** 14 **CRN:** 56645

Core Questions								
Item	Strongly Agree	Agree	Partially Agree and Partially Disagree	Disagree	Strongly Disagree	N/A	No. of Resp.	Interpolated Median
1. Course Seemed Well Planned And Organized	2	0	0	0	0	0	2	5.0
2. Good Job Covering Course Objectives/Content	2	0	0	0	0	0	2	5.0
3. Explained Complex Material Clearly	1	1	0	0	0	0	2	4.5
4. Was Approachable And Willing To Assist	2	0	0	0	0	0	2	5.0
5. Encouraged Students To Consult With Him/Her	1	1	0	0	0	0	2	4.5
6. Class Attendance Important In Promoting Learning Of Material	1	1	0	0	0	0	2	4.5
7. Number Of Course Assignments Was Appropriate.	1	1	0	0	0	0	2	4.5
8. Exams Covered Course Content/Objectives	1	1	0	0	0	0	2	4.5
9. Exams And Quizzes Were Of Appropriate Difficulty.	1	1	0	0	0	0	2	4.5
10. The Instructor Was An Effective Teacher	2	0	0	0	0	0	2	5.0

[GoToReportMenu](#)

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

An observable decrease in occur 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

During the assessment period, the OIT web server was compromised at least three times. At least one of those compromises had a direct impact on Division web sites.

Several servers and services were re-located during this assessment period. Machines and services were given new ip addresses. Host based firewalls were tuned to allow connections to new services. A review of the logs revealed a flaw in the way we had repurposed ip addresses. While we had adjusted the host based firewall, we had made not changes to the subnet firewalls.

Actions Taken

OIT has put in place stronger and higher walls between each web site. In theory, a compromise of one web site should not impact all of the web sites hosted on the same server. In addition, at the end of every semester IT looks for upgrades to software packages used on the web sites like the editor.

With assistance from the OIT Information Security and from the OIT Network team, IT did a review of all subnet firewall rules sets. IT will do this yearly and will do it anytime IT repurposes a server ip address.

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

During this assessment period, like last period, IT had issues with machines updating to a new agent. In most cases the problem was caused by Windows Firewall being turned on. The machines were receiving updated virus signatures, just not getting the updated agent.

IT also noticed that, in spite of having up to date virus signatures, 7 machines were infected with variants of the fake.alert virus. In all cases, the users were browsing the web and eventually landed on a site that was infected or had ads that were infected. All but one user called SA IT as soon as they realized their machine had been infected. The one user that did not contact IT immediately also made virus removal more difficult by clicking on a link to install more components of the virus.

Actions Taken

IT will create a default Windows Firewall rule set that should mimic the ePO HIPS firewall rules. So, in the event that Windows Firewall does get turned on, it will have rules that will allow the ePO agent to update.

Through interactions with our the McAfee sales and technical team IT staff were able to let them know about the viruses that infected machines and were also able to send them the actual executable that carried the virus so that divisional staff could update their virus signature files.

Goal 3

Learning Goal

SAIT will educate users on topics of data security, including restricting access to sensitive student data, removal of sensitive data from general-use desktops, and the storage of this data on secured servers.

Outcome

The division of Student Affairs users will demonstrate knowledge of data security as evidenced by 80% or higher via a survey following a data security workshop.

Evaluation Strategy

The Office of Research and Assessment will administer an electronic pre- and post- data security workshop survey.

Method of Disseminating and Using Information for Improvement

Information will be shared with IT staff and other stakeholders with an Institute investment in data security.

Summary of Results

No results were captured. Training was delayed several times. OIT believes that they can start training in July of this month. Training will include pre and posttest, in addition to pre and post phishing attempts.

Actions Taken

N/A

Goal 4

Operational Goal

SAIT will improve the degree of Multicultural Competence among SAIT staff.

Outcome

SAIT will demonstrate an increased knowledge of Multicultural Competence.

Evaluation Strategy

The SAIT supervisor will observe and facilitate discussion of various aspects of Multicultural Competence during staff meeting.

Method of Disseminating and Using Information for Improvement

SAIT will disseminate information to in-house IT staff. Multicultural Competency round-table discussions will serve to inform future Multicultural Competency round-table sessions.

Summary of Results

IT participated in the first part of Safe Space Training with staff in Career Services.

Actions Taken

IT plans on finishing our safe space training and look to partner with other groups in their multicultural competency training efforts.

Parents Program

The Parents Program is designed to help inform parents of undergraduate Georgia students of helpful resources, involvement opportunities, and ways to stay connected throughout their student's career at Georgia Tech. While the department may work directly with parents and family members, it a student-focused service. The ultimate goal of Parents Program is to partner with parents and family members to help their students succeed.

Goal 1

Operational Goal

Increase the number of Georgia Tech Parents who get involved on campus through various volunteer opportunities, both on and off campus

Outcome

Parents who get involved on campus will feel more connected to the Parents Program and to Georgia Tech.

Evaluation Strategy

The Parents Program will provide evidence of increase in the number of parents involved by comparing the appropriate statistics kept during the 2009-2010 and 2010-2011 academic years.

Method of Disseminating and Using Information for Improvement

The Parents Program will share this data with parents to motivate additional parents to get involved on campus. Internally, the data will be used to improve the quality of opportunities offered. Additionally, this data can be utilized to encourage other areas on campus to seek way for parents to volunteer in their areas.

Summary of Results

127 Georgia Tech parents volunteered through 22 different volunteer opportunities, both on and off campus. This is an increase of 2% more volunteers than in the 2009-2010 academic year (3) and an additional 4% more volunteer opportunities (1).

Actions Taken

The Parents Program will publicize this level of participation in the August 2011 edition of *ParentNews* as part of the call to action to recruit additional volunteers for the upcoming academic year and share this information with campus partners who may be able to utilize parent volunteers in their own programs. The Parents Program will also recognize the names of the parent volunteers in the June 2011 edition of *ParentNews*.

Goal 2

Operational Goal

Increase parent to parent communication/interaction both electronically and in person

Outcome

Georgia Tech parents will feel a stronger sense of community amongst each other as well as within the larger GT community. Additionally, parents will be able to offer guidance to other parents as they navigate their way through supporting a Tech student.

Evaluation Strategy

- A. Monitor the effectiveness of electronic methods of parent to parent communication, such as the Parents Program and Family Weekend Facebook pages, etc.
- B. Observe & document the number of parents seeking support to host events for GT parents in their region.

Method of Disseminating and Using Information for Improvement

The Parents Program will share this data with parents to motivate parents to potentially coordinate additional regional events. Internally, the Parents Program will use this information to determine effectiveness of electronic parent to parent communication and make improvements as necessary.

Summary of Results

6 parents served as hosts of Admitted Student Meet & Greets (formerly known as Admitted Student Receptions) in their regions. This was an increase of 100% more parent host than in the spring of 2010 (3).

Actions Taken

The Parents Program will continue to refine the flow of communication through Facebook and seek additional training in all social media strategies as is in line with the current initiatives in the Office of Communication & Marketing. Additionally, the recruitment process of hosts for regional events continues to be evaluated in association with the Alumni Association and the Office of Admissions.

Goal 3

Operational Goal

Parents Program will improve the Georgia Tech experience for parents.

Outcome

- A. Parents of Georgia Tech undergraduate students will report that they feel part of the Georgia Tech Community to a large/very large extent and feel somewhat satisfied/very satisfied with the degree to which they currently feel a part of the Georgia Tech community.

- B. The Parents Program will provide quality and prompt customer service via phone and e-mail.

Evaluation Strategy

- A. The Parents Program, in conjunction with Communications & Marketing will administer the bi-annual parent survey in October 2010.
- B. The Parents Program will track all customer service feedback provided by Georgia Tech parents via e-mail.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of information and programming offered by the Parents Program and will disseminate this data to campus partners to allow for improvement as well.

Summary of Results

- A. 53% of respondents to the 2010 Parent Survey reported feeling part of the Georgia Tech Community to a “Medium” – “Very Large” extent. This is an increase of 8% more respondents than in the 2008 Parent Survey (45%). 58% of respondents reported to be “Somewhat/Very Satisfied” with their degree of affiliation as opposed to 53% of respondents in the 2008 Parent Survey.
- B. The following are excerpts received during this assessment cycle:

“Thanks for taking the time to send our parent updates and information re: the flu shot and the recent criminal activity affecting our students. Being parents of a student that is far from home, we especially appreciate knowing that the GT administration cares that much about the safety and health of our students. The solutions that you have posted to us and to our students have been most helpful and reassuring. Thank you again! Go Jackets! Eldon and Ceil Muller, Orlando, Florida 9-11-09”

“Thank you for the notice. We are Georgia residents and are aware of the devastation caused by the flood and respect and applaud the decision to cancel the event when safety cannot be ensured. We are looking forward to a great weekend, and our enthusiasm is not at all hampered by the cancellation. 9/24/09”

“Good morning Dr. Peterson.

I wanted to take this opportunity to thank you and you wife for your gracious, warm welcome and hospitality over the past few days during Family Weekend.

One of the major lessons I learned over the weekend was that Georgia Tech, is without a doubt, the best possible place that my daughter Alexis could have chosen to attend college. The support that the administration offers the student

body and the extent to which it continually makes efforts to further improve upon their various procedures and practices is beyond reassuring to a parent.

The opportunity to become part of the Georgia Tech family by serving on the Parent's Advisory Board and helping to formulate ideas which may impact this school now and into the future is a source of great pride. It was a joy to meet so many other parents whose positive experiences with the school, the professors and the administration helped to cement my own intuitive thoughts about Georgia Tech.

Everyone one on the board along with Dean Stein, Kimberly Sterritt and the other staff present throughout the weekend presented an incredibly professional organization that should be extremely proud of what they have accomplished. I am truly honored to be included.

Additionally, thank you also for the opportunity to join you and your lovely wife, Val, for the football game yesterday. The setting was wonderful, the food exquisite and the outcome was perfect (even being from Chapel Hill).

I look forward to working with the Georgia Institute of Technology on the Parent's Advisory Board and hopefully contributing in some small way.

Thank you again for everything. 9/27/09"

Actions Taken

Parents Program will continue to capture both quantitative and qualitative data via the Parent Survey, tracking of observation data at relevant events, and securely deposit written communications for continuous improvement and reporting purposes.

Goal 4

Operational Goal

Parents Program will improve the overall Family Weekend experience for those who attend Family Weekend 2010.

Outcome

Georgia Tech families in attendance are left feeling more connected to their student's academic institution and experience.

Evaluation Strategy

The Parents Program will conduct a short electronic survey by e-mail, distributed amongst attendees of Family Weekend, to determine quality and satisfaction with their Family Weekend experience.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of programming during future Family Weekends and will disseminate this data to other campus contributors to allow for improvement as well.

Summary of Results

Family Weekend survey respondents were asked to rate their overall satisfaction with Family Weekend 2010. Two-thirds (66%) of respondents said that Family Weekend met their expectations and nearly one-fourth (23%) of respondents said that Family Weekend exceeded their expectations. Only eleven percent of respondents said that Family Weekend was below their expectations.

Actions Taken

The Parents Program, with the assistance of the Family Weekend Planning Committee, has used the information collected through the Family Weekend 2010 survey in the development of the programming for Family Weekend 2011.

Goal 5

Operational Goal

Improve the participation level amongst Parents Advisory Board members.

Outcome

Parents Advisory Board members will be more engaged and be empowered to “do” more outside of board meetings to advance the mission of the Georgia Institute of Technology.

Evaluation Strategy

- A. The Parents Program will track the number of board members who participate in volunteer opportunities, contribute to the Parents Fund, host recruitment &/or cultivation event(s), etc.
- B. The Parents Program will observe board members’ response (verbally and electronically) to measure the quality of board meetings to board members after the spring meeting.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve recruitment of board members and will utilize the data from the satisfaction survey to continue to improve the board member experience and increase the accountability of board members.

Summary of Results

The Parents Program saw a considerable increase in participation from Parents Advisory Board members throughout the year beyond their participation in board meetings. Several participated in volunteer opportunities such as serving as FASET parent panelists, assisting at Connect with Tech and the Parents Reception at New Student

Convocation, and serving as ambassadors at the Breakfast with the Dean during Family Weekend 2010. Additionally, the board chairs presented Parents Fund information at each Freshman FASET and the vice chairs hosted both a cultivation event and a recruitment event in their region. We saw an increase in the number of e-mails we received from board members with positive reviews of the board meetings after both the fall and spring meetings.

Actions Taken

The Parents Program will share these observations to the Parents Advisory Board to better clarify participation expectations of board members as they begin a new year on the board.

Goal 6

Operational Goal

Parents of Georgia Tech undergraduate students will be more aware of the multicultural education and events on campus throughout the year.

Outcome

Parents Program will increase the number of *ParentNews* articles that include information about multicultural education and events on campus to increase exposure to these programs for Georgia Tech parents.

Evaluation Strategy

The Communications Officer will seek additional content that speaks to this information for all editions of *ParentNews* throughout the year and track the increase of these articles in comparison to last year's editions of *ParentNews*.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of information contained in *ParentNews* and will disseminate this data to content contributors to allow for improvement as well.

Summary of Results

When compared to 2009-2010 Parents Program observed a significant increase (38%) during 2010-2011 in the number of open rates from *ParentNews*. Additionally, an increase was observed in the number of calls and walk-in traffic to the Parents Program office from parents.

Actions Taken

Based on evidence of success no modifications will be made at this time.

Goal 7

Operational Goal

The Parents Program will provide quality programming for Georgia Tech parents throughout the Parent/Guest Track of FASET 2010.

Outcome

Georgia Tech parents will report an improved level of satisfaction with the Parents Program portions of the Parent/Guest track of FASET 2010.

Evaluation Strategy

The Parents Program will utilize the data collected via FASET Parent/Guest survey to compare the ratings of the FASET 2010 sessions to the ratings of the FASET 2009 sessions.

Method of Disseminating and Using Information for Improvement

The Parents Program will utilize this data to improve quality of programming provided at FASET and will disseminate this data to campus partners to allow for improvement as well.

Summary of Results

The Parents Program and FASET office jointly decided to change the format of the late afternoon Parents Program session from the Parents Program Reception format that was used in 2009 to a new Tech Parent Traditions session. This new session provided a brief summary of select Tech student traditions presented by FASET Cabinet members, an overview of the Parents Program offerings presented by the program director, an introduction of the Parents Fund presented by the chair of the Parents Advisory Board, and the opportunity for family members to write letters to their students to be delivered during the first week of class via campus mail.

According to the Parent/Guest FASET survey results in 2009, the average rating for the Parents Program FASET reception session was a 3.03 on a 4.0 scale, which was the lowest rated session out of all sessions in the Parent/Guest track. Based on the 2010 Parent/Guest FASET survey results, the new Tech Parent Traditions session, which replaced the reception format, received an average rating of 3.63 on a 4.0 scale, which was the 11th highest rated session out of 32 sessions within the Parent/Guest track.

Actions Taken

The Parents Program will discuss these results with the staff member in FASET to determine how to continue to improve the information offered/experience provided in this time slot.

Success Programs

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.

Goal 1

To improve academic support programs which cover common first and second year curriculum that assist students in learning course material.

Outcome

Students will report high levels of academic success associated with academic support programs.

Evaluation Strategy

Students will complete a satisfaction survey evaluating their academic support experience after sessions.

Throughout the semester attendance data will be tracked and participant student grades will be compared with non-participant grades at the end of the semester.

Artifacts from students' sessions will be collected and analyzed for improved understanding.

Participant students will be sent an electronic survey asking specific questions on behavioral changes made as a result of participation in the program.

Top courses covered:

1-to-1 Visits Top Five Courses					
Course	Fall 2010		Course	Spring 2011	
	Attended	Scheduled		Attended	Scheduled
MATH 1502	369	564	PHYS 2211	190	341
MATH 1501	267	384	MATH 1502	138	249
CS 1371	254	365	CS 1371	124	223
MATH 2401	183	246	ISYE 2027	89	134
CHEM 1310	149	212	CHEM 2311	79	114

Course needs:

Reported "U"'s by Subject (top 10)	
Subject	Total
MATH	1286
PHYS	945
CS	576
CHEM	358
HPS	228
BIOL	194
ENGL	166
PSYC	160
HIST	114
ECON	110

Success Programs academic support programs effectively covers high need, high enrollment courses. Over 70 courses are covered by Success Programs.

1. To assess the quality of tutoring and PLUS program in meeting student learning needs.

To what degree do you think your grade will improve due to 1-to-1 tutoring?	
Answer Options	Response Percent
1+ letter grade	40.8%

1 letter grade	38.4%
1/2 letter grade	22.9%
No change	4.8%

Academic Success workshops will provide an introduction to study skills and practices that assist students in becoming more efficient learners.

The role of the workshop series is to provide several referral points throughout the semester for students who are interested in improving their skills in a particular area; not be a solution to a student's particular academic concern. 2010-2011 Workshops presented:

- Learning)
 - Success With Games (Self-Regulated
 - Setting Smart Goals for Your Semester
 - Setting Up Your Planner
 - Learning Styles
 - To Drop or Not To Drop
 - Math Reading and Note Taking
 - Success in Physics
 - Stress and Procrastination
 - Preparing for Finals

Goal 2

To increase opportunities for students experiencing academic challenges to develop skills and strategies to improve academic performance.

The EXCEL Cohort is an intensive academic support program for first and second-year students who are not meeting academic expectations (typically a 2.2 GPA or less). The EXCEL Cohort program provides members personalized attention and customized success plans.

EXCEL Cohort: Professional Staff Contact by Major and Type				
Major	n	Coaching Hrs.	Workshop Hrs.	Study Hrs.
AE	5	3	24	58.6
BCHM	1	0	0	0
BIO	4	6	11	43.47
BMED	11	15	28	102.96
CE	4	9	21	74.8
CHBE	8	15	26	121.15
CM	1	4	4	40.81
CM	1	6	7	44.39
CMPE	3	4	10	12.92
CS	5	6	7	27.13
EE	4	5	12	68.35
ENVE	2	4	7	55.48
HTS	1	0	0	0
IE	5	3	4	27.16
INTA	2	2	9	25.36
MATH	3	1	4	20.74
ME	14	22	59	184.29
MGT	7	15	16	147.27
NRE	4	11	17	102.47
PFE	2	0	0	0
UCS	1	0	5	25.61
UEC	1	0	0	0
Grand Total	89	131	270	1182.96

Outcomes

Students will improve academic performance by participating in success programs
academic support programs

The EXCEL Cohort provides opportunity for students who want to improve their academic performance.

Excel Cohort: Ending GPA and Average Percent Change			
Academic Standing	n	Average % Change in GPA	Average Current GT CUM
N/A	1	67%	2.48
Good Standing	32	1%	2.01
Probation	24	28%	1.63
Warning	32	33%	1.84
Grand Total	89	21%	1.85

Tech PrEP provides an opportunity for incoming first-year students to get a head start on success in the Tech calculus sequence.

TECH PrEP Outcomes Assessment				
Mid-semester Fall '10	n	%	n	%
Students with a U in Calc I/II	4	6.25%	411	16.96%
Students with no U's in Calc I/II	59	92.19%	1553	64.09%
Students with W	1	1.56%	105	4.33%
Final Grades Fall '10				
Students with an A in Calc I/II	17	27%	658	27%
Students with a B in Calc I/II	31	48%	771	32%
Students with a C in Calc I/II	9	9%	540	22%
Students with a D in Calc I/II	6	9%	214	9%
Students with an F in Calc I/II	0	0%	134	6%
Students with a W in Calc I/II	1	2%	106	4%

Goal 3

Students will develop clear goals and a plan by which to achieve them.

Excel Cohort: A total of 131 coaching hours were logged with four professional staff members. Coaching consisted of goal setting, planning, and updating strategies for success.

Academic Coaching: The appreciative advising model was adapted for all coaching meeting as was the use of the GAMES and Self-Regulated Learning Strategies.

Goal 4

Tutors/ PLUS leaders will gain skills that improve their ability to help students with academic difficulties.

All tutors participate in CETL 2001: Fundamentals of Tutoring their first semester as a tutor. Additionally all PLUS leaders and tutors are trained to CRLA level III standards.

PLUS leader training follow the International Center for Supplemental Instruction training agenda.

1. PLUS: Support 1st year high enrollment (100+), traditionally challenging STEM courses with academic support that integrates peer based academic assistance with study strategies.

Supplemental Instruction Summary Report: Spring 2011						
Course	Sections	Graded Class Enrollment	Mean Grade SI	Mean Grade Non-SI	Diff in Mean Grade SI-Non SI	
BIOL 2344	A	121	2.8	2.6	0.2	
CHEM 1211	B	68	2.5	2.5	0	
MATH 1501	M1, M2, M3	80	2.3	1.61	0.69	
	B1, B2, B3	72	2.1	1.65	0.45	
MATH 1501 Total	2	152	2.2	1.61	0.59	
MATH 1502	C1 - C5	175	2.7	2.82	-0.12	
	H1 - H5	195	3.1	2.57	0.53	
	J1 - J5	185	3.1	2.48	0.62	
	D1 - D4, A1-A7	358	2.5	2.19	0.31	
	K1 - K4	149	2.8	2.5	0.3	
MATH 1502 Total	6	1062	2.8	2.47	0.33	
MATH 2401	B1-B3	111	2.6	2.91	-0.31	
	E1-E4	157	2.7	2.76	-0.06	
	K1-K4 & L1-L4	290	2.8	2.67	0.13	
	M1-M4	149	2.8	2.54	0.26	
	N1-N2	72	2.5	2.62	-0.12	
MATH 2401 Total	6	779	2.7	2.83	-0.13	
Grand Total Spring	16	2182	2.7	2.6	0.1	

During PLUS sessions, the PLUS leader integrated self-regulated learning strategies within each session. He intentionally framed these strategies using the GAMES © model.

CHEM 1211K PLUS Visits	n	Average Course Grade	Average Goal	Average Active	Average Meaningful	Average Explain	Average Self Monitor
0	38	2.5	3.0	2.8	2.7	2.5	2.9
1 to 3	15	2.0	3.3	3.2	3.0	2.7	3.3
4 or more	15	2.7	3.5	3.1	3.0	2.3	3.4
Difference (4+) – (0) visits		0.2	0.5	0.3	0.3	-0.2	0.5

Students attending PLUS four or more times earned higher course grades than those that did not. Students with previous chemistry experience did not perform as well as those with no experience. Students with 1-3 PLUS visits saw the most consistent gains in SRL strategies on exam wrappers. Students with 4 or more PLUS visits saw the greatest increase in SRL strategy use on exam wrappers in the areas of Goal Oriented Study, Active Study, and Self-Monitoring. Self-regulated Learning and the GAMES model will be used as the primary framework for training PLUS leaders in the area of learning strategies.

Additional Outcomes

1-to-1 Tutoring

1. Students who attend 1-to-1 Tutoring will receive fewer D, F, and W final grades as peers who do not participate

Students participating in 1-to-1 Tutoring earned slightly fewer D,F, and W grades than those that did not.

DFW Percent by Participation			
<u>1-to-1 Tutoring</u>		<u>No Tutoring</u>	
D	9%	D	10%
F	5%	F	6%
W	1%	W	1%

2. Over 3000 student visits will be recorded.

Attendance for 1-to-1 Tutoring reached an all-time high of 3,662 contact hours, even with budget restrictions limiting the number of available tutor hours by approximately 20hrs. /week in the Spring 2011 semester.

3. 25% of first year students will participate in 1-to-1 Tutoring program during their first semester.

Due to the process by which data were reported it was not possible to know the actual number of individual students by class rank in the fall 2010 semester, however contact hours indicate that first and second year students made up the majority of contact hours.

<u>Class</u>	<u>Total</u>
FR	1031
JH	5
JR	17
SO	1198
SR	11
SU	1
Grand Total	2263

4. Students participating in 1-to-1 Tutoring will demonstrate increase study skills knowledge by being able to articulate at least one new study technique on their exit survey.

Do you plan on implementing new study habits or skills based on suggestions made during your tutoring session?	
Answer Options	Response Percent
Yes	86.5%
No	13.5%

5. Participants in 1-to-1 Tutoring will be satisfied with their experience as evidenced by an average score of 4/5 on the satisfaction survey.

Please rate your tutor on the following criteria:	Rating Average
Answer Options	(1-5)
Knowledge of the subject	4.62
Effectiveness in communicating subject matter	4.62
Patience in explaining the subject matter	4.75
Promptness and reliability	4.74
Approachability	4.75
Overall effectiveness in enhancing learning	4.65
The online scheduling system is effective and easy to use	4.62
I would recommend 1-to-1 Tutoring	4.75
The Success Programs Staff was helpful and easy to deal with	4.74
I will utilize this service again if needed	4.75
The front desk staff was courteous and friendly	4.65
I feel that there are sufficient tutoring and academic support resources on campus	3.41

1-to-1 Tutors consistently earn high ratings on their knowledge, communication skills, reliability and approachability. Unfortunately participants report they do not feel there are not sufficient academic support resources on campus.

6. 1-to-1 Tutors will demonstrate exceptional commitment to helping students by canceling less than 2% of appointments scheduled with students.

There were a total of 12 tutor cancelled sessions in the 2010-2011 academic year.

7. PLUS participants will receive fewer D F and W grades than their non-participant peers.

A comparison of final grades indicates PLUS attendees earned a higher percentage of A and B grades across courses, as well as fewer D,F and W grades.

Final Course Grades, PLUS Attendees by Course						
<u>LTR GRADE</u>	<u>BIOL 2344</u>	<u>CHEM 1211</u>	<u>MATH 1501</u>	<u>MATH 1502</u>	<u>MATH 2401</u>	<u>Grand Total</u>
A	18%	33%	26%	38%	24%	31%
B	53%	19%	39%	34%	38%	37%
C	25%	27%	19%	14%	26%	18%
D	4%	2%	6%	5%	9%	6%
F	0%	18%	3%	3%	3%	3%
S	0%	0%	6%	7%	0%	5%
W	0%	0%	0%	0%	0%	0%
(blank)	0%	0%	0%	0%	0%	0%
Grand Total	100%	100%	100%	100%	100%	100%

Final Grades No PLUS Visits, by Course						
<u>LTR GRADE</u>	<u>BIO 2344</u>	<u>CHEM 1211</u>	<u>MATH 1501</u>	<u>MATH 1502</u>	<u>MATH 2401</u>	<u>Grand Total</u>
A	0%	24%	25%	21%	33%	26%
B	33%	27%	21%	32%	35%	32%
C	33%	29%	22%	27%	19%	24%
D	33%	11%	9%	9%	8%	9%
F	0%	8%	21%	9%	5%	8%
I	0%	0%	0%	0%	0%	0%
S	0%	0%	1%	0%	0%	0%
W	0%	1%	2%	1%	1%	2%
Grand Total	100%	100%	100%	100%	100%	100%

8. PLUS will have over 1000 students visit at least one time.

Peer Led Undergraduate Study (PLUS) Contact Hrs.			
Semester	Course	Contact Hrs.	Visits
Fall 2010	MATH 1501	2506	1909
	MATH 1502	2340	1743
Fall 2010 Total		4846	3652
Spring 2011	BIOL 2344	361	241
	CHEM 1211	143	89
	MATH 1501	607	439
	MATH 1502	2249	1572
	MATH 2401	1921	1353
Spring 2011 Total		5281	3694
Grand Total		10127	7346

9. Participants in PLUS will demonstrate increased understanding of the subject tutored by correctly solving a sample problem at the synthesis or evaluation level of Blooms taxonomy before leaving the session.

PLUS participants were asked the following question on the end of semester survey:

Question	Rating Average
My PLUS leader checked to make sure I understood the material.	3.54

Leaders scored an average of 3.54 on a 5point scale. This score indicates that there is still room for improvement in this area. Training for Fall 2011 leaders will include expanded coverage of Blooms Taxonomy, Self-Regulated Learning and checking for understanding strategies.

10. Students will indicate at least one new study skill they integrated into their study time on the end of semester PLUS evaluation.

CHEM 1211K PLUS Visits	n	Average Course Grade	Average Goal	Average Active	Average Meaningful	Average Explain	Average Self Monitor
0	38	2.5	3.0	2.8	2.7	2.5	2.9
1 to 3	15	2.0	3.3	3.2	3.0	2.7	3.3
4 or more	15	2.7	3.5	3.1	3.0	2.3	3.4
Difference (4+) – (0) visits		0.2	0.5	0.3	0.3	-0.2	0.5

Students with 4 or more PLUS visits saw the greatest increase in SRL strategy use on exam wrappers in the areas of Goal Oriented Study, Active Study, and Self-Monitoring. Additionally, responses to the end of semester survey indicate leaders were teaching study strategies, although the responses indicate there is considerable room for improvement.

Questions	Rating Average
My PLUS leader helped me learn new ways of studying.	3.03
I learned how to study material effectively.	3.03

11. Over 100 students will participate in workshops.

2010-2011 Workshops presented:

- Success With Games (Self-Regulated Learning)
- Setting Smart Goals for Your Semester
- Setting Up Your Planner
- Learning Styles
- To Drop or Not To Drop
- Math Reading and Note Taking
- Success in Physics
- Stress and Procrastination
- Preparing for Finals

These workshops were offered on a bi-weekly basis throughout the semester. The majority of these workshops were attended by EXCEL students with a total of 36 non-EXCEL students attending. See table below in coaching outcomes for EXCEL Workshop contact hours.

12. 70 students will participate in academic coaching

Participation has expanded with the development of the Academic Outreach Plan and the EXCEL cohort. 2010-2011 Non-EXCEL Coaching Appointments:

- Sixty-three students were involved in the coaching program, up from 49 in the previous academic year
- The average student attended 3 coaching sessions, up from 2 in the previous academic year

Non Excel Coaching Visits	N=63
1	31%
2	29%
3	36%
4+	4%

Excel Coaching and workshop contact hours:

EXCEL Cohort: Professional Staff Contact by Major and Type				
Major	n	Coaching Hrs.	Workshop Hrs.	Study Hrs.
AE	5	3	24	58.6
BCHM	1	0	0	0
BIO	4	6	11	43.47
BMED	11	15	28	102.96
CE	4	9	21	74.8
CHBE	8	15	26	121.15
CM	1	4	4	40.81
CM	1	6	7	44.39
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CS	5	6	7	27.13
EE	4	5	12	68.35
ENVE	2	4	7	55.48
HTS	1	0	0	0
IE	5	3	4	27.16
INTA	2	2	9	25.36
MATH	3	1	4	20.74
ME	14	22	59	184.29
MGT	7	15	16	147.27
NRE	4	11	17	102.47
PFE	2	0	0	0
UCS	1	0	5	25.61
UEC	1	0	0	0
Grand Total	89	131	270	1182.96

Appendix A

CRC

First-Aid Signs, Symptoms, and Treatment

Hypothermia

Signs/Symptoms- *Shivering, cool body, blue tint of the skin especially extremities*

Treatments- *Move to warm area, place towel or clothes over guest's body, do not rub their skin nor cuddle with them*

Seizure

Signs/Symptoms- *violent shaking/uncontrollable spasms*

Treatments- *Move harmful objects away, place towel under head, if in the water keep their head/airway above the water, let them seize, roll to side after seizure to help keep airway clear*

Hypovolemic Shock

Signs/Symptoms- *profuse vomiting or bleeding (heavy loss of bodily fluids), faint feeling*

Treatments- *Activate EAP, if bleeding address problem, lay guest down and elevate legs 8-12 inches (if spinal injury not suspected), maintain normal body temperature, monitor ABC's*

Anaphylactic Shock

Signs/Symptoms- *rapid breathing, rapid pulse, weakness, hives, itching, swelling (allergic reaction)*

Treatments- *Activate EAP, lay them down, elevate legs 8-12 inches, maintain normal body temperature, see if they may have medication to help (*you may not administer it), provide oxygen, remove stinger if bee sting (use a credit card or something similar and push stinger opposite way it is in), monitor ABC's,*

Laceration

Signs/Symptoms- *deep cut with large blood loss, may be squirting (squirting comes from arteries)*

Treatments- *Activate EAP, glove up, sit guest down, bandage & apply direct pressure, elevate, apply pressure to pressure point (*note the order), never remove first layer of gauze, if there is an embedded object leave it in place and stabilize it, (do not pull it out)*

Heat Cramps & Heat Exhaustion

Signs/Symptoms- *hot skin, high body temperature, thirst, fatigue, muscle aches/cramps (heat cramps)*

Treatments- *remove clothes to modesty, get guest to shade, give half a cup of water every 15 minute, have guest stretch muscles, place wet towels in groin and armpit (do*

not place ice in groins as it will send them into shock) if needed, if condition worsens activate EM

Heat Stroke

Signs/Symptoms- hot, dry skin, high body temperature, extreme thirst, mental confusion, rapid pulse

Treatments- activate EAP, remove clothes to modesty, get guest to shade, place wet towels in groin and armpit (do not place ice in groins as it will send them into shock), give half a cup of water every 15 minutes

Burns

Signs/Symptoms- 1st red skin, slight swelling 2nd red skin, blisters, 3rd multi colored skin (black, red, gray white), no pain in area, but pain around it

Treatments- 1st & 2nd move to shade, cool with cool, clean water 3rd Leave Dry activate EAP, remove smoldering jewelry

Signs/Symptoms- Chemical Burn red skin, slight swelling, irritation to skin, liquid or gel {wet chemical burn} or powder (dry chemical burn) present.

Treatments- Dry brush powder away from both guard and guest, downwind and then flush with cool, sterile water. Gel wipe gel off and then flush with cool, sterile water. Liquid flush with cool sterile water (do not use pool water).

Bloody Nose

Signs/Symptoms- blood dripping or streaming down from nose

Treatments- pinch bridge, sit guest down and have them lean head forward (leaning back will have blood run down the throat), if bleeding continues at the same rate after 5-10 minutes call 911

Amputation

Signs/Symptoms- extreme blood loss, missing limb/body part

*Treatments- Activate EAP, glove up, sit guest down, bandage & apply direct pressure, elevate, apply pressure to pressure point (*note the order), never remove first layer of gauze, after bleeding is treated or secondary guard, find amputated part and place in plastic baggie and keep cool (can place bag on ice)*

Broken Bone

Signs/Symptoms- deformity of body part, pain or tenderness, bruising and discoloration, exposed bone ends, swelling

Treatments- Activate EAP, immobilize the injured area, you can use a rigid splint (board), soft (blanket), or self/anatomic (uninjured area), apply ice (do not apply ice to open bone injuries).

Poisoning

Signs/Symptoms- *severe headache, nausea or vomiting, mouth burns, coughing, bloody spit, difficulty breathing, discolored lips*

Treatments- *Activate EAP, call PCC 1-800-222-1222*

solids or liquids: place in recovery position, identify type and quantity of poison (i.e. find bottle if there is one), provide oxygen, and refer to MSDS

Airborne: remove guest from area, place in fresh air, provide oxygen, secure/caution off scene.

Diabetic Emergency

Signs/Symptoms- *weakness, hunger or thirst, vision difficulty, breathing difficulty, fruity breath.* Treatments- *sit guest down, give guest sweets/juices, ask if they are diabetic, if they recover after eating sugar the blood sugar was too low and it was hypoglycemia, if they do not begin to recover they have hyperglycemia and need insulin (giving them sweets will not hurt them, and hyperglycemia takes a while to build up).*

Amputation

Signs/Symptoms- *extreme blood loss, missing limb/body part*

Treatments- *Activate EAP, glove up, sit guest down, bandage & apply direct pressure, elevate, apply pressure to pressure point (*note the order), never remove first layer of gauze, after bleeding is treated or secondary guard, find amputated part and place in plastic baggie and keep cool (can place bag on ice).*

Abrasion

Signs/Symptoms- *superficial scratch, redness of skin*

Treatments- *place bandage on guest or have them apply it his or herself*

Asthma

Signs/Symptoms- *Difficulty breathing, rapid, shallow breathing, coughing, wheezing,*

Treatments- *Move guest into upright slightly bent forward position, provide oxygen, ask if they have an inhaler (*you cannot administer this)*

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First Aid

(There are more first aid scenarios than the ones listed)

Hypothermia

Signs/Symptoms- *Shivering, cool body, blue tint of the skin*

Treatments- *Move to warm area, place towel or clothes over guest's body, do not rub their skin*

Seizure

Signs/Symptoms- *violent shaking/uncontrollable spasms*

Treatments- *Move harmful objects away, place towel under head, if in the water keep their head/airway above the water, let them seize*

Hypovolemic Shock

Signs/Symptoms- *profuse vomiting or bleeding (heavy loss of bodily fluids)*

Treatments- *Activate EAP, if bleeding address problem, lay guest down and elevate legs 8-12 inches (if spinal injury not suspected), maintain normal body temperature, monitor CAB's*

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Signs/Symptoms- *rapid breathing, rapid pulse, hives, itching (allergic reaction)*

Treatments- *Activate EAP, see if they may have medication to help (*you may not administer it), remove stinger if bee sting, monitor CAB's*

Laceration

Signs/Symptoms- *deep cut with large blood loss, may be squirting*

Treatments- *glove up, apply direct pressure, elevate, bandage, apply pressure to pressure point (*note the order)*

Heat Stroke

Signs/Symptoms- *hot, dry skin, high body temperature*

Treatments- *activate EAP, remove clothes to modesty, get guest to shade, place wet towels in groin and armpit, and give half a cup of water every 15 minutes*

Burns

Signs/Symptoms- *1st red skin, slight swelling 2nd red skin, blisters, 3rd multi colored skin (black, red, gray white), no pain in area, but pain around it*

Treatments- *1st & 2nd move to shade, cool with cool, clean water 3rd Leave Dry activate EAP*

Lifeguard Signals:

1 hand clenched above head - Lifeguard needs assistance

Arms crossed – Stop dispatch

Patting the head – Cover my area/zone

Thumbs up-Resume activity

CPR/AR

What are the ratios for:

Two man CPR on a child or infant?

15 compressions to 2 breaths/puffs

One man CPR on a child or infant?

30 compressions to 2 breaths/puffs

Rescue breathing given to children?

1 breath every 3 seconds

One man CPR on an adult?

30 compressions to 2 breaths

Rescue breathing given to an adult?

1 breath every 5 seconds

Questions

After an initial airway assessment you should do what?

Provide two ventilations

What is Standard of Care?

Treatment that is known and performed by other lifeguards in similar positions

What is the cardinal Rule of Scanning?

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If you don't know, go

What is the order of securing the guest to a backboard for a spinal injury?

Strap them in chest down, and then secure the head

When making a rescue or assist you should always be doing what?

Communicating with the guest to reassure him/her

When is a resuscitation mask used?

Every time rescue breathing is provided

The vise grip technique is used for what suspected injury?

Spinal

If a guest is conscious, scared, and likely to get hypothermia they most likely have what?

A spinal injury

If someone begins to cry or cough while caring for an airway obstruction what should you do?

Stop performing the technique

If someone is conscious and has an obstructed airway what should you perform?

Heimlich maneuver

After removing a guest from the water what is the next step of care?

Open the airway and assess breathing

While administering rescue breathing, the chest does not rise or fall (breaths do not go in) what should you do?

Re-tilt and administer 2 more breaths

What factors affect scanning?

Water clarity, lack of sleep, sun reflection

What is a common problem when using a BVM (bag valve mask)?

Failing to create or maintain a proper seal

When are rapid extrication procedures used?

When a guest needs to be quickly removed from the water (i.e. they are unconscious)

When using the approach stroke where should the rescue tube be placed?

Underneath the arms and across the chest

What is the purpose of in-service?

To maintain test ready skills, help guards perform better during real emergencies, learn about changes in policy, and maintain a professional job approach

How do you care for a guest with a suspect spinal injury?

Communicate with the guest, keep their head and spine aligned, extricate the guest, try to prevent hypothermia

What factors affect how long your oxygen cylinder will last?

The amount of oxygen in the cylinder, the size of the cylinder, the rate of oxygen flow

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How far do you have to swim under the ILTP for a shallow water license? Pool lifeguard license? Special facilities license?

Shallow- 50 yards, Pool-100 yards Special Facility-200 yards

What are the two ways rescues are classified as for documentation purposes?

Distressed swimmer rescue and submersion incident rescue

How can an adult BVM be modified for use on children?

Squeeze less, allowing only enough air in to see a visible chest rise

On a hot very hot day possible causes for a seizure include what?

Heatstroke or fever, head injury, and low blood sugar

If at any time the zones become too big to cover (due to another lifeguard making a rescue) what should you do?

Clear the pool/facility and close it until the zones can adequately be covered again

What strokes can be used to approach a guest in the water?

Breaststroke or the front crawl stroke

What is the proper chest compression rate for CPR?

100 chest compressions/minute

What modification can be used to help in rapid extrication of a larger guest with no spinal injury suspected?

Quickly fasten one strap around the guest's chest to help secure him/her to the backboard before extricating

If a guest is conscious and breathing but is suffering from respiratory distress what can be used to help?

Non-rebreather mask

Lifeguard Responsibilities:

- Insure zone is clear before rotating
- Reporting areas in zone that are unclear
- Participate in regular in-service training
- Performing some unrelated duties (i.e. cleaning) at aquatic facility
- When rotating, *verbally* indicate the bottom is clear
- Enforce all rules uniformly
- Understand and explain all the rules while using a positive approach
- Protect yourself (use gloves, wear sunglasses, wear sunscreen, stay hydrated)
- Being punctual, prepared, attentive, vigilant, and knowledgeable

Stages of Drowning (with some signs):

1) Surprise- *arms making grasping motions, little to no leg movement, head tilted back with face upward*

2) Involuntary Breath Holding- *continued struggle, usually no sounds, no breathing*

3) Unconsciousness- *no arm or leg movement, may sink to bottom or remain afloat depending on body composition*

4) Hypoxic Convulsions- *jerking actions, froth at mouth, skin turning pale/blue/gray*

5) Clinical Death- *no pulse or breathing, no movement, dilated pupils*

Skit

Glove up-- call EMS-- Incident Reports

1st Degree Burn & Heat Cramps hot, red, Muscle cramp, dizzy, fatigue
Sunburn--> shade, cool water / cramps if bad whole body

send to Dr.--> .5 cup every 15 min,

Seizure towel under head, move harmful objects, let seize

treatment for all seizures same

Abrasion (implementing an guard on stand --> hand band aid, tell diff. between assist and rescue keep 10/20

assist [maintaining 10/20])

Bee Sting rapid breathing & pulse, hives, itching

Credit card scrape away, elev8 legs 8-12 in, maintain body

temp,

Hyperthermia	hot skin, rapid pulse, fatigue, Critical condition
heat exhaustion & stroke	.5 cup ever 15 min, remove clothes, shade, wet towels groin armpit, EMS
Hypothermia	cold, blue lips, ears, fingernails --> put on clothes/towel, move in sun no rubbing/cuddling
Amputation	sit, gauze & dir. Press. Elevate, press. Point --> wrap part in gauze, put in bag, on ice
Anaphylactic Shock	hives, itching, rapid pulse & breathing elevate legs 8-12 in., maintain body temp. && ask for eppE pin /meds you can't administer
Laceration > Hypovolemic Shock	Bleeding from artery lots of fluid loss --> weakness, (explain fluid loss as well) sit, gauze, direct press, elev8, press. Point, elev8 legs 8-12 in, maintain body temp NO H2O
Bloody Nose	Pinch bridge, lean forward, more than 5 min call EMS
2nd and 3rd Degree Burns	2nd--> blisters 3rd--> black, nerve damage 2nd-- cool water, remove smoldering jewelry, loose gauze 3rd-- remove jewels, loose gauze
Chemical Burn	wet-- flush with water, lotion-- wipe and flush, dry--brush off then flush
Upset Guest	whistle, explain rules, give manager's number, talk on break, last resort call manager/cops
Broken Bone	make splint tie gauze around, stabilize do not move
Poisoning	coughing, bloody spit, nausea, dizzy 1-800-222-1222, move from area if airborne and block it off,
Diabetic Emergency	weak, hunger or thirst, vision difficulty, breathing difficulty, fruity breath
hypo low, hyper high	give sweets/candy, hypo fixes; hyper no--> need insulin; takes hrs.' or days 2get2 bad level

Define

10/20- 10 seconds to see a guest in distress and 20 seconds to get to them

Universal (Safety) Precautions – treating all bodily fluids as if they are contaminated

Assist- rescue where 10/20 is maintained

Compact Jump- feet first diving method which is always used to enter the pool

CAD- circulation, airway, breathing,

AED- automated external defibrillator, a device that analyzes the hearts rhythm and then signals the need for electrical shock. It is used to treat lack of pulse

C.A.R.E.- confidence, alertness, responsiveness, and empathy

BVM- Bag Valve Mask

Initial Assessment- the first evaluation of a guest checking for an open airway and breathing

T/F

If a guest needs CPR then their chance of survival drastically decreases. **T**

The heart may continue to beat several minutes after breathing stops. **T**

When a rescue is made the lifeguard who covers his/her zone is usually to the right. **F (to the left)**

When a rescue is made and there is no lifeguard to the left then the zone is cleared. **F (the LG to the right or across the pool will cover the zone)**

In-service helps lifeguards perform better during real emergencies. **T**

An AED automated external defibrillator can be used in the water. **F**

Changes in bottom contour, hazards beneath the surface, and local watercraft are all important to be aware of for lakefront lifeguards. **T**

A motionless guest near a slide exit is likely to have a head/spinal injury. **T**

If an injury compromises the guest's CAB's it is not life threatening. **F**

Audits document whether the aquatic facility could anticipate, recognize and manage an aquatic emergency. **T**

The main purpose of an audit is to make sure the uniforms look good. **F**

The rear hug rescue technique can be used for an unconscious guest in the water. **T**

The Heimlich maneuver may be used for unconscious guests. **F**

The care for each type of seizure is different. **F (care is the same for all seizures)**

When scanning the pool you only scan the bottom for guests in distress. **F (scan top middle and bottom)**

A focused physical exam with treatment is conducted before an initial assessment. **F**

You can use a second hand on a larger child for CPR if it is needed in order to compress the chest 1/3 to 1/2 the body cavity. **T**

Appendix B

Career Services

Assessment Data 2010-2011

Data are included here that are not included in the narrative report

Goal 2 Internship Information Sessions

Survey Results of Internship Information Session Fall 2010 & Spring 2011 Semesters

Question	Pre Average <u>Score</u>	Post Average <u>Score</u>	<u>Delta</u>	Students
<u>Responding</u>				
<u>1.</u> Rate your understanding of what an internship is and the benefits of experiential education before graduation	2.9923	4.7077	1.76	130
<u>2.</u> Rate your knowledge of resources that can be used in your search for an internship (CareerBuzz, SimplyHired, GoingGobal, Internships.com, etc.)	2.4692	4.7923	2.32	130
<u>3.</u> Rate your knowledge of things you should consider while searching for an internship (housing, transportation, paid/unpaid, location, etc.)	2.9077	4.9692	2.06	130
<u>4.</u> Rate your confidence in				

Your ability to find an Internship	2.7000	4.8548	2.15	130
------------------------------------	--------	--------	------	-----

5

Rate your knowledge of how to make the most of your internship experience (showing up on time, positive attitude, performing to the best of my ability, asking for appropriate feedback from supervisor, etc.)	3.6923	4.8846	1.29	130
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6

Rate your overall impression of the information presented at the Internship Information Session		4.7538		
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GOAL 3 Career Decision Making

Survey: Pre/Post Career Counseling Questionnaire

Scale:
Strongly Disagree
Strongly Agree

5 1 2 3 4

Career Services
Spring 2011 Data

Question	Pre (Average Score)	Post (Average Score)	Difference (Post – Pre)	Percentage Change
1. I have an understanding of how my interests, personality, and values impact my choice of major/career.	4.3	5.0	.7	16
2. I am aware of resources that provide information on various career fields.	3.3	5.0	1.7	52
3. I understand the process of making an educated decision on my choice of major/career.	4.0	5.0	1	25
4. I am aware of how to implement my plan.	3.3	4.8	1.5	45

Goal 4 Career Education

Survey: Post Graduate Student Resumes Questionnaire

Date of Seminar: February 2

*21 Surveys

Career Services
Spring 2011 Data

Question	Post (Average Score)	Scale
1. Before attending this seminar, how would you rate your knowledge of developing a professional resume?	3.2/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
2. After attending this seminar, how would you rate your knowledge of developing a professional resume?	4.4/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
3. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume?	4.6/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
4. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions?	4.8/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge

Goal 4 Career Education

Survey: Post Resume Seminar Questionnaire

Date of Seminars: January 20 & February 7
*56 Surveys

Career Services
Spring 2011 Data

Question	Post (Average Score)	Scale
1. Before attending this seminar, how would you rate your knowledge of developing a professional resume?	3.0/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
2. After attending this seminar, how would you rate your knowledge of developing a professional resume?	4.4/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
3. As a result of attending this seminar, how would you rate your knowledge of what content should be included in a professional resume?	4.4/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge

4. After attending this seminar, how would you rate your knowledge of the importance of targeting your resume to specific companies and positions?	4.6/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
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Goal 4 Career Education

Survey: Post Interviewing Seminar Questionnaire

Date of Seminars: January 25 & February 16

*26 Surveys

Career Services
Spring 2011 Data

Question	Post (Average Score)	Scale
1. Before attending this seminar, how would you rate your knowledge of interviewing skills?	2.7/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge
2. After attending this seminar, how would you rate your knowledge of interviewing skills?	4.2/5.0	1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge

<p>3. After attending this seminar, how would you rate your knowledge of preparing for an interview?</p>	<p>4.4/5.0</p>	<p>1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge</p>
<p>4. After attending this seminar, how would you rate your knowledge of appropriate professional appearance and interview attire?</p>	<p>4.6/5.0</p>	<p>1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge</p>
<p>5. After attending this seminar, how would you rate your knowledge of always maintaining a professional level of conduct?</p>	<p>4.6/5.0</p>	<p>1-No Knowledge 2-Little Knowledge 3-Some Knowledge 4-Good Knowledge 5-Significant Knowledge</p>

Goal 4 Career Education

Survey: Post Job Search Seminar Questionnaire

Date of Seminar: January 27 & February 21
*15 Surveys

Career Services
Spring 2011 Data

Question	Post (Average Score)	Scale
1. Before attending this seminar, I felt knowledgeable about the job search process.	3.0/5.0	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
2. After attending this seminar, I felt knowledgeable about the job search process.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
3. I have an understanding of what job strategies will help my job search.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
4. I feel confident in my ability to organize my job search.	4.1/5.0	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
5. This seminar has increased my knowledge of appropriate professional conduct.	3.7/5.0	1-Strongly Disagree 2-Disagree 3-Neutral

		4-Agree 5-Strongly Agree
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Goal 4 Career Education

Survey: Post Graduate Student Job Search Questionnaire

Date of Seminar: February 9

* 19 Surveys

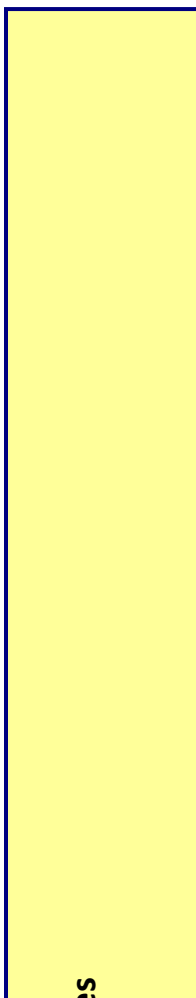
**Career Services
Spring 2011 Data**

Question	Post (Average Score)	Scale
1. Before attending this seminar, I felt knowledgeable about the job search process.	3.1	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
2. After attending this seminar, I felt knowledgeable about the job search process.	4.8	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
3. I have an understanding of what job strategies will help my job search.	4.8	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
4. I feel confident in my ability to organize my job search.	4.9	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

5. This seminar has increased my knowledge of appropriate professional conduct	4.7	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

Goal 10 Career Course

GT4801 Career Planning Course Questionnaire



Question	Post (Average Score)	Scale
5. I can self-assess and express my values, interests, strengths, education, work experience, skills and accomplishments.	4.3/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
6. I can prepare an effective resume and job search correspondence including cover and thank you letters.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
7. I am aware of effective job search strategies.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree

		5-Strongly Agree
8. I understand the importance of networking and conducting informational interviews.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
9. I understand how to prepare for and conduct an effective interview.	4.4/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
10. I understand how to evaluate and negotiate job offers.	4.2/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
11. I understand and can practice basic business etiquette and appropriate professional conduct.	4.5/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
12. I understand and can apply basic financial and money management concepts.	4.5/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
13. I understand the basics of transitioning from college to career.	4.2/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

14. I would recommend this class to my friends and classmates	4.5/5.0	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
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Survey: Post GT4801 Career Planning Course Questionnaire

Career Services
Spring 2011 Data

Question	Post (Average Score)	Scale
1. I can self-assess and express my values, interests, strengths, education, work experience, skills and accomplishments.	4.3	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
2. I can prepare an effective resume and job search correspondence including cover and thank you letters.	4.6	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
3. I am aware of effective job search strategies.	4.4	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
4. I understand the importance of networking and conducting informational interviews.	4.9	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
5. I understand how to prepare for and conduct an effective interview.	4.3	1-Strongly Disagree 2-Disagree 3-Undecided

		4-Agree 5-Strongly Agree
6. I understand how to evaluate and negotiate job offers.	3.8	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
7. I understand and can practice basic business etiquette and appropriate professional conduct.	4.3	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
8. I understand and can apply basic financial and money management concepts.	4.5	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
9. I understand the basics of transitioning from college to career.	4.4	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree
10. I would recommend this class to my friends and classmates	4.5	1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

Appendix C

G.I.T. FIT Group Fitness Evaluation Fall 2010

Surveys completed:

Males: 4
Females: 58
No Response: 4

Students: 47
Faculty: 3
Staff: 7
Other: 6
No Response: 3

	Very Poor	Poor	Good	Very Good	Excellent
Variety of classes offered		1	12	22	24
Convenient class times		3	24	10	23
Instructor is knowledgeable and informative			2	14	48
Instructor is enthusiastic and motivating			3	9	52
Instructor's voice is loud and understandable			4	11	49
Instructor's techniques for teaching		1	5	11	48
The workout is a good intensity			5	11	50
The music speed is appropriate		1	3	15	47
I get a complete workout with a warm-up, stretching, cool down, etc			6	8	51
The appropriate equipment is available and used		3	6	11	45
I have enjoyed my overall experience with the Group Fitness program			4	9	51

Additional classes suggested:

- Core workout
- More zumba and kickboxing
- More dance classes and higher intensity zumba
- zumba more often
- dance classes; more thurs., early fri. and sat. classes
- more pilates, ballet, more yoga
- spinning tues./thurs 6:30
- cycling Tues. and thurs. 6:30am
- more boot camp!

- More pilates
- Yoga in the evenings
- more zumba , more cardio-based
- belly dancing, hip hop workout
- more zumba!
- Zumba offered two times a week!
- Underwater basketweeing
- More gravity classes, maybe @ 6:30
- More aerobics and pilates
- More frequent offering of boot camp, pilates, and zumba

Favorite Class:

- | | |
|----------------------|----------------------|
| • Body Tone (9) | • Pilates (4) |
| • Boot Camp (3) | • Step and Tone (3) |
| • BOSU Blast (2) | • Sweat and Burn (1) |
| • H2O Extreme (2) | • Yoga (5) |
| • H.E.A.T. (6) | • Zumba(13) |
| • Indoor Cycling (3) | |
| • cardio kick (1) | cycle & abs(1) |
| • back to abs (3) | spin (2) |

What about the class makes patron want to come back:

Zumba:

- Fun, good workout
- It's fun amy is great!
- Amy's energy & the fun environment!
- Great teacher & fun workout
- High energy and fun
- energy
- Fun & intense

Back to abs:

- Great workout

Body Tone:

- Sore in body tone
- Its intense but double
- Results
- Teacher is well-prepared and good at pushing us.
- Good workout!

Boot Camp:

- It's really high intensity

BOSU Blast:

- Great all inclusive workout!
- Good 1 hour workout1

HEAT:

- Variety of exercises, intensity
- I continue to get great results
- Results
- It's a great overall workout, Warin is awesome!
- Awesome!

:

Indoor cycling:

- Fun & good workout
- Good workout
- Good exercise
- Complete workout

Kickboxing:

- Great cardio
- it's good self defense and fun
- Larissa and great workout! No dance steps!

Pilates:

- great workout
- instructor (Dana)
- really good workout
- Enjoyable workout

Step and Tone:

- Fun activity w/ cardio
- I feel good afterwards. It's a good workout.
- I enjoy it. Full body workout.

Sweat and Burn:

- Intensity

Yoga:

- Energy .
- Very relaxing, yet challenging & well taught! Fun!
- Love yoga & hope
- challenging

Cardio kick:

- it's fun and a good workout

SPIN:

- It's always new and fun

- Change of the different sessions

Best time of day:

Early afternoon; Thurs.12:00; 6:00; any day: (5:30-6:30p.m.); after (6p.m.); morning or 4p.m; a.m./evening; evenings; nights-after 4pm; After 5pm before 8pm; 5:30p.m.; evening (early); evening after(4pm) early afternoon; night time; after 5p.m.; 6:00p.m. ;more night & sat.; 6:30am;

A.M.; 6:30AM; 6:30AM; 6:30AM; 5:30; Evening; 5:30pm; A.M.; early evening; after 6pm; early before 7am(5:30am); evening; evening; 8am,6pm; 5pm; after 5pm; evening; evenings; after 5pm; 6 pm; after 5pm; 5:15/5:30; evening; after 6pm; 6:30am; early morning; morning; evening.

Evening; Between (11am and 3pm); Afternoon before 5pm; afternoon

Additional Comments:

- GIT FIT t-shirts!
- Want more variety in times yoga. 7:30 is to late!
- More variety in classes please! Otherwise great job!
- Please start promoting this class! It's the best one you offer and people get results fast!(heat)
- Love heat!
- Love heat!
- Great!(body tone)
- Great body tone!
- More weights needed in body tone!
- Julianne is awesome!
- Great offerings!(BOSU BLAST)
- Have it twice a week! (zumba)
- Great!(zumba)
- Amy is great! (zumba)
- Great! (zumba)
- Sometimes I'd like more time for abs in this class! (cycle/abs)
- Could use more variety in the spin classes; instructors could be more heart rate conscious; they should all check out other instructors/gyms for ideas on new things and keeping it fun!(spin)
- Great class! (cardio kick)

G.I.T. FIT Group Fitness Evaluation Spring 2011

Surveys completed: **117**

Males: **24**
 Females: **88**
 No Response: **5**

Students: **72**
 Faculty: **12**
 Staff: **14**
 Other: **11**
 No Response: **8**

	Strongly Agree	Agree	Disagree	Strongly Disagree
There are a variety of classes offered	66	43	4	-
Class times are convenient	56	48	11	1
Instructor was knowledgeable	95	19	2	-
The workout was a good intensity	93	20	2	1
Instructor was informative	96	18	2	-
Instructor was motivating	93	20	2	-
Instructor's voice was understandable	92	20	2	-
Instructor's techniques for teaching were helpful	92	20	3	1
The music speed was appropriate	82	24	5	3
The workout was complete with a warm-up, stretch, cool down, etc	98	18	-	-
The appropriate equipment was available and used	97	15	-	-
I enjoyed my overall experience with the Group Fitness program	100	16	-	-

Additional classes suggested:

- Dance
- Hip Hop/Salsa/More Yoga Classes
- Pilates
- GIT FIT Classes at Night
- More Dance
- Aqua Zumba
- Tae Bo
- More Yoga
- Water Aerobics at noon

- Pilates
- More Hip-Hop Focused dance classes
- Hip Hop
- Yoga + Pilates
- More Warin
- More Warin
- More Pilates Classes
- More Hip Hop classes & Dance Classes
- More Dance
- Muay Thai
- Plyometrics
- Body Tone on Thursdays
- More Urban Dance Class, Stripperobics
- Kickboxing
- More Yoga, More Pilates
- More Advanced Class, this is the only one I come to(Power Hour) because others are too basic
- I liked the Yogalates idea but never tried it
- Yogalates
- Pilates w/ Scott Wilson
- Ninja Fighting, Juggling, Unicycle Riding
- Salsa
- Basic Hip-hop, Basic Salsa
- Floor Aerobics
- Plyometrics
- More Yoga
- Yoga earlier
- Swimming (Laps)
- More on Thur/Fri afternoon/evening
- More Hip-hop/jazz associated dance classes
- Pilates at Night
- Yogalates
- More Pilates
- More Pilates
- More Men targeted classes
- More Pilates would be nice
- More classes all around
- A full 45 minute step class with a high intensity instructor
- Shorter ab classes at more times
- More step, cycle & kickboxing
- Boot camp

Favorite Class:

- Abs (1)
- Body Tone (9)
- Boot Camp (6)
- BOSU Blast (3)
- Cardio Fusion (1)
- Cycle/Yoga Fusion (6)
- Cycle Tone (2)
- Cycle Yoga (6)
- Deep Water Fitness (1)
- Either by Darby (1)
- Fit Camp (20)
- Flirty Girl Fitness (1)
- Gravity Interval (2)
- H2O Extreme (2)
- H.E.A.T. (1)
- Indoor Cycling (14)
- Kickboxing (6)
- Pilates (6)
- Power Hour (6)
- Ride and Glide (4)
- Ripped Extreme (1)
- Step and Tone (6)
- Sweat and Burn (1)
- Urban Moves (7)
- Yoga (17)
- Zumba(25)
-

What about the class makes patron want to come back:

Body Tone:

- The instructor does a GREAT job (Darby). Better than other instructors
- Darby Rocks! Good workout
- Its an awesome workout
- The instructor is awesome

Body Tone Express:

- The Full workout
-

Boot Camp:

BOSU Blast:

- Nancy
- Great Workout
- Great cardio/muscular workout w/o stress on joints
- Great Workout
- Great Workout

Cycle/Yoga Fusion:

- Great way to start the day

Cycle Tone:

- Hard Workout
- Intensity
- The class is a great workout and the instructor pushes me to workout harder

Fit Camp:

- Great workout

Gravity Interval:

- Great workout w/o huge cardio, great for core
- Total body workout

H2O Extreme:

- Morning water exercise, camaraderie, good instructor

Indoor cycling:

- The workout
- Good music/energy/flexibility
- Cardio Intense
- Best Workout
- Intensity high, solid workout
- Time, workout intensity
- Good Instructor
- Intensity
- Instructors-good workout

Kickboxing:

- Nothing I stopped going, instructor is horrible
- Fast paced, intense workout...good variety when Christy teaches

Pilates:

- Good Exercises, positive instruction

Power Hour:

- Intensity
- Very Intense-great workout
- Its really hard
- Intensity
- High intensity, motivating

Ride and Glide:

- Challenging and total body
- Workout
- The instructor, the Gravity machines, the fact that I always get a great workout!
- Always a great workout
- Workout

Ride and Stride:

Ripped Extreme:

- Excellent workout
- The group dynamics and Warrin is great!
- Motivation

Step and Tone:

- Challenging; physically and cognitively
- Workout
- This usually works good on core! Best cardio fitness class I Ever had.
- Great workout

Sweat and Burn:

- Its exciting and a great workout

Urban Dance Moves:

- Fun and motivating instructor
- Very fun, good dance moves, fun workout
- Its fun! 😊

Water Fitness:

Yoga:

- Workout routine
- All of it
- Friendly instructor, I like the class
- Enjoyable, relaxing and motivating
- Consistency, the teacher is very good instructor
- Fun and challenging
- Good workout
- It relaxes me
- Good workout, great instructor
- Feels great, good instructors
- I feel so good afterward!
- The afterhigh
- Good workout, feel great afterward
- I have gained a lot of flexibility
- Good Workout

Zumba:

- Very fun and energetic
- A lot of fun
- Good workout
- Workout that's fun
- Its fun
- Awesome instructor, motivating and fun!
- Its fun
- Fun workout, good class time
- Its fun
- It is a lot of fun and much better than running on a treadmill for an hour
- Star😊
- Love the moves
- Style of workouts, intensity, motivational/energetic instructors
- It, LOL
- Its fun and Amy is awesome. So is Star on Wed!
- Intensity
- Instructors energy
- Fast paced, fun concept

- It is so much fun
- Love, and have noon Zumba classes
- Good workout
- Different kind of exercise, not boring
- Music, program, instructor
- So much fun
- Instructor
- High energy and fun
- Fun and good workout

Best time of day:

Evenings (After 5:30PM) 6:30am	between 5 and 7pm	
Early, Late Early or late afternoon	evening Evenings	4-6pm
4:00/5:00 5:30	6-until	5:15 or
Evening (evenings)	Afternoon/evening	5:30 onward
Mornings! 6:00 6	Evenings (after 5pm) 5ish	MWF prefer evening also morn evening after
After 5PM & later 6:45 (evening) 6	Tue/Thur @noon	evening 6pm
Noon 5	Evening	early morning or after
5PM weekdays	2-4	after 5 on
Evening night/morn	After 5:30pm	MWF
Mornings 5:00-5:30 8:30PM 6:00, 6:30	5:30,6:00,6:30 7:30pm 12-1	evenings (after 5) evenings 5:30,
Evenings Afternoon Night Night, after 7pm Afters	Afternoon 6:30 2:30 After 3pm 5:30	after 5pm 1pm MWF 6:30-7:15 evening 7:30pm

8:30	after 5pm	evening & early morn
5:45	evenings esp Thursday and Friday	5:30pm
Evening	btwn 5 & 9pm	Lunch
Mid afternoon/evenings	mornings	Night class &
noon		
Mornings (early 7-8am)	after 6 or 7	7:30pm
6-7pm range	5:30pm	after 5pm
2-4	6:30pm	after 5 or
midday		
5pm	after 5pm	
evenings/weekend		
8-9	7:30	4:00
6:30-7:30	anytime after 4:30	6:00
Evening	evening	
Evening		
Between 5 and 7pm	early morns	lunch or
evening		
6:30am	Evening	12-
1pm		
Anything from 3pm to 7pm	Noon	Night
After 5pm		

Additional Comments:

- Sunday Classes
- Love the class & instructor
- All classes have good instructors, but Amy is especially good & Larry Barn (Urban Dance Moves)
- The mirrors are never clean
- Many classes overlap, making me difficult to choose which one to opt for.
- Yoga class is 7:30-8:30pm!!, a very odd time as it is pretty close to dinner
- I'd like the class to be a little more intense, and I find the music distracting-would prefer no music (yoga)
- I wish the yoga class was a little more intense, and without music
- ☺
- I work so more classes need to be offered in the evenings or weekends. Evening 5:30 class is cutting it close to drive here and get changed into workout clothes. So more 6:00pm classes would help. Also, summer classes!
- More Zumba
- The person who teaches Monday night kickboxing on the regular does not teach an enjoyable class. She seems lost a lot during the exercises and sometimes moves are

erratic and I feel like they could easily injure you if done at the pace she pushes for. Her attitude is great but I have stopped going.

- I like it when lunchtime classes alternate days between cardio and toning/strength. Training such that you don't have for example cardio on consecutive days
- Agree/disagree more about Eric than Marsha
- Yoga, pilates, ballroom dancing
- More corpse pose, less music
- More than 2 evening Zumba classes
- Lane is awesome!
- ☺
- Excellent instructor, very upbeat ☺ (Toni)
- The steps could be more challenging, makes it more interesting
- Hope is very good, wonderful workout! I love her class
- Yoga should be 3 days a week instead of 2
- Bikes need some maintenance, some stick
- ☺ Ashley is awesome!
- Body tone! Gravity machine class!
- More later in the week classes would be great
- Scott Wilson's Pilates!
- Advanced step/kickboxing
- I really enjoy this class (sweat and burn)
- Tough class (sweat and burn)
- More classes for staff/faculty (8:30-5pm) would be great!
- More evening classes, and if possible also classes on the weekends
- More pilates & zumba @ Thursdays
- Try not to have cardio and toning classes overlap so can go to both
- Bosu Blast more than 1 day a week
- Lots of intense classes like power hour and boot camp!
- Body Tone on Thursdays!!!!
- It would be nice if more yoga classes (specifically yogalates) at night before 7:30pm
- More yogalates or Pilates classes offered in the evening please
- Sometimes 3 lb weights hard to come by. Need more.
- Have more classes in evening especially Fridays
- Class timings are the major issue. Pushing it to later 8:30pm is best for students
- Instructor acted like she had no idea what she was doing, like she was making everything up on the spot. Intensity was horrible too did not feel like I worked out at all! (6:30 Monday kickboxing)
- Don't offer cardio + toning @ same time so can go to both
- Great workout
- More evening classes-definitely. Maybe more aerobics type classes (tae-bo). Evening classes are a biggie, there are several other classes I would take if offered later or on weekends

- Please move the class to 8:30 so that more students will join and existing students can participate frequently.
- More classes in evening
- Same & More
- Urban Dance again!!!

**G.I.T. FIT Group Fitness Evaluation
Summer 2011**

Surveys completed: **31**

Males: **2**
Females: **29**
No Response:

Students: **22**
Faculty: **3**
Staff: **3**
Other: **2**
No Response: **1**

	Strongly Agree	Agree	Disagree	Strongly Disagree
There are a variety of classes offered	20	11	-	-
Class times are convenient	17	9	4	1
Instructor was knowledgeable	27	3	1	-
The workout was a good intensity	29	1	1	-
Instructor was informative	28	2	1	-
Instructor was motivating	28	2	1	-
Instructor's voice was understandable	28	2	1	-
Instructor's techniques for teaching were helpful	29	1	1	-
The music speed was appropriate	25	4	1	-
The workout was complete with a warm-up, stretch, cool down, etc	28	3	-	-
The appropriate equipment was available and used	28	3	-	-
I enjoyed my overall experience with the Group Fitness program	28	3	-	-

* 1 did not answer for the music speed being appropriate

Additional classes suggested:

- More classes by Darby! On Thursday evenings
- More body toning and kickboxing
- Step at 5:30pm or 5:00pm
- Pilates
- More Zumba
- Afternoon cycling classes: start times between 5:30-6:00 & thurs/fri classes
- Another type of dance class
- Core, cycling with ½ abs, sport training
- More Pilates
- More intense Yoga
- Abs
- More body sculpt options
- Zumba & Step
- Step
- A better variety in the morning would be nice
- Yoga classes in the afternoon
- More variety at 6:30am
- Body Tone

Favorite Class:

- Body Tone (6)
- Step(3)
- Zumba (7)
- Yoga(2)
- Pilates(5)
- Cycling (3)
- Boot Camp
- Gravity
- All
- Sculpt
- Kickboxing
- Spin

What about the class makes patron want to come back:

Instructor

- Great workouts
- It's fun
- Intensity/fun
- Good level of workout not to intense
- Yes

- Smiles approachable
- The level of intensity of instructor
- Instructor is very enthusiastic and workout is fun
- Good workout
- Hard, organized

Body Tone:

- Darby She's awesome
- The instructor

Pilates:

- The instructor she's really sweet and the workout is great!
- Instructor and fact that I feel workout/see results.
- Good core development

Spin

- The instructor gives you personal attention and challenges you.

Best time of day:

Between 5 and 7pm

5:30pm

5:30 pm

Afternoons: 5:30-7:30

Late Afternoon

4:30pm

6:00

Morning or night but afternoon works

Evening

Early morning/late night

Afternoon

6-7pm

Anytime after 12

5:30-

Anytime after 12

Evenings

after 6:00pm

Mornings

5:30 and noon

4:30-5:30

Evenings

6:30am

Evenings

Morning

5-7pm

afternoon, night

Evening

after 5pm Monday-Thursday

Additional Comments:

- Belly dance
- This instructor was not informative or challenging enough. She would go ahead with moves without proper time to learn them.
- West speaker in studio B sounds blown
- More times a week (Pilates)

- More Pilates
- Women’s classes that target thighs, hips, and waist and problem areas for women.
- Classes with weights
- Love it!
- Darby class on Thurs. evening
- Toni is the best spin instructor. Very knowledgeable and friendly



Instructor name:

Class: _____ **Time of class:** _____ **Studio:**

Please check the appropriate box according to your experience with the GIT FIT program for Summer 2011.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There are a variety of classes offered				
Class times are convenient				
Instructor was knowledgeable				
The workout was a good intensity				
Instructor was informative				
Instructor was motivating				
Instructor's voice was understandable				
Instructor's techniques for teaching were helpful				
The music speed was appropriate				
The workout was complete with a warm-up, stretch, cool down, etc				
The appropriate equipment was available and used				
I enjoyed my overall experience with the Group Fitness program				

Are there any **additional classes** that you'd like offered?

What is your **favorite class** offered through G.I.T. FIT? _____

What about this class makes you want to come back?

What is the **best time of day** for you to attend class? _____

Are you **male or female**? _____ **Student, Faculty, Staff, or other**? _____

Additional comments (i.e. What would you like on the schedule for Fall 2011)?

Survey Results

2010 Intramurals - Fall Phase 1

1. To what extent do you agree with the following statements with regard to intramurals during Fall Phase 1 sports.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly agree	Agree	Disagree	Strongly Disagree
The sports were organized sufficiently	96 44%	108 50%	8 4%	6 3%
The sports provided effective, structured competition	110 50%	92 42%	9 4%	7 3%
Customer service provided by the onsite staff was helpful, timely, and courteous (this is NOT referring to the officials of your games)	87 40%	110 51%	12 6%	7 3%
Customer service by the office staff was helpful, courteous, and timely.	88 41%	116 53%	6 3%	7 3%

2. Participating in Intramurals Fall Phase 1 sports was an enjoyable experience.

Strongly agree	125	57%
Agree	81	37%
Disagree	5	2%
Strongly Disagree	7	3%
Total	218	100%

3. My college experience was enhanced due to my having participated in Intramurals during Fall Phase 1.

Strongly agree	106	49%
Agree	93	43%
Disagree	10	5%
Strongly Disagree	9	4%
Total	218	100%

END OF REPORT