

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

Final Assessment Report

2006-2007

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Campus Recreation Center (CRC)

Goal 1: Aquatics

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

On-going Fall, 2006 and Spring, 2007

1. Summary of Results

Student staff performance reviews as Lifeguards and Head Guards identified that staff need the job performance feedback and also the need to set goals to improve or advance through job promotion, etc.

Actions Taken

Goal to evaluate all staff every semester to provide the needed feedback for growth and success towards desired results/behavior. Focus will be on customer service as it relates to their responsibilities – skill improvement, job performance, goal setting for advancement from Lifeguard to Head Guard and Managerial/Supervisory skills for managing the day-to-day operations of the Lifeguard by the Head Guards. Assist students with appropriate goal setting as it relates to the job for them to be successful.

2. Summary of Results

The students lack experience in the job application and interview process.

Actions Taken

Continue to require a resume with their application and to expect a professional appearance when applying for the job during the interview process, but also once employed. Successfully participated in the overall Department Hiring Expo and will continue to participate and support the Hiring Expo to re-enforce professionalism and teamwork

Goal 1:Facilities

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Staff conducted a standardized Peer Evaluations during for the spring term (April 2007). The purpose of this performance evaluation is to improve job performance. Of those staff members evaluated, the average score was 76 based on their performance as assessed by their supervisors and managers. The overall score equated to be categorized as 4 on a scale of 1 – 5 which is listed as being “Commendable” – see *Evaluation Scaled Defined below*.

Evaluation Scale Defined

5 = **Outstanding** = Performance epitomizes the ideal employee.

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

3 = **Meets Job Expectations** = Performance is considered average.

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

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

Performance Evaluation Scale

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

Areas covered in the assessment are as follows:

- **Reliability**
- **Attitude**
- **Policy and Procedures**
- **Initiative**

Actions taken

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

Goal 1: GIT FIT

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Group fitness participants for Spring 2007 had the opportunity to fill out a web-based evaluation form on April 16-27. Fifteen (15) evaluation forms were received. These evaluations revealed popular instructors, instructors that needed further skill/etiquette training, and a desire for the participants to have more class opportunities in the evenings. The G.I.T FIT Coordinator also administered a practical evaluation with each instructor. The instructor met with the Fitness Coordinator to discuss the participant class evaluation(s) and practical evaluation from May 1-11.

Actions taken

Based on competencies and current data from our group fitness evaluations, decisions were made for the Summer 2007 schedule as to classes instructors would teach as well as if instructors needed further skill development by way of team teaching with an instructor of greater experience. Based on changes in instructor/class times, the group fitness program increased from 81 participants in Summer 2006 to 127 participants in Summer 2007.

To further enhance the group fitness/personal training instructor training program, G.I.T. FIT has initiated pre/post testing to determine the effectiveness of the practical and written competencies based on the American Council on Exercise (ACE). The pre-test was administered to 5 students on June 12, 2007 and the post-test is scheduled to occur July 27, 2007. The post-test will determine the student's readiness to sit for the ACE exam, ability to perform training techniques on clients, and effectiveness of instructor course.

Goal 1: Membership

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

5/06—Member Services (MS) Orientation Survey—After Member Services students are hired, they go through their own orientation. 100% of the survey recipients said they were made to feel welcome, they received assistance completing hiring paperwork, they were told the location of important reference material, and the hours, dress code and other policies were explained sufficiently with opportunities for questions. 92% said the payroll policies were explained, and they felt like a team member at the end of the first week. 85% agreed they met other team members quickly, got a facility tour, on-the-job training and that the orientation seemed well-planned. 77% said the supervisor reviewed their formal job description with them. 69% said they were trained on telephone usage and that their work space was set up and waiting for them. 62% said they learned about CRC history. Additional comments noted that odd timing of initial employment (semester break) interrupts the normal orientation schedule and that getting technology set up quicker would be helpful.

6/06-- Job Feedback—In an effort to identify skills and professionalism needed to work at Member Services, we did an activity to recognize the different facets of the MS team member. The MS job is almost all customer service, but what does that mean? This was broken down into three categories: "Attitude, Policy and Procedures and What Else We Can Do for You."

6/06—Performance Evaluations—Each team member did a self-evaluation, and they were also evaluated by the Member Services Manager. They were evaluated on the following: Reliability, Attitude, Policy and Procedures and Initiative. Almost all team members rated themselves lower than the MS Manager rated them. This gave them an opportunity to discuss one-on-one situations that were of particular concern to them. It gave them an indication of what an evaluation would be like in their permanent job. And it showed the weight the evaluated factors show on job performance.

Actions taken

6/06—Member Services Orientation Survey—An orientation test and checklist were created so a better understanding of what the employee didn't comprehend was more apparent for further training.

6/06—Job Feedback--Attitude spoke about positively representing the CRC as normally the first point of contact. This involves communicating in different methods with all levels of people that are our customers, i.e., students, faculty, staff, alumni, family members, rental groups, sport club teams from other schools, GT visitors, anyone that walks through the front door. The MS team member demonstrates interpersonal skills in learning to communicate to this varied group of people. The expectation is that their approach will be professional with an attitude of helpfulness in their communication. This is practiced at bi-weekly team meetings by way of role-playing, teambuilding games and problem-solving activities. Policy and Procedures must be learned to be successful as a MS team member. Any position they might hold in the future will benefit from this obligatory application. It teaches responsibility, reliability, honesty, and accountability. This is mostly taught through repetition, oral and written communication and learning activities. What else can we do for you? While the MS team has some specific areas of proficiency, i.e., Class software, they must be generally well-rounded and knowledgeable about all areas of CRC. The nature of the job dictates they “do it all.” Answering the phone, taking care of lost and found, promoting programs and activities in the facility, making customers happy with the type music being played, problem solving for unhappy customers, giving out information to visitors, performing first aid on people walking in the door, being aware of their surroundings were some of the most common threads identified. This activity showed what should be concentrated on in training.

6/06—Performance Evaluations—If the team member rated themselves lower than the manager did, chances are they question their ability in that area. This can exhibit where additional training or coaching may be needed.

Goal 1:ORGT

Learning Goal

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

Outcomes

Student employees will demonstrate the following skills:

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

Evaluation Strategy

Work performance evaluations and consistent continuous feedback:

1. Self evaluation
2. Supervisory evaluation.

This will be done once a semester.

Method of disseminating and using information for improvement

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

Summary of Results

Self Evaluation-16 of 16 Student workers were rated on the above average outcome areas in the fall 2006 semester.

Students generally self rated themselves at the 3 = Successful and 4 = Highly successful levels. However, 3 students rated themselves higher, but lowered the rating after meeting with management and having a better understanding of the ratings. Supervisor Evaluation-Management also rated the students at the 3 level in general but there were 3 items that a 2 rating was more appropriate.

Actions taken

Student Focus Action-In terms of improving performance for the several students who were rated a 2 = Needs Improvement in a 3 different areas, ORGT intends to provide more training in the areas noted, as well as provide more timely feedback to the students to help them recognized their behaviors. Additionally more close mentoring by the senior student staff should help.

Department Focused Actions-It is requested that clearer definition and action/behavior based definition of the terms be developed either by each department or the division overall to assist students and staff in preparing to meet the goal as well as having a guide and clearer path to successfully meeting the goal. After definitions are available, it will be easier for management to train and mentor staff on these goals.

Summary of Results

16 of 16 Student workers were rated on the above outcome areas in the fall 2006 semester based on the following:

5=Outstanding

Performance **SIGNIFICANTLY EXCEEDS** standards and expectations.

Performance at this level would generally be recognized by peers, immediate supervisors, and higher lever management. The individual suggests and initiates improvements/changes and through his/her performance has materially enhanced

effectiveness of ORGT. Performance is not generally equaled by others (current and/or former employees in the same position)

4=Highly Successful

Performance EXCEEDS standards and expectations. Performance at this level would generally be recognized by peers and immediate supervisors. Performance is characterized by notable skill, initiative and superior job knowledge. This individual’s performance exceeds most other employees in the same position. Results clearly exceed most position requirements.

3=Successful

Performance fully meets standards and expectations, and is GOOD, not just AVERAGE. The individual performing at this level is considered a stable and skilled performer by co-workers and supervisors. Performance at times may be higher or lower – but averages at the Successful level.

2=Needs Improvement

Performance barely meets the minimum standards and expectations or falls just below. Performance is generally “acceptable”, but improvement is needed and expected. Performance at this level may cause ORGT and/or co-workers some problems or inconveniences or tends to diminish the organization’s effectiveness and/or productivity. Performance at this level is characterized as “just getting by”.

1=Unacceptable

Performance is inadequate (below minimum standards and expectations). Performance is causing problems/inconveniences/hardships for ORGT and/or co-workers and is having a negative impact on the organization’s effectiveness and/or productivity. This level of performance cannot be allowed to continue.

Students generally self rated themselves at the 3 = Successful and 4 = highly successful levels. However, 3 students rated themselves much higher, but lowered the rating after meeting with management and having a better understanding of the ratings.

SELF ASSESMENT BY STUDENTS	Outstanding	Highly Successful	Successful	Needs Improvement	Unacceptable	Total
Interpersonal	3	5	8	0	0	16
Professionalism	1	8	5	2	0	16
intrapersonal	2	6	7	1	0	16
Intellectual						
skills	2	6	7	1	0	16
problem solving	2	9	5	0	0	16

Management also rated the students at the 3 level in general but there were 3 items that a 2 rating was more appropriate.

BY MANAGEMENT	Outstanding	Highly Successful	Successful	Needs Improvement	Unacceptable	Total
Interpersonal	0	0	13	3	0	16
Professionalism	0	0	12	4	0	16
intrapersonal	0	0	16	0	0	16
Intellectual skills	0	0	16	0	0	16
problem solving	0	0	14	2	0	16

Goal 1: Orientation

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Intramural supervisors were also required to attend weekly in-service meetings to discuss specific topic areas as a group. This allowed for immediate feedback from the professional staff concerning the above-mentioned skills in an effort to improve their customer service to our participants.

Summary of Results

- Intramural supervisor's attendance at the weekly in-service meetings were 91% from Fall 2006-Spring 2007
- All Intramural supervisors were evaluated at the end of the Fall 2006 and Spring 2007 semesters. Collectively, the average results for both semesters were the following (based on a 1-5 Likert Scale):
 - Interpersonal skills: 4.2

- Professionalism: 4.1
- Intrapersonal skills: 3.3
- Intellectual skills: 4.7
- Problem solving skills: 4.4
- Intramural customer complaints decreased by 30% from the previous year.
- The CRC Hiring Expo netted 190 student applicants, resulting in 77 new students being offered employment.
- The CRC Orientation provided educational sessions for 217 student employees
- The average for “Intrapersonal skills” among the Intramural supervisors possibly means a lack of reflection from this group of employees. Consequently, the fall retreat and in-service meetings will include an agenda item to specifically improve this skill.
- Although 91% attendance at the Intramural supervisor in-service meetings is very good, procedures will be modified to increase that to 95% for the upcoming year. This is specifically due to the correlation between an increase in attendance and decrease in customer complaints from the preceding year.
- Both the CRC Orientation and Hiring Expo were deemed successful events based on mostly qualitative results from a survey conducted at the conclusion of each program and student and staff feedback. Therefore, we will continue to move forward with these events and incorporate some of the recommendations for improvement. One in particular is to continue to require all CRC student employees to attend, but divide students by new/current and provide different tracks for each group.

Actions taken

Two new programs were initiated for new and current student employees to specifically address acquisition of transferable skills. All current CRC student employees were required to attend the CRC Staff Orientation in the Fall 2006. The four-hour program focused on the following topics: CRC Area Information; Mission, Vision, and History; CRC Policies & Procedures; Communication; Teambuilding; and Customer Service. All sessions were led by full-time CRC staff.

The CRC Hiring Expo was developed to better prepare incoming student employees in the process of interviewing and to educate them on CRC employment expectations. In addition to attending a required informational session, all candidates had to attend two separate interviews; one with current student employees and another with full-time CRC staff as their interviewers.

Goal 2: ORGT

Operational Goal

Improve customer service in the Campus Recreation Center

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

ORGT received five customer suggestions over FY07 through the Campus Recreation Center. All five requests were handled through email within two days of receiving it, except one. One of the messages just accidentally got put under other paperwork, but was addressed as soon as it was found. All five customers did receive a positive and prompt response. There were no new inquiries or requests made from the original five initial inquiries or suggestion

Actions taken

ORGT is currently working with GTech Legal system to try to get GT alumni and other community member's access to rent ORGT equipment. At this time that decision has not been made. We look for a decision in FY08.

ORGT did request money from SGA to fund the climbing wall to open during the weekend. We were allocated monies for FY08, and SGA decided not to fund the climbing wall additional hours.

ORGT is working on setting up easier routes on our climbing wall for beginners. By design our wall is more challenging, but we have made a change and set up taped bouldering routes that are easy in addition to our beginner route on the far right of the wall. We will keep this route always set for beginners and keep working to create "beginner" challenges on the wall.

ORGT will do a survey of ORGT's customer service in FY08.

3a

Learning Goal

Through in service training twice monthly, lifeguards will be better prepared for potential emergency situations

Outcome

Lifeguards will demonstrate through a full emergency training drill the knowledge and problem solving skills needed to help a victim have the best possible chance for survival.

Evaluation Strategy

The emergency training drill will be observed by CRC professional aquatic staff and campus emergency personnel. In addition the drill will be video taped.

Method of disseminating and using information for improvement

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

Summary of Results

- Tuesday, April 10 and Wednesday, April 11, 2007
- The Georgia Tech Lifeguards performed three mock drills with the assistance of Georgia Tech Police and Grady EMS.
- Management - Debbie Dorsey, Jordan Wienke and Jimmy Heiner were all present and observed the drills.
- Three different catastrophic events were simulated; the Lifeguards responded according to the Emergency Action Plan (EAP) and Emergency Personnel came to assist.
- Following each situation a debriefing was held with the Lifeguards, management, EMS and Georgia Tech Police to discuss the important issues related to the drills, what went well, areas for improvement, etc.

1. Summary of Results

- Aquatics protocol is for EMS to enter the CRC off of Tech Parkway back by the maintenance shop. Two of the three drills resulted in the EMS arriving at the front of the building on Ferst Drive. When EMS receives a call from the GT Police Dispatch regarding the CRC they get the address 750 Ferst Drive and respond accordingly.

Action Taken

- Aquatics Management will work with the Georgia Tech Police to update information in all 911 systems to alert Emergency Personnel to come to the side of the building on Tech Parkway. It is also recommended this be the same protocol for the rest of the building with the exception of an accident on the main level.

2. Summary of Results

- This drill served as an internal audit of the Aquatic Center Emergency Action Plan (EAP). While two of the three groups did well we need to continue more hands on training and scenarios with the Lifeguards pertaining to the EAP. Individuals with limited hands-on training (newer guards) were not as confident on how to handle the situation.

- A stronger emphasis needs to be put on clearing the pool and deck in case of a catastrophic event. Patrons can hinder the process and need to be removed to prevent the distraction.
- Communication between the Lifeguards and facility staff needs to improve to increase the effectiveness of the EAP. It is necessary for those in the building to know what is happening in the Aquatic Center to better assist Emergency personnel if necessary.
- A more concerted effort is needed to record information about the incident on an Accident Report Form. The Lifeguards need to use the Guest in Distress or family members to ascertain information about the Guest in Distress.

Action Taken

- EAP training will remain a top priority in the bi-monthly in-service training meetings. The Lifeguards will be introduced and practice these skills in 4 different methods:
 - The initial lifeguard class
 - During the weekly workouts
 - During the bi-monthly in-services
 - Departmental drills allowing CRC Student Staff to work together

3. Summary of Results

- An EMT stated that typically they would have the Fire Personnel take over rescue skills such as CPR in a real situation. The Fire Department did not participate in the drill, therefore not as effective as possible.

Action Taken

- We will contact Atlanta Fire Department to request their participation in future drills.

4. Summary of Results

- The Lifeguards did a good job of recognizing the Guest in Distress and responding according to the EAP and Ellis and Associates Training, two out of 3 drills met the set time criteria for recognizing a Guest in Distress. They were also knowledgeable in First Aid, CPR and Rescue Breathing techniques.

Action Taken

- Continue current training techniques for Guest in Distress recognition. Methods include VAT's, bi-weekly in-service training, lifeguard classes and external audits by Ellis and Associates.

5. Summary of Results

- Ellis protocol and adherence to Ellis standards was also tested in this mock drill.

Action Taken

- More scenario practices need to take place so use of Oxygen and the AED becomes second nature in the time recommended by Ellis and Associates.
- Oxygen is to be in place one minute after the guest has been extricated.
- The AED is to be present and used within two minutes after extrication if needed.
- This will be addressed at in-service trainings.

6. Summary of Results

- Two out of the three groups performed well overall. One group did not meet the requirements for a Guest in Distress rescue. In essence, that group failed their audit and need to be in-serviced.

Action

- This group will be individually tested at in-service to ensure all CRC EAP and Ellis standards are understood and met.

7. Summary of Results

- Lifeguards who missed in-service were not aware of where to meet the ambulance.

Action Taken

- If a Lifeguard misses an in-service, the make-up in-service must be held before the next in-service and must include the missed material and skills practiced.

Goal 4a:**Learning Goal**

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Continuously throughout the calendar year, staff members were able to refine and sharpen their skills, knowledge and assurance in accordance to various Emergency Action Plan (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.

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

Actions taken

In-Service training and situational exposure on the various conditions associated with our EAP (including the recent addition of Code ADAM) 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.

Goal 5a:**Learning Goal**

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

Outcome

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

Evaluation Strategy

Approximately 500 written evaluations were performed on 50+ student officials throughout Fall and Spring Semesters

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

Method of disseminating and using information for improvement

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

- Points of emphasis included game management and communication
- Video of specific individuals were utilized to provide examples of improvement and areas of deficiencies
- Hard-copy evaluations were presented to the officials, with specific recommendations for improvement

The Intramural website was renovated to include a staff-only section for continued development

- Specific improvement areas were listed and related courses of action provided
- Video footage/training material was available for on-going visual training

Fall 2006

- Officials were initially trained through clinics for Flag Football, Soccer, Sand Volleyball, and Indoor Volleyball
 - Flag Football – 3 nights
 - Soccer – 2 nights
 - Sand and Indoor Volleyball – 1 night each
- Number of officials who attended trainings
 - Flag Football – ~35 each of 3 nights
 - Soccer – ~20 each of 2 nights
 - Sand and Indoor Volleyball – ~10 each night

Spring 2007

- Officials were initially trained through clinics for Basketball, Indoor Soccer, Softball and 4-on-4 Flag Football
 - Basketball – 3 nights
 - Indoor Soccer – 1 night
 - Softball and 4-on-4 Flag Football – 2 nights each
- Number of officials who attended trainings
 - Basketball - ~40 each of 3 nights
 - Indoor Soccer - ~15

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

Summary of Results

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

- 1-Needs improvement
- 2-Below average
- 3-Average
- 4-Above average
- 5-Excellent

New Flag Football officials
 Week 1 average: 1.56
 Week 3 average: 2.44
 Week 6 average: 3.19

Returning Flag Football Officials
 Week 1 average: 3.09
 Week 3 average: 3.83
 Week 6 average: 4.09

New Basketball officials
 Week 1 average: 1.75
 Week 3 average: 2.85
 Week 6 average: 3.44

Returning Basketball Officials
 Week 1 average: 3.05
 Week 3 average: 3.79
 Week 6 average: 4.00

Qualitative results

Fall 2006

- Twelve returning officials aided in training and clinics, including participation in the Fall Classic pre-season tournament
- Twenty-five returning officials refereed in the playoffs (all sports) and 15 refereed championship games
- Eight returning officials represented Georgia Tech at the Georgia State Flag Football Tournament at Georgia Southern University
- Five of the eight State Flag Football officials were attending an extramural event for the first time
- Eighteen out of twenty-two new officials (all sports) were scheduled as Head Referees by week 2 of each season
- All 22 new officials were scheduled as Head Referees by week 3 of the season
- Twelve new officials refereed in the playoffs
- Four new officials refereed championship games

Spring 2007

- Eleven returning officials aided in training and clinics, including participation in the Roundball Classic pre-season tournament
- Twenty-nine returning officials refereed in the playoffs (all sports) and 12 refereed championship games
- Six returning officials represented Georgia Tech at the Georgia State Basketball

Tournament at Georgia State University

- Four of the six state basketball officials were attending an extramural event for the first time
- Twenty out of twenty-nine new officials (all sports) were scheduled as Head Referees by week 2 of the season
- All twenty-nine new officials were scheduled as Head Referees by week 3 of the season
- Fifteen new officials refereed in the playoffs
- Seven new officials refereed in the championship games

Actions taken

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

An area that we will focus on is in the sport of flag football. From the quantitative results, the new officials are less prepared to control a game upon the conclusion of their pre-season training. This is also evident by the number of new flag football officials referring championship games (4) compared to new basketball officials referring championship games (7). Therefore, a slight modification to our pre-season training program will be made to ensure new officials are better prepared.

Career Services

Goal 1

Operational Goal

Provide timely and effective services to students.

Outcome

Customer service will be improved in the Career Services office.

Evaluation Strategy

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

Method of disseminating and using information for improvement

Information will be distributed through Annual reports and reviews. Information will also be disseminated and discussed at the annual Career Services Staff Retreat.

Additionally students were asked to:

- Indicate how they learned about the office (Our website was by far the number one answer and friends/classmates was the number one write in answer)
- Indicate how they wish to learn about career related programs in the future (email was the number one response by a wide margin)
- Provide comments on their experiences. This is a valuable aspect of the survey and gives us insight into student perceptions and needs. Themes from the comments indicate a need for greater understanding of and perhaps more resources for graduate students and a need for understanding of majors beyond engineering.

*All students who came to the office during Fall Semester 2006 and Spring Semester 2007 for services other than interviews were surveyed. Students were identified via the swipe card system that categorizes student visits by service received. Students visiting multiple times received only one survey.

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that was made in light of the results obtained):

Planned actions include:

- Results were discussed at the department retreat on June 1, 2007. Additionally a staff meeting will be devoted to reviewing/discussing results.
- Identify and allocate resources to purchase more materials for the Career Library that focus on graduate students.
- Provide additional staff training to improve knowledge of graduate student needs. Toward that end, Dr. Cameron Tyson, the Academic Professional for Graduate Studies in the School of Chemistry and Biochemistry, is scheduled to participate in a staff meeting.

Summary of Results

An on-line survey was sent to students* in April 2007. The primary purpose of the survey was to determine the quality of student experiences in several areas including staff timeliness, professionalism, knowledge, etc. Students were asked to rate their

experiences from Poor to Excellent (Five point Likert Scale) in eight categories. A summary of scores are attached. Generally the results were good with scores ranging from 4.11 to 4.46 and all showed improvement over the previous year.

Goal 2:

Learning Goal

Improve student knowledge of the benefits of pursuing an internship.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

Information gathered through the Internship Information Sessions survey will be reviewed and evaluated by the Operations Team and presentations made to the entire staff on the findings. If needed, changes will be recommended to the Director. Results will also be included in semester reports.

Summary of Results

These results covered the Fall 2006 and Spring 2007 semesters. On average, 4 students attended the sessions weekly. A total of 6 students completed the online survey. The results indicated poor attendance at the sessions and a lack of interest in completing the survey. The results also reflected a need to revamp our marketing strategy.

Student evaluations indicated positive results and, that by attending the session, they improved their understanding of the importance of internships, significantly improved their knowledge of resources available to assist in finding an internship, and had a much better idea of how to make the most of an internship experience.

Actions taken

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

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

Because of the poor attendance at the twice weekly sessions, sessions will be conducted twice monthly (One on a Tuesday at 11:00am and one on a Wednesday at 5:00pm). With the present frequency of the sessions, we believe students have become somewhat immune to any marketing of the sessions. With a limited number of sessions scheduled around campus events (career fairs, on campus recruiting, resume blitz, mock interview days), students should see a reason to attend. Some sessions may be targeted by major or college and conducted in the school/college. An extensive marketing campaign will be conducted well in advance to inform students of the sessions.

A tri-fold handout is being developed that will highlight information covered in the sessions. The Career Services web site will be updated to include a section on job search strategies for internships.

GOAL 3:

Learning Goal (e.g. what knowledge or skill acquired, attitudes affected, criteria met? etc.):

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

Outcome

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

Evaluation Strategy

Pre and post Career Counseling surveys will be administered.

Method of disseminating and using information for improvement

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

Summary of Results

Survey results were assessed in May 2007. Results were excellent and demonstrate students significantly increased their knowledge and understanding of the career decision-making process as a result of participating in career counseling. These results indicate that career counseling continues to be a very valuable service to students. Data reported separately.

Actions taken

Counselors will receive continuing education to remain up-to-date on counseling skills, as well as, to maintain current certification and licensure. Associate Director/lead counselor will provide formal supervision and informal guidance to career counselor(s).

Goal 4

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

End of semester and annual reports provided to appropriate staff.

Summary of Results

Survey results were assessed in May 2007 and indicate that students gained significantly in their knowledge and skills in resume writing, interviewing and conducting a successful job search as a result of attending these seminars. Students consistently indicated an increase in content knowledge as a result of attending these workshops. A potential inconsistency and flaw in the post job search seminar questionnaire wording was noted. Data reported separately.

Actions taken

To better assess student's increase in knowledge and skills as a result of seminars, re-write the job search seminar questionnaire to make consistent with the wording and Likert scale of other similar career education questionnaires.

In order to maintain content delivery quality, plans are being formulated to utilize audience response and other delivery techniques.

Goal 5

Learning Goal

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

Outcome

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

Evaluation Strategy

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

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

Method of disseminating and using information for improvement

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

Summary of Results

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

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

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

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

Actions taken

For the Resume Blitz Event, a survey will be created and implemented for fall 2007.

For the Mock Interview Event, the following will be implemented for next year's event based on student and employer feedback:

- Provide a "case study" form of interview for those specifically interested in consulting firms.
- Target graduate students.
- Develop a worksheet that employers can complete for each student interviewed.
- Offer an information session about the Mock Interview process to students.

Goal 6:

Operational Goal

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

Outcome

Employers will report high levels of satisfaction with Career Services.

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Categories measured included helpfulness of staff, quality of information, overall interviewing experience, etc. Recruiters were also invited to provide comments. The scale is based on a zero (No Opinion) to a five (Extremely Satisfied). Our highest Level of Satisfaction ranking, 3.9, came in for helpfulness and our lowest ranking, 3.3, came in for procedures observed. Had a more traditional scale been used (without the zero value), scores would have been consistently been 4.0 or better. A total of six categories were used to measure Career Services. Comments often reflected a desire for improved interview facilities including better furniture, white boards in rooms, better internet access, etc.

Actions taken

Based on employer responses, the following actions will be implemented for Fall 2007/Spring 2008:

Develop a comprehensive plan to upgrade our interview rooms

Provide more availability of staff and student assistants

Provide internet access in interview rooms

Revise evaluation strategy to improve survey response rate and investigate creating an on-line evaluation process

Develop survey form with more traditional Likert scale with response values ranging from 1 to 5.

Counseling Center

Goal 1

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

OQ-45 will be administered to clients as a part of the initial screening paperwork and upon termination from counseling. Data will be reviewed annually and reviewed with staff at the end of each academic year during end of the year senior staff retreat to outline continued efforts and improvements where necessary.

Summary of Results

In progress at this time.

Actions taken

Will review OQ-45 data collection procedures with staff and implement changes for the Fall 07 year.

Goal 2

Operational Goal

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

Outcome

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

Evaluation Strategy

The Client Satisfaction Survey will be sent to clients twice each year (Fall and Spring semesters). The survey is based on a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied).

Method of disseminating and using information for improvement

Data will be reviewed annually and reviewed with staff at the end of each academic year during end of the year senior staff retreat to outline continued efforts and improvements where necessary.

Method of disseminating and using information for improvement (describe manner in which data is to be utilized—e.g. monthly/quarterly meetings, annual retreat, etc.): 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 (date of assessment, description of important results, interpretation and decisions made based on the data, if no changes justify continuation of current practice): Results of the survey indicate that, overall, students were satisfied with their experience at the Counseling Center (n=89, avg. rating= 5.77; SD=.40). The following are other results from the survey:

<u>Group</u>	<u>Avg. Rating</u>
Senior staff	5.89
Postdocs	5.64
Practicum students	5.61

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	6.00
Do you think you are making progress on the problems that brought you in?	5.76
How helpful has your counselor been?	6.24
Do you feel that your counselor understands the nature of your concerns?	6.18
If Applicable, how helpful is the assistance you have received in improving or maintaining your academic performance?	5.12
Have you found the receptionist and office staff easy to interact with?	5.23
Would you recommend our services to a friend?	6.22

Actions

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

Goal 3

Operational Goal

Services provided by the Counseling Center will contribute to the academic progress/process of students.

Outcome

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

Evaluation Strategy

The Client Satisfaction Survey will be sent to clients twice each year (Fall and Spring semesters). The survey is based on a 7-point Likert-scale rating from 1 (not at all satisfied) to 7 (very satisfied).

Method of disseminating and using information for improvement

Data will be reviewed annually and reviewed with staff at the end of each academic year during end of the year senior staff retreat to outline continued efforts and improvements where necessary.

Summary of Results

Results of the survey indicate that, overall, students reported that their counseling experience was helpful to them in improving/maintaining their academic performance (n=89, avg. rating= 5.12; SD=1.45).

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

Services provided by the Counseling Center will enhance and continue to provide diverse and effective outreach programming to students and the campus community.

Outcome

Participants who attend outreach programs will report overall success in that the programming that is offered by the Counseling Center.

Evaluation Strategy

Outreach evaluation forms will be distributed by staff after each outreach program.

Method of disseminating and using information for improvement

Data will be reviewed annually and reviewed with staff at the end of each academic year during end of the year senior staff retreat to outline continued efforts and improvements where necessary.

Summary of Results

Results from outreach evaluations are presented. Scores represent avg. ratings based on participant responses. The evaluation is based on a 5-point Likert scale (1=Poor, 5=Excellent).

- I. General Workshop Evaluation**
 - a. Breadth of Coverage 4.57
 - b. Personal/Practical Relevance 4.42
 - c. Effectiveness of Presentation 4.71

- II. Presenter**
 - a. Knowledge of Topic 4.74
 - b. Preparation 4.62
 - c. Engagement of Audience 4.81

- III. Learning (Goals Met?)**
 - a. Goal A 4.62
 - b. Goal B 4.62
 - c. Goal C 4.25

This workshop addressed my problem:

Fully (91%)

Somewhat (9%)

- IV. Arrangements**
 - a. Convenience 4.80
 - b. Notification 4.73
 - c. Location 4.57
 - d. Format 4.75

Comments (samples):

Great workshop! Will definitely help me out!

Good overview of the issues my residents might face.

I learned a lot!

The specific goal setting technique helped me a lot.

Presenter was excellent...we never got bored.

I never knew my dreams meant so much. Thank you!

Suggestions for other workshops:

How to specifically study for different subjects

Goal Setting

How to get over somebody
Getting your concentration back
Stress

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

The Counseling Center will provide a quality and effective training program for practicum students and postdoctoral residents.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

Data will be reviewed annually and reviewed with staff at the end of each academic year during end of the year senior staff retreat to outline continued efforts and improvements where necessary.

Summary of Results (date of assessment, description of important results, interpretation and decisions made based on the data, if no changes justify continuation of current practice): A summary of responses given by practicum students is listed below:

Most helpful seminars:

Effective Outreach Presentations

Mental Status Exams (2)

Eating Disorders (2)

Beginning the Counseling Process – expand this to include a discussion of the OQ45 (How to use it, and re-administer at session 8 and 16).

Group Therapy – expand to a 2-hour session.

The power point handouts covered things we learned in class at school. I would rather learn from Rome's expertise.

Format revision to be more like practical tips on running effective groups.

Couples Therapy – very good and interesting but could be moved to end of second semester since we don't do a lot of couples therapy.

Seminars that might be omitted:

Greek Affairs (2) – interesting but content not important enough to warrant one hour of training.

Career Counseling (topic is important but change content) – change content to be very practical on how to administer and interpret career tools we offer (Strong, Kuder, etc.)

Women's Resource Center – content not memorable. Content needs to focus on common issues women present in counseling and what resources the WRC offers to help with that.

Other comments:

Perhaps seminars on depression and anxiety in the first semester as those issues seem to pop up often.

Also, early on, perhaps having a set aside time to informally discuss cases in seminar would prove beneficial in encouraging interns to bring those cases before the larger clinical meeting.

I think a suicide assessment series would prove invaluable in the first semester. Perhaps a seminar on the structure and implementation of crisis response as well.

Terminating with clients should be moved to first semester

More multicultural trainings discussion throughout both semesters

In general the training seminar content is most valuable when it is problem/solution oriented based on most common presenting problems at GTCC.

Start and end on time so we can see clients at 3:00.

Actions taken

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

information collected on the evaluation forms and work to improve the effectiveness of the training program.

Dean of Students Office

Goal 1

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

Fall Semester:

552 students requested some intervention involving the Office of the Dean of Students. 179 (32%) of the 552 students completed a survey regarding their interaction with the Office of the Dean of Students.

85% of the students who responded to the survey answered the question regarding the amount of time it took to schedule an appointment.

77% of the students who needed to schedule an appointment with a Dean were scheduled within 48 hours of requesting the appointment.

Spring Semester:

560 students requested some intervention involving the Office of the Dean of Students. 165 (29%) of the 560 students completed a survey regarding their interaction with the Office of the Dean of Students.

88% of the students who responded to the survey answered the question regarding the amount of time it took to schedule an appointment.

77% of the students who needed to schedule an appointment with a Dean were scheduled within 48 hours of requesting the appointment.

Actions Taken

During the fall and spring semesters, 77% of the students were scheduled within 48 hours of requesting an appointment with a Dean. We will continue to track this information to assess why the other 13% were not able to meet with a Dean within 48 hours of requesting an appointment..

Goal 2

Operational Goal

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

Outcome

1. Survey data collected from The Office of the Dean of Students will provide evidence of enhanced student-staff relations.
2. The Office of the Dean of Students will have a representative in attendance at key student sponsored initiatives.

Evaluation Strategy

1. Administration of an electronic survey designed to measure perceived effectiveness of services provided by the Office of the Dean of Students.
2. We will track weekly attendance by members of the Office of the Dean of Students at student sponsored initiatives.

Method of disseminating and using information for improvement

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

Summary of Results

As part of a weekly Deans Meeting, staff shared with each other events, activities, retreats, etc. that they had attended or would be attending.

The Deans also noted occasions when we believed we should have a representative present at an event.

The Deans will include a summary of their activities as part of their semester/annual report.

Actions taken

Data will be analyzed after it is received regarding the events that the Deans noted as part of their semester/annual report.

The Deans will review and label specific events prior to the start of a semester to determine who should attend.

ADAPTS-Disability Services Program

Goal 1

Learning Goal

The ADAPTS – Disability Services program will educate faculty and staff through the offering of workshops and training sessions.

Outcome

As a result of the workshops and training sessions, faculty and staff will demonstrate knowledge of the policies, procedures and guidelines for assisting students with disabilities.

Evaluation Strategy

Faculty and staff in attendance at workshops and training sessions will be administered a survey designed to measure knowledge of the policies, procedures and guidelines for assisting students with disabilities.

Method of disseminating and using information for improvement

Data collected from the workshops and training sessions will be distributed to the Division of Student Affairs, faculty and staff.

Summary of Results

Based upon the number of students who needed assistance with communicating with faculty and advisors on campus, we felt it necessary to assess the overall campus environment and the overall useability of the campus. The focus of the data obtained changed from a useability study specifically of the ADAPTS Program to an environmental impact survey that included faculty interaction, level of student involvement, academic advisement and overall climate for students with disabilities. A small sample of 40 students registered with ADAPTS-Disability Services Program was sent a short survey that they were asked to complete. Preliminary results suggests that students are somewhat involved in activities outside of the classroom and they felt that activities were available and accessible. 33% of the respondents rated this category as "fair". Contrary to our assumption prior to the survey, respondents felt faculty members have knowledge of procedures of ADAPTS Program and were cooperative in assisting with accommodations. The most commonly used accommodations are testing and note taking services.

When asked about academic advising, 60.0% of the respondents agreed with the following statement that my academic advisor is not aware of my disability and does not make suggestions on how to complete my degree at Georgia Tech. When asked how would you rate the campus' understanding of disabilities, respondents gave an overwhelming 100% in the category of "good"

The demographics of the survey found the majority of the respondents were upperclass (junior and senior) We felt that a number of the communication difficulties come from first year and sophomore level students.

Actions Taken

When all results are tallied they will be shared with student involvement, Georgia Tech Academic Advisors Network and Advisory committee to ADAPTS Program.

Goal 2

Operational Goal

ADAPTS – Disability Services Program will improve the user experience of services to students with disabilities.

Outcome

Students with disabilities will report high levels of satisfaction with access to and services provided by ADAPTS – Disability Services Program.

Evaluation Strategy

Usability testing will be conducted to identify ways in which ADAPTS – Disability Services Program may improve the user experience.

Method of disseminating and using information for improvement

Data collected from the usability testing procedures will be distributed to the Division of Student Affairs, faculty and staff for the improvement of access to and services provided by ADAPTS – Disability Services Program.

Summary of Results

Several training and educational opportunities were made available to faculty and staff this past academic year. In the fall the ADAPTS Advisory Committee was established. The committee comprised of key individuals who work with assisting students with disabilities in a number of capacities. The committee was educated on the policies, procedures and guidelines of the ADAPTS program. In the spring 2007 semester representatives of the ADAPTS program and the counseling center conducted a training session on assisting students with disabilities for the Georgia Tech Academic Advisors Network. An on-line learning module for teaching assistants was created by ADAPTS through CETL. The Advisory Committee was used as a test group to evaluate effectiveness of training. The evaluation was conducted through an exercise designed for specific feedback. The group learned and suggested that the major stakeholders for the ADAPTS program are students, parents, alumni, administration which includes Board of Regents. All have an investment in the success of our program. When asked how ADAPTS can further disseminate information to faculty and staff respondents recommended that an on-going training program of program liaisons could be developed. Other recommendations include considering changing name of program to make it easier to recognize as program for students with disabilities. Also suggested that program have more of a web presence by having a direct link from front page site index.

Actions Taken

Currently developing training module for Office of Organizational Development on working with students with disabilities. Developing criteria for training ADAPTS Liaison Program.

GT SMART

Goal 1

Learning Goal

Educate students and parents at Georgia Tech about the consequences associated with high risk drinking.

Outcome

1. Parents will report talking to their GT student(s) about the consequences associated with high risk drinking.
2. Parents will demonstrate knowledge of consequences associated with high risk drinking.

Evaluation Strategy

1. Parents will be administered a pre and post survey designed to measure knowledge of consequences associated with high risk drinking.
2. An electronic survey will be administered to parents in an effort to gauge the extent to which they talked to their student(s) about the consequences associated with high risk drinking.

Method of disseminating and using information for improvement

Results from the pre and post survey designed to measure knowledge of consequences associated with high risk drinking will be disseminated electronically via the GT SMART newsletter, *GT SMART Report*. Recipients of the newsletter include professionals within the Division of Student Affairs, students, faculty, staff and community members.

Summary of Results

Goal was not implemented during this assessment cycle.

Actions taken

Postponed for implementation in Fall 2007.

Goal 2:

Learning Goal

Continue working (as requested) with elected officials at the city, county and state level to review, revise and design legislation pertaining to alcohol sales and consumption,

Evaluation Strategy

Share GT SMART data with elected officials as new results become available and attend meetings as requested by officials to discuss data and possible new ordinances or review and revision of existing ordinances to better respond to constituent issues or concerns regarding alcohol consumption

Disseminate data collected on-line and in report form, through government communications offices and the GT SMART website and newsletter.

Summary of Results

Goal was not implemented during this assessment cycle.

Actions Taken

GT SMART is currently charged with focusing on campus which has precluded the development of new initiatives within government.

Greek Affairs

Goal 1

Learning Goal

Greek Affairs will educate student organization leaders about the chartering process.

Outcome

1. Student organization leaders will demonstrate knowledge as to how to charter a new student organization on campus.
2. Student leaders will demonstrate how to charter a new governing board on campus.

Evaluation Strategy

Two instruments, each comprised of five questions, will measure knowledge among student organization leaders of the processes of chartering new student organizations and a new governing board on campus.

Method of disseminating and using information for improvement

Data will be distributed to the Division of Student Affairs, staff in the Office of Student Involvement, intern/national headquarters, and alumni constituents.

Summary of Results

The MGC Fraternity and Sorority Chartering Process Survey was conducted in June 2007. The data show that 100% of respondents are correctly able to identify the offices able to assist student leaders in starting a new organization on campus. Further questions about the steps necessary to charter showed that 50% of respondents could correctly recall the steps it took to charter a new student organization.

The Governing Board Chartering Process Survey was conducted in June 2007. The data showed that 60% of the respondents are correctly able to identify the offices able to assist student leaders in starting a new governing board on campus. Further questions about the steps necessary to charter a new governing board showed that 100% of respondents could correctly recall the steps it took to charter a new governing board. Also, 100% of respondents could correctly explain the rationale for creating a new governing board.

Based on the results of the two surveys, Greek Affairs will continue to implement the same educational methods to educate student leaders about the chartering process.

Actions Taken

To supplement existing methods of education, information about the chartering process will be available in printed form in the office and in electronic form on our website, in addition to links to Student Involvement.

Goal 2

Operational Goal

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

Outcome

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

Evaluation Strategy

Greek Affairs staff will conduct a series of phone surveys of constituents to determine their satisfaction with communication with the office.

Method of disseminating and using information for improvement

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

Summary of Results

The Office of Greek Affairs Communication Survey was conducted in June 2007. The survey was sent to fraternity and sorority headquarters, alumni volunteers, chapter presidents, and governing board executive officers. The data show that 75.5% of respondents receive a response from a staff member within a week of contacting the office. Additionally, 95.9% listed e-mail as their preferred method of communication.

Sixty-three percent of respondents receive *GreekBuzz*, the online newsletter for Greek Affairs. Of those respondents who receive *GreekBuzz*, only 20.69% forward *GreekBuzz* along to others. When respondents were asked what they enjoyed most about *GreekBuzz*, the chapter updates section received the most responses (36.68%). When asked about what should be improved about *GreekBuzz*, 30% of respondents felt the newsletter or the ability to submit information to the newsletter should be better publicized and 20% felt more information was needed from the NPHC chapters.

Fifty-six point four percent of respondents felt the quality of www.greek.gatech.edu was good or better. When asked about how they used the website, respondents reported that the most popular reasons were to access the links to the council websites (76.7%), to access emergency contact information update form (53.3%), to access *GreekBuzz* (53.3%), and to access the roster update form (50%). When asked what could be improved about the site, one-third of the respondents said a more effective method of reviewing and updating the rosters was needed and one-third of the respondents said they wanted to see more resources on the site.

Based on the data, more work needs to be done responding to communication in a more timely manner. Recipients of *GreekBuzz* should also be encouraged to forward the newsletter on to others and more resources should be added to the website. Additional data will need to be collected to determine what types of resources will be most utilized. Also, the roster change method will have to be examined and made more user-friendly.

Actions Taken

Steps will be taken to streamline the roster change process and add more results to the website. Constituents will also have to be more educated about the content of *GreekBuzz* since we are dependent on chapters submitting their own information to address the concerns about the lack of NPHC-related content. *GreekBuzz* will be continued due to its popularity and highly-rated content.

Goal 3

Operational Goal

Improve communication with facility-related constituents.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results

The Greek Affairs Communication Survey was conducted in June 2007. It was sent to on-campus personnel who work in Facilities, Emergency Preparedness, Fire Safety, Capitol Planning and Space Management, and Real Estate.

One-hundred percent of the respondents prefer e-mail as their method of communication and 33.3% of the respondents reported they received a response from a staff member within the same day of their contact. Fifty percent reported they receive a response the day following their contact. One-third of the respondents reported that they are Satisfied with communication with our office and two-thirds reported that they were Very Satisfied.

When asked if they received GreekBuzz, 83.3% said they did and one-third of the respondents would be interested in submitting content to be included in future issues. The respondents were split down the middle about they rated the quality of www.greek.gatech.edu (50% rated it Good, 50% rated it Very Good).

Based on the data, communication methods are functioning well with campus-based, facility-related constituents and current communication channels will continue to be used.

Actions taken

Based on the comments received in the survey, the office will explore additional ways to incorporate these constituents into *GreekBuzz* and resources on the website. Regular meetings will also be scheduled to increase planning and regular, face-to-face communication.

Goal 4

Learning Goal

Educate male students on campus about the resources available to victims of sexual assault.

Outcome

Male students will be able to list campus and local resources available to victims of sexual assault.

Evaluation Strategy

At the conclusion of the Men's Sexual-Assault Prevention and Education program, a test will be administered to determine their knowledge of campus and local resources available to victims of sexual assault.

Method of disseminating and using information for improvement

Results of test scores will be disseminated to all Greek constituents through the Greek Affairs online newsletter.

Summary of Results

It was decided to postpone this goal until FY08 due to the delay in hiring the Violence Prevention Coordinator in the Department of Health Promotion. In order to implement the most effective program with men on this critical issue, our staff and staff from the Women's Resource Center felt this key player must be on campus in order to move forward. Ricky Livingston was hired and began work in May, so work has begun to plan the pilot program.

Actions Taken

N/A

Office of Student Integrity

Goal 1

Learning Goal

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

Outcome

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

Evaluation Strategy

1. Utilize the Judicial Process survey which is sent to students who have been through the conduct process with a score of 70% or higher.
2. Survey faculty with the Academic Integrity Survey on the climate of honor on campus and use the conduct process with a score of 70% of higher.
3. Conduct round table discussions for administrators, faculty and staff in the process for a qualitative report.

Method of disseminating and using information for improvement

Information will be disseminated through a Code of Conduct Revisions Report, Semester Reports, Annual Reports, and the Academic Integrity Newsletter.

Summary of Results

The Judicial Process survey and the Academic Integrity Survey was not conducted due to the fact that OSI launched a new Code of Conduct Spring 2007. Launching a new Code of Conduct mid-academic year does not allow for assessment of the previous or new Code. Therefore, the Judicial Process survey and the Academic integrity survey will be conducted in Fall 2007, drawing from the students, faculty and staff from the Spring 2006 semester. These results will reflect the New Code of Conduct.

The roundtables were conducted during the Student Code of Conduct revisions. The Code revisions committee was the first to communicate their concerns with the Code of Conduct. The Code revisions process reflects qualitative feedback from the following groups including but not limited to: Honor Committee, Academic Integrity Committee, Graduate SGA, Undergraduate SGA, Residence Hall Association, SAC, the Rules and Regulations Committee, Executive Board of the Faculty Senate and the Faculty Senate. Feedback from these groups enabled OSI to completely overhaul the Code of Conduct from scratch. The new Code of Conduct was passed by the Faculty Senate on November 28, 2007 and went into effect January 8, 2007.

Due to the new Code of Conduct, many presentations were conducted by OSI in order to educate the community on the new process. These presentations include but are not

limited to: 2 campus wide open forums, Undergraduate Judiciary Cabinet, Athletic Association Staff and Coaches, OIE Study Abroad, Remedy and New Code Training for Housing Staff, and Undergraduate Admissions, Appellate Officer Training.

762 Total Cases Resolved Academic and Non-Academic 5/15/06- 5/13/07

Statistics Breakdown:

Academic Statistics for 06-07 Academic year 5/15/06- 5/13/07:

347 Total Cases Resolved
102 Not Responsible/FYI
245 Responsible

248 Cases resolved through the old Code of Conduct
99 cases resolved through the new Code of Conduct

Non-Academic Statistics for 06-07 Academic year 5/15/06- 5/13/07:

415 Total Cases Resolved
98 Not Responsible/FYI
317 Responsible

281 Cases resolved through the old Code of Conduct
134 cases resolved through the new Code of Conduct

Actions Taken

1. Several presentations will be given in the Fall 2007 semester to faculty, students and staff regarding the conduct process.
2. Dissemination of the Judicial Process survey to students in Fall 2007.
3. Dissemination of the Academic Integrity survey to faculty in Fall 2007.
4. The major change came in the form of office reorganization during the Spring 2007 semester including: file purging and reorganization, all office document template overhaul and the REMEDY database overhaul to reflect the new code changes. This overhaul of the office will continue through the Summer 2007 semester.

Goal 2

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

Information will be disseminated through the Copyright Infringement Tutorial Report, Semester Reports, and Annual Reports.

Summary of Results

Due to this projects collaboration with other offices, the Copyright Infringement Tutorial has not been disseminated. OSI has completed the video and tutorial. OIT will complete the technical aspect of the project in order to have it disseminated to the students on campus.

Statistics Breakdown 5/15/06- 5/13/07

43 Cases regarding computer misuse:

Old Code of Conduct:

25 Cases with charge of D19- Intentional Violations of the Institute (charge typically used for computer misuse cases)

4 Not Responsible/FYI

21 Responsible

New Code of Conduct Effective January 8, 2007:

18 Cases with charge of C.18- Violation of Computer and Network Usage and Security Policy

0 Not Responsible/FYI

18 Responsible

After the Copyright Infringement Tutorial has been disseminated, OSI will be better able to detect the impact on students regarding this matter.

Actions Taken

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

Student Involvement

Goal 1

Learning Goal

Develop leadership skills among student organization leaders.

Outcome

1. Students will comprehend the dynamics of a group and exhibit the ability to visualize a group purpose and desired outcomes
2. Students will be able to apply communication skills by demonstrating the ability to influence others and giving presentations.
3. Students will be able to identify personal, work, and lifestyle values and explains how they influence decision-making.
4. Students will be able to articulate personal skills and abilities.

Evaluation Strategy

1. Evaluations will be administered at retreats, conferences, workshops and activities
2. Leaderships skills will be articulated in student organization leader CareerTech Portfolios.
3. Exit surveys with student leaders directly involved in Student Involvement activities will be conducted.
4. Observations will be made of student organization leaders demonstrating leadership skills.

Method of disseminating and using information for improvement

Information will be disseminated through Project Reports, Semester Reports, and Annual Reports.

Summary of Results

According to results from the 2006 LeaderShape Evaluation,

97% of respondents answered they felt prepared to take their vision and produce tangible, exceptional results in the next twelve months. (LO#1)

94% of respondents felt that the Leadershape Institute was extremely valuable in developing their capacity to lead. (overall LO)

97% of respondents said they felt very confident and capable to lead with integrity as a result of their experience at the LeaderShape Institute. (LO#3)

According to the 2006-2007 Student Involvement Survey, respondents signified that they developed the following skills from their time as President of their organization (LO#4)

Communication Skills – 84.31%

Goal Setting – 82%

Organizational/Administrative skills 80.39%

Time Management 74.51%

Stress Management – 60.78%

Teambuilding – 66.67%

Self-awareness – 62.75%
Ethical decision-making – 49.02%
Diversity Awareness 29.41%

*Learning Outcomes need to be adjusted to increase quality of assessment.
We haven't measured our intentionality in terms of the skills developed. What are we doing to assist them in developing their skills?*

Community Service

According to results from the 2007 Alternative Break Participant Evaluation, 64% of respondents “somewhat agree, agree, or strongly agree” that the experience challenged them to grow as a leader (Overall LO).

According to results from the 2007 Mid-Year Corps Member Survey Report

100% of respondents agreed or strongly agreed that they know how to come to an agreement with a group of people so that they can address important issues in their community (LO #1 & 3).

100% of respondents agreed or strongly agreed that individual citizens can make a difference in society by addressing social justice issues. (LO #2)

ASB Participant Reflection (LO #1)

It is amazing the extent of the contributions that people have made to help the community here, and this is just one example. During the afternoon I helped to finish painting the exterior of a house. I felt that once we got going, our group really started working together well and we finished painting the siding faster than we had expected. Again it's great to be able to work together with so many other people that are committed to the same goal and being able to see visual progress.

As a group, we are a powerful force. Each individual works on a small task to accomplish a larger goal. This is exemplified by One House At a Time, Alternative Spring Break, Pearlington's community, and the families that we help. I knew that we were helping when I saw Tim's expression of hope and happiness at what we did in one day.

Actions taken

In order to further assess the impact of LeaderShape, a pre-session and post-session survey was created and will be implemented.

Utilized data to create topics for President's Summit and the Student Leader Success Series, in order to intentionally have an impact on skill development.

Incorporate group and leadership development training into Alternative Breakaway programs.

Identify future leadership outcomes related to service projects.

Goal 2

Operational Goal

Increase in the number of students who participate in leadership and service programs and activities.

Outcome

20% annual increase in the number of students who participate in leadership and service programs and activities.

Evaluation Strategy

1. Track the numbers of participants at leadership and service programs and activities.
2. Track the numbers of organizations and student leaders of those organizations.
3. Measure perceived effectiveness of leadership and service programs through the administration of Program/Activity surveys.

Method of disseminating and using information for improvement

Information will be disseminated through Project Reports, Semester Reports, and Annual Reports.

Summary of Results

31 of new chartered student organizations for 2006-2007

35 students participated in the 2006 LeaderShape Institute –GT

40 students participated in the President's Summit

268 Organizations were officially registered

The number of community service organizations increased by 65%.

05-06: 17

06-07: 28

23 students participated in Alternative Winter Break

15 students participated in Alternative Spring Break

19 students served as MOVE executive and committee members
6 students traveled with ESWB to La Lima, Honduras
8 students served as ESWB executive and project leaders

According to results from the 2007 Alternative Break Participant Evaluation, 64% of the respondents indicated that they have not participated in other GA Tech community service projects.

100% of the respondents indicated that they “somewhat agree, agree, or strongly agree” that they plan to pursue community service activities after the experience.

Good baseline data

Actions Taken

Will use these numbers as baseline data for future comparison. Need to find other ways to capture involvement data to accurately represent how many students are involved at Tech.

Due to the increase in organizations and activities in student involvement, submitted a budget request for another coordinator

Due the increase in activities and supervision responsibilities in Community Service, submitted a reclassification request.

Developed Community Service Council to provide an overall voice and cohesive collaboration mechanism for all these service organizations.

Working with Community Service Council to develop ways to identify and assess all community service involvement.

Applied for and was awarded an AmeriCorps*VISTA grant that will allow GT to hire a fulltime VISTA volunteer to work with community service organizations.

Goal 3

Operational Goal

Improve customer service in operating procedures, activities, and programs.

Outcome

1. Increased levels of student satisfaction with programs, activities and services.
2. Increased student usage numbers.
3. Reduced timelines for administrative services performed.

Evaluation Strategy

1. Student leaders will be surveyed.

2. Numbers of students using services will be tracked.
3. Turnaround times for services performed will be tracked.
4. Evaluations for events will be conducted.

Method of disseminating and using information for improvement

Information will be disseminated through Project Reports, Semester Reports, and Annual Reports.

Summary of Results

According to the 2006-2007 Student Involvement Survey,

91% of respondents said the chartering process was handled in a timely manner. According to our records, chartering took on average 2-3 months from charter ready to be approved, to approval. Based on anecdotal recollection, previously the chartering process could take over a year.

93% of commenting respondents said the student involvement staff is helpful and friendly.

98% of commenting respondents said the student involvement office has a friendly, welcoming atmosphere.

81% of commenting respondents said their requests were handled in a timely manner.

85% of commenting respondents said their financial transactions were handled in a timely manner. There had been previous complaints of a slow response time. In the comments however, there were two references to needing to educate officers on the financial procedures.

69% of commenting respondents said the involvement webpage is helpful to their organization, 40% said they have never visited the site.

This is good baseline data.

Usage data

7.69% said they have never visited the Student Involvement Center

48.08% said they visited occasionally

44.23% said they visited often

44% of respondents said they have never gone to the involvement website

40% said they have occasionally gone to the involvement website

15% said they often go to the involvement website

51% say they go to the website to get forms

77% of officers stated they have never attended an Officer Orientation

Of those who have attended an Officer Orientation :

60% learned about policies they didn't already know about
90% learned about resources they didn't already know about
70% learned about processes they didn't already know about
50% learned about contacts they didn't already know about

This is good baseline data. Need to create a survey to assess learning outcomes of the Officer Orientation. Are they really learning the information or just think they know?

According to results from the 2007 Alternative Break Participant Evaluation
100% of the respondents indicated that they knew where/ how to find community service opportunities.

18% of the respondents indicated that they "somewhat agree" to using the Office of Community Service website to plan community service activities and stay connected to community service at Georgia Tech.

73% of the respondents indicated that they "somewhat agree, agree, or strongly agree" that the logistics of the program were well structured.

82% of the respondents indicated that they "somewhat agree, agree, or strongly agree" that instructions from program leaders were clear, direct, and non-threatening.

91% of the respondents indicated that they "somewhat agree, agree, or strongly agree" to feeling safe at all times during the program.

According to results from the 2007 Community Partner Feedback Form,
100% of the respondents agreed or strongly agreed that Georgia Tech's service was an overall benefit to their organization.

92% of the respondents agreed or strongly agreed that the participants provided services that were otherwise unmet.

92% of the respondents agreed or strongly agreed that they were satisfied with the outcome of the project.

92% of the respondents agreed or strongly agreed that they would recommend a partnership to others.

92% of the respondents agreed or strongly agreed that their participation in this service-learning project impacted their opinion of Georgia Tech for the positive.

Good Baseline Data

Actions Taken

Submitted a budget request for an Organizations Coordinator who would be able to assist in responding to organization needs in a timelier manner and assisting with marketing, publicity, and website.

Budgeted to keep the Graduate Assistant which has improved our chartering timeline

This reinforces that the addition of an accountant and secretary have increased our satisfaction with customer service.

Created a new framework for the student involvement website, will be revising the site this

summer.

Creating training for financial procedures.

Will improve the marketing of the Officer Orientations. However, those that attend are learning what is intended.

Enhancing Alternative Break orientations to cover logistics and including more student leadership into the planning process.

Developing Office of Community Service logo to increase recognition.

Requested funding for student assistants to update and maintain www.service.gatech.edu.

Working with Community Service Council to market community service opportunities through the website.

Using positive relationships with non-profit organizations to enhance partnerships.

Goal 4

Operational Goal

Improve relationships with non-profit, community organizations.

Outcome

Non-profit, community organizations will report having a positive relationship with the Office of Student Involvement.

Evaluation Strategy

1. Activity evaluations will be conducted.
2. Numbers of community partners will be tracked through website.
3. Student evaluations will be conducted at the completion of service projects.
4. Interviews of student leaders and service coordinators will be conducted.

Method of disseminating and using information for improvement

Information will be disseminated through Project Reports, Semester Reports, and Annual Reports.

Summary of Results

Data on student participation in service-learning programs: (LO #4)

6 students traveled with ESWB to La Lima, Honduras to consult on building a water filtration system

38 students participated in the Alternative Break Program

Need to determine what other programs are service-learning and how to capture the data

According to results from the 2007 Alternative Break Participant Evaluation, (LO#2 &3)
100% of the respondents indicated that they “somewhat agree, agree, or strongly agree” to feeling a personal responsibility towards the community.

91% of the respondents indicated that they “somewhat agree, agree, or strongly agree” that all individuals have a responsibility to participate in community service.

100% of the respondents indicated that they “somewhat agree, agree, or strongly agree” that they can achieve personal goals through performing community service.

100% of the respondents indicated that they “somewhat agree, agree, or strongly agree” that participating in community service activities can allow them to make a difference in society.

**Pre and post tests need to be administered to determine whether the service experience influenced a change in beliefs.*

According to results from the 2007 Mid-Year Corps Member Survey Report, (LO #2 &3)

83.3% of respondents agreed or strongly agreed that they have a good understanding about how they can be an effective citizen in their community.

83.3% of respondents agreed or strongly agreed that they have a good understanding about most of the important issues facing the community where they serve.

67.7% of respondents agreed or strongly agreed that they are comfortable expressing their opinion about important community issues to others.

100% of respondents agreed or strongly agreed that they feel that good citizenship includes a set of responsibilities to their community.

Alternative Spring Break Participant Reflection

This woman had the biggest impact on me. She was an older woman that seemed like she was made out of old world material. Her determination inspired me. This determination was in stark contrast to her environment. The wilderness was on the edge of her broken home and we were fighting it. Our weapons were hammers, nails, and our team spirit. (LO#1)

Small group discussions today have been very insightful and productive. My group stumbled upon the realization that Americans have been bred into a very independent society, and it is often hard for us to depend on each other and work together as a strong community. In other words, accepting help from our neighbors seems to be a thing of the past, referencing the ever classic 50s mom who would borrow milk and sugar from Betty Sue next door for the double chocolate chunk cookies.

The interesting about learning, is that the importance of it is never grasped until much later in life. Yesterday, while faced with a difficult task of producing paint buckets out of thin air, I remembered how my father had slowly taught me a majority of my understanding of worksite etiquette. Gazing around I found an empty water jug. With a few cuts it became the perfect paint bucket (with handle included!). I had not realized until I was cutting the plastic, that I had seen my father doing this many times when we were working with my high school youth group. I

watched him in the most depressing situations, trying to make a house just slightly more stable. And as he looked at the slanted house, telling everyone it should be condemned; he went to the owner and gave him another six stable months in the house. Because not everyone can pack up and rebuild. Some people are forced to see the situation and do what they can. Like Glenn's One House at a Time. He doesn't know how to handle case loads, he doesn't have a template to rebuild a disaster situation, but he does know how to contract; and he can give individuals a little hope and a little extra time with what he has. The tools we gain from life are often not realized until placed within a difficult situation, but in those situations it is the test of that knowledge that separates us. (LO # 1 & 2)

I came back to meet more new people (and work again with old friends), to learn new skills (and practice some that I learned before), and to have an amazing time during Spring Break. I hope that this week gives me an even better perspective on the situation here and what role community service is playing in it. I'm looking forward to getting to know the rest of the group this week, and I know that I'll return with an abundance of stories to share with friends and family. (LO#1)

Actions taken

Develop and implement a pre and post assessment of service-learning activities.

Incorporate blogging and other methods of alternative reflection into service experiences.

Train student leaders to facilitate reflection/debriefing.

Capture qualitative data from reflection.

Goal 1:

Operational Goal :

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

Outcome:

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

Evaluation Strategy

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

Method of disseminating and using information for improvement:

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

Summary of Results

The Women's Resource Center offered more than 45 events throughout the 2006-2007 school year. Findings from two programs are highlighted here:

- **Women's Welcome Event:** Since 2001, the Women's Resource Center has offered a welcome event for freshmen with tips for succeeding at Georgia Tech. The event, co-sponsored with Residence Life, attracted 128 students, an increase from 90 in 2005. According to the program evaluations which yielded a 29% response rate, students found the program to be relevant to their personal development and academic success and the findings showed improvement in motivating students to ask for help when needed (85% in 2006, 74% in 2005) and to get to know their faculty (64% "motivated" in 2006, 37% in 2005). One-hundred percent of the respondents said they would recommend the event for new women students next year.
- **WRC Graduate Women's Lunches** brought different women faculty to discuss their experiences on the tenure track during Summer 2006. Spring 2007 highlighted non-tenure track options for Ph.D. graduates, such as research scientists and engineers as well as academic professionals. The series culminated with a life coach framing a discussion about to consider these different options based on students' passions. The June 2006 luncheon received a 100% "relevant" rating (the highest rating offered). January's program on university researchers also received high ratings: 90% rated the speakers as "excellent" and 90% rated the content as "relevant." Comments included: "excellent and honest perspective on research positions vs. faculty positions.." "better idea of [career] opportunities as a Ph.D." "I really had no idea about the option of research." Feedback on the life coach sessions were more mixed: Part I in March received 61% "relevant" and 34% "somewhat relevant." Comments about what students gained from the content ranged from "not much" [4 students] to "a lot" and "one of the best WRC lunches." Students commented on the gender focus of the speaker's

comments and that they didn't know the other participants well enough to discuss such personal topics. Others indicated that they gained "ideas on finding my values and then acting on them," gained "a lot. I got to think about myself and to know me. An important task every woman needs to do." Another wrote: "I can tell that other female grad students are as confused/uncertain about their future path as I am."

Actions Taken

The results of each program evaluation consistently demonstrated an interest and need to continue current programming. The 2007-2008 programs have been planned based on these results; individual components of the programs will be revised based on specific feedback from the evaluations. Highlights of the results will be presented to the WRC Advisory Board at the July Planning Retreat for further discussion of future WRC goals and objectives.

Goal 2:

Operational Goal :

The Women's Resource Center will work closely with the Sexual Violence Task Force and relevant offices to strengthen existing advocacy and response programs and services for victims of sexual violence.

Outcome:

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

Evaluation Strategy

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

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

Method of disseminating and using information for improvement:

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

Summary of Results

Trainings were offered from 50-minute presentations to HPS classes, Housing student staff and fraternities to four and eight-hour trainings at the Ally and Advocate level. Shorter presentations included a self-awareness scale for students to complete, for example at a September 2006 fraternity training, the male students' "general awareness of consent" increased from an average of 7.2 on a 10-point scale to an 8.4.

Ally Training: 82% of participants rated the "usefulness" of the training as "excellent." For the

Fall Safe Sister training, 67% “excellent” and 54% as “good” (“very good” was not included on this evaluation as an option. This will be updated for future comparability.) Comments from these evaluations better demonstrate the proposed outcome of increased “strategies to assist someone who experiences sexual violence.”:

- *I would be better able to help victims, and I feel prepared to at least give them good information about what will happen through all the process*
- *I will educate my friends to help them understand their options should something happen to them.*
- *“I’ll make sure the victim has more control instead of taking control myself.” Comment from Safe Sister Training*

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 6, 2007 at a packed Campanile and attracted more than 600 participants. HPS classes offered extra credit with 457 students signing in from their classes. After the event, a request to complete an online survey was distributed through HPS classes, sorority lists and the WRC weekly email. 74 participants responded, a low response rate that still offered some insight into the impact of the program on students. 36.8% of respondents were male; 64.5% were female. 88.2% were undergraduates, primarily freshmen and sophomores. These demographics appeared consistent with the attendees of the program. 81.1% of three respondents rated the program’s “benefit or usefulness to you personally” as “excellent” (21.6%), “very good” (39.2%) or “good” (20.3%). 83.8% would encourage their friends to attend Take Back the Night in the future. Respondents highlighted the personal stories of the victims and the candle lighting as their “favorite part of the program.” While the survey did not directly assess “an increased knowledge of sexual violence,” the students’ positive response to the usefulness of the program and the interest in the survivors’ stories indicate an increased awareness of the issue. A direct question may be added to the survey for a more direct response in the future.

Five students visited the Women’s Resource Center for support or assistance regarding sexual assault during the 2006-2007 school year. Each of these students was assisted with resources and received at least 2-3 follow-up emails and/or phone calls for support. All but one student indicated that she felt supported by the office and appreciated the service and follow-up. One student, whose assault occurred off-campus by a staff member, was disappointed the Institute did not take further action. The WRC is following up with the appropriate office to address these concerns.

Actions Taken

The number of participants voluntarily signing up for Ally, Safe Sister and Advocate Training indicate an interest in continuing staff and peer trainings. The evaluation data, highlighted above, reinforce an increased awareness of both the issue of sexual violence, with an emphasis on consent, as well as how to help a student who has experienced violence. The WRC will continue presentations and trainings to the Georgia Tech community, working in conjunction with the Department of Health Promotion’s new Violence Prevention Coordinator. The office will also continue individual support and referrals for victims of sexual violence. To further address the students’ concerns, the center will work to improve the current Institute policies and

practices.

Goal 3:

Operational Goal :

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

Outcome:

After participation in WRC programs and services, participants will indicate a stronger perception of community through the Women's Resource Center.

Evaluation Strategy

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

Method of disseminating and using information for improvement:

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

Summary of Results

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

Women's Welcome Event: Since 2001, the Women's Resource Center has offered a welcome event for freshmen with tips for succeeding at Georgia Tech. The event, co-sponsored with Residence Life, attracted 128 students, an increase from 90 in 2005. According to the program evaluations which yielded a 29% response rate, the majority of the women (68%) indicated that they were "motivated to develop a friendship with someone at the reception." An additional 16% were "somewhat encouraged." In 2005, only 41% of women indicated they were "motivated" (26% were "somewhat motivated") One-hundred percent of the respondents said they would recommend the event to new women next year. Only 40% of the students indicated they were likely to visit the Women's Resource Center; another 53% said "maybe". Additional findings for this program are listed under WRC Goal 1.

Women in the Wilderness: *White-Water Rafting Trip:* Since 2000, the Women's Resource Center has offered joint programs with Outdoor Recreation at Georgia Tech (ORGT). In Fall 2006, 14 women participated in an overnight white-water rafting/camping trip on the Nantahala River in North Carolina. 79% of participants completed a written survey after the activity. Eighty-two percent (82%) of participants were new to both ORGT and the WRC, and 91% stated that now they are considering participating in other WIW or ORGT events, demonstrating that a sense of community was created through the activity. In addition, 100% of respondents

would recommend this program to a friend. All respondents (100%) also indicated that after this activity, they would be feel comfortable referring a friend to the Women's Resource Center if appropriate. 36% of the participants were graduate women. Many were also international women.

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

Actions Taken

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.

However, students also indicated that the room was too small and the location was too far for freshmen on West Campus. As a result, we have expanded the program for 2007-2008 by maintaining the current structure and goals of the program but offering it once on West Campus and once on East Campus to increase community and support for incoming women on West Campus. In addition, the low numbers of interest in visiting the Women's Resource Center is inconsistent with the high ratings of the program. This contrasting data will be considered in the framing of next year's program. More information about the programs and services of the Women's Center will be shared and a comment line will be added to the question about visiting the WRC on the evaluation to collect more information about their perceptions of the center. Based on consistently positive results, the Women's Resource Center plans to continue specialized program offerings to graduate women.

Goal 4:

Learning Goal:

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

Outcome:

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

Evaluation Strategy

Self-assessment for WRC student leaders.
Informal focus groups.
Women's Leadership Conference evaluation.

Method of disseminating and using information for improvement:

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

Summary of Results

WRC Student Leaders: The response rate for the written self-assessments was too low to offer comparable data for past years; however, year-end celebration dinners for each group (2006 Women's Leadership Conference, 2007 Women's Awareness Month chairs, 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 Leadership Conference: The Women's Resource Center offered the annual Women's Leadership Conference on November 3-4, 2006. The conference, organized by a student committee advised by the WRC, attracted approximately 300 participants over the two-day conference. Almost two-thirds of conference participants completed the written evaluation. Respondents overwhelmingly found the presentations and workshops "very relevant" (56.7%) or "relevant" (32.5%) to their lives. Only 9.3% found it "somewhat relevant." Less than .01% said "not at all relevant." Participants were also asked how they personally benefited from the conference. A textual analysis of the comments found a positive impact on participants across genders, ethnicities and age. Examples include:

"I got a lot of motivation and plan to apply the stuff that I have learnt to my life, studies etc" –*Mgt. undergraduate*

"It discussed many of the issues and uncertainties I am facing as I prepare to graduate." –*GT undergraduate*

"It gave me motivation to apply for powerful positions and I felt encouraged to stand up for myself." –*Auburn University undergraduate*

"I would like to have a conference like this in my college in South Korea!" –*GT biology exchange student*

"I feel like I was opened up to a lot of different things that I wouldn't necessarily know about because I am a male." –*GT undergraduate*

"Everything that I heard in the 2 days can be applied to my lifestyle" – *Corporate Sponsor*

"The networking session will be used in my application process to Harvard as well as my future networking endeavors." *African American alumna*

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

themselves to have strong leadership abilities.

Actions Taken

Information regarding the 2006 Women's Leadership Conference has been disseminated to the 2007 student committee who utilized the findings to begin their planning of next year's conference. The data was also contributed to the LEAD program for inclusion in overall Institute leadership assessment and will be shared at the next WLC Advisory Board meeting. The low response rate for the written self-assessment indicated a need to improve data collection methods. Survey monkey is a new resource tool for the Office of the Dean of Students and this survey could be implemented as an online form which may improve participation from Georgia Tech students. At this point, the WLC evaluations will remain hand-written given the strong response rate with that collection method.

Diversity Programs

Goal 1

Operational Goal:

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

Outcome

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

Evaluation Strategy

Focus groups consisting of underrepresented students/student groups will be conducted.

Method of disseminating and using information for improvement

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

Summary of Results:

As part of Disability and Diversity Days (Fall 2006), Diversity Programs hosted a panel discussion, "How to work more Effectively with Black Students." Six students served as panelists. There was a mixture of in-state/out-of-state, graduate/undergraduate, dual degree/non dual degree, and country of national origin. The panel was used a focus group and notes were taken. It was decided to conduct a focus group of Black Student Leaders (Summer 2007) made up the African American Student Union Executive Board. Data from the two groups was compared.

Students reported having challenges in the classroom (feel like token Blacks, feel like they cannot challenge professors, indicated a need for a more positive interaction with faculty, indicated a need for more Black professors, indicated that they work alone rather than in groups, reported they have to overcome low expectations from professors and peers, dual degree students reported many challenges, and students are concerned about the retention of Black peers. They also reported challenges outside the classroom (students reported a need for a Black Cultural Center to alleviate the alienation they feel on campus (50% of students felt a Multicultural Center would be appropriate and the other 50% thought a Black Cultural Center is more appropriate), 50% of the students from both groups reported they had thought about leaving Tech, students indicated they feel less comfortable in Housing since the changes in *Technically Speaking*, AASU leaders reported that GT is negligent in recognizing Black students and their events, Black students reported not being involved in homecoming because they are not interested in the events, students also indicated they need more respect from staff. Students also reported having cultural challenges (students reported that Black males have the toughest time at Tech, students feel that the "N" word should not be used by the Black community, Black students feel their experiences are different than other students,

and Black students feel that they are not made aware of opportunities and are not encouraged to be on boards that play a major role on campus.

Actions Taken:

- It was determined that additional information was needed. A climate survey was administered to Black students to find out more about their needs. It is planned to administer the same survey to Hispanic and Asian leaders fall semester.
- Partnered with two student organizations that I have never collaborated with in the past (CARIBSA and the Asian Awareness Week Committee.)
- Advocated on the behalf of Black students to not bring a play they deemed offensive.
- Black students complained that Tech never produces a Black Play. Diversity Programs collaborated with AASU to produce Miss Evers Boys, a play about the Tuskegee Experiment.

Goal 2

Learning Goal

Safe Space participants will increase their knowledge of the gay, lesbian, bisexual and transgendered (GLBT) community, and will develop skills to effectively work with GLBT students and colleagues.

Outcome

After participating in Safe Space training, workshop participants will acquire knowledge and skills related to their ability to work effectively with Gay, Lesbian, Bisexual and transgendered students and colleagues.

Evaluation Strategy

A pre-test will be given to workshop participants to ascertain prior knowledge/skill set prior to training, and a post test will be given to see if the training enhanced participant's knowledge/skill set.

Method of disseminating and using information for improvement

Data will be shared with the Safe Space Committee to evaluate/modify the Safe Space Training curriculum.

Summary of Results

The survey was created, but Pride Alliance canceled every safe space training session since this goal was made. As a result, there has not been an opportunity to administer the test.

Actions Taken

- Safe Space Coordinators were contacted, but they are not in the Atlanta area this summer, and will not be available to meet until fall.

Ferst Center for the Arts

Goal 1

Operational Goal

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

Outcome

The Ferst Center for the Arts will reach goal of 3,600 students attending cultural arts performances in 06-07.

Evaluation Strategy

Student attendance is tracked through the box office. Box office reports are available daily and at end of year for evaluation.

Method of disseminating and using information for improvement

Student attendance will be used to determine future arts programming and marketing strategies.

Summary of Results 3,800 students experienced world class arts at the Ferst Center in 2006-2007.

Actions taken The Ferst Center met and exceeded its initial goal of 3,600 students, with 3,800 students attending performances. The Ferst Center will continue programming and marketing efforts that appeal to and reach students.

Goal 2

Operational Goal

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

Outcome

The Ferst Center for the Arts will reach the goal of 19,400 people from the community at cultural arts performances in 06-07.

Evaluation Strategy

Public attendance is tracked through the box office. Box office reports are available daily and at end of year for evaluation.

Method of disseminating and using information for improvement

Attendance data will be used to determine future arts programming and marketing strategies.

Summary of Results 21,300 community members attended cultural arts events at the Ferst Center in 2006-2007.

Actions taken The Ferst Center met and exceeded its initial goal of 19,400 community members, with 21,300 community members attending performances. The Ferst Center will continue programming and marketing efforts that appeal to and reach the community.

Goal 3

Operational Goal

The Ferst Center for the Arts will increase fiscal donations.

Outcome

The Ferst Center for the Arts will increase annual fiscal donations by 5%.

Evaluation Strategy

Tracking of monthly gifts by Ferst Center staff

Tracking of donor history and activity by Ferst Center staff

Method of disseminating and using information for improvement

Information will be presented to the staff as necessary at weekly staff meetings.

Information will be presented to the Board at quarterly meetings.

Summary of Results We were able to track and report on all revenues and expenses, comparing these against budgeted goals for the year. Doing so allowed us to accurately amend the budget as we exceeded our ticket sales revenue goals, thereby ensuring that we were planning for the allocation of the additional revenues to the best use of the Center as opposed to hastily deciding on expenditures during fiscal year closeout.

Actions taken One challenge we encountered was the tracking and projection of expenses in the production projects. This challenge was due to turnover in staff and we look forward to continuing this objective in the following year with the new staff members.

Goal 4:

Operational Goal

To track all annual donors to the Ferst Center. To further the relationship between the Ferst Center and its patrons

Outcome

Annual gifts to the Ferst Center increase by 5%

Evaluation Strategy

Tracking of monthly gifts by Ferst Center staff

Tracking of donor history and activity by Ferst Center staff

Method of disseminating and using information for improvement

Information is presented to the staff as necessary at weekly staff meetings

Information is presented to the Board at quarterly meetings

Summary of Results We did not meet our goal of increasing annual gifts to the Ferst Center by 5%. Annual gifts to the Ferst Center actually declined by 20%

Actions taken In order to meet this goal, it is necessary to improve the tracking of all donations and to dedicate the time to stewardship of our donors at all levels. The main factor missing in 2007 was that in 2006 there was an annual Ferst Friends direct mail appeal.

LEAD Program

Goal 1

Learning Goal

Develop key leadership skills in students.

Outcomes

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

Evaluation Strategy

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

Method of disseminating and using information for improvement:

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

Summary of Results:

I. Foundations of Leadership Class

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

A. Speakers

The class has between 5-9 speakers who discuss with the class some applied aspects of leadership. They permit the class to understand the connection of the instruction in leadership to professional experiences. These speakers are usually Tech faculty, staff and alumni. Their topics cover areas such as service and leadership, building professional

relationships, toxic leadership, global leadership, and public policy. The speakers received high ratings from the students with few speakers receiving negative scores. No speaker has ever received more than 30% below average marks.

B. Class Activities

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

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

C. Class Outcomes in Key Leadership Areas

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

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

D. Overall Analysis

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

Difficulty of class 80%+

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

Amount of work 66%+

Last two classes 90%+

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

Recommend class 75%+

Last two classes 90%+

E. Analysis

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

II. GT 1000

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

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

IV. Leadership Conferences

GTLC (Georgia Tech Leadership Conference)

BLC (Black Leadership Conference)

WLC (Women's Leadership Conference)

The following is relevant information on the leadership conferences.

Registered Attendance

WLC: 300

BLC: 330

GTLC: 388

Survey Response Rate

WLC-194 (65%)

BLC-85 (26%)

GTLC-108 (32%)

Recommend Conference to Others	WLC	GTLC	BLC
Yes	97%	99%	97%
No	2%	1%	3%
Maybe	1%		

WLC

Expectations

Exceeded 48% Met 44% Somewhat met 8%

Event Ratings WLC

1-5 scale with 5 as excellent and 3 as average. The scores listed are averages of all respondents.

Speakers (4.25-4.92)
 Recruiting Fair (3.1)
 Publicity/Website (3.87-4.24)
 On-line registration (4.51)

GTLC

Background Information

How did you hear about conference?

E-mail 65%
 Word of Mouth 26%
 Other 9%

Did you visit conference web site? Yes 73% No 27%

Reason for attending:

Professional development 62%
 Academic department or faculty 14%
 Truett Cathy 19%
 Dr. Clough 12%
 Learn skills useful to your club 30%
 Work on particular skills:

- Communication 64%
- Business Skills 7%
- Teamwork 35%
- Networking 25%
- Social Skills 19%
- Vision 16%

Demographics

Race/Ethnicity

White	54%
Asian	25%
Hispanic	5%
Other minorities	16%

Gender

Male	66%
Female	34%

GT undergraduate	83%
GT graduate	14%
Other	3%

Majors

Engineering	64%
Management	15%
Others	21%

<i>Greek</i>	Yes 49%	No 51%
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<i>Number of organizations you are in:</i>	0-1	2-3	3+
	14%	46%	40%

Substantive Evaluation

Conference relevant to your life	Very- 71%	Somewhat- 29%
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Speakers

Four of six presenters received very high marks on scope of information and usefulness. All three plenary speakers scored very high marks.

(BLC)

Demographics

GT undergraduate	41%
GT graduate	13%
High school student	14%
Community member	20%
Other	12%

Publicity (How did you hear about conference?)

Word of mouth	23%
Website	16%
E-mail	16%
Facebook	13%
Flyer Poster	12%
Handout	9%

Technique 5%
Other

Expectations

Attended BLC before Yes-38% No-47%

Reasons for Attending

Business skills 45%
Self awareness 44%
Vision 35%
Networking 27%
Communication 26%
Social skills 20%
Teamwork 18%
Time management 17%

Plenary Speakers

Overwhelmingly good. All three scored 80%+ in 4-5 range.

Workshops

The only comment here since they are not numerically rated is that some were sparsely attended.

Expectations

Exceeded 50%
Met 45%
Somewhat 5%

Relevance of conference to you?

Very relevant 70%
Relevant 30%

V. External Leadership Conferences

There are some special opportunities for students to develop their abilities external to campus. These would include the **Student Leadership Conference at the University of Texas** and the **Innovate Conference** on entrepreneurship and leadership to Asia. In both of these instances, students are selected in a highly competitive process. The expectation is that students will benefit experientially and substantively from these experiences to learn from experts and network with peers who are leaders at other institutions. The assessment process includes asking the students to reflect on their experiences and a personal debriefing by the LEAD director. There is also a survey given to the Innovate students.

Student Leadership Conference at the University of Texas

The Center for Ethical Leadership in the Lyndon B. Johnson School of Public Affairs at the University of Texas hosts an annual Student Leadership Conference. Students, including four from Georgia Tech, attend the conference from across the United States and Mexico. The Conference seeks to increase awareness of current and emerging leadership challenges in a variety of settings. The program is a fast-paced, intense experience featuring a blend of prominent speakers, small-group workshops, and informal discussions with peers. Speakers this past year include David Gergen, adviser to four presidents and Director of the Center for Public Leadership at Harvard.

Criteria for Applying:

- Sophomore or junior with a GPA of 3.0 or higher
- Students should have demonstrated leadership potential, responsibility, and a commitment to serving others.

Assessment

The assessment of the four students is personal and takes the form of asking them to provide a written description of the benefit of the conference and going through a personal debrief with the director of LEAD. Student comments on the conference have been overwhelmingly favorable. The benefits include:

- Listening to world class inspirational speakers on leadership
- Learning their leadership strengths and developing their leadership styles
- Brainstorming with other students about best leadership practices
- Meeting students interested in leadership from other countries

Here are some of their written comments:

The LBJ National Leadership Conference was a great experience that exposed me to many important leadership issues and perspectives. In addition, I developed strong friendships with the other Georgia Tech representatives, and we have worked together on many new initiatives on campus since the conference.

Dustin Hipp, Chem

My experience with the UT Conference was nothing short of inspiring, from the group of bright and enthusiastic student leaders to the exemplary selection of speakers. It was a great honor to represent Georgia Tech there.

Ting Cheng, ID

In Austin, I was exposed to many different theories on the mechanics of leadership. I took workshops on influence in leadership and creative leadership. I also learned that leadership must include ethics as an integral part of effective leadership.

Stephen Kump, Man

The 2007 Student Leadership Conference was an extremely worthwhile experience that I will remember for years to come. One of the most important aspects for me was the Strength Finder workshop. All participants were able to find their top five strengths and determine how to most effectively use them. The Conference was an excellent opportunity for me to try new things and see situations from different perspectives. I recommend everyone to apply to participate in this unique conference and meet some of the most remarkable future leaders of the United States and Mexico.

Ranni Tewfik, Bio

INNOVATE

INNOVATE is a conference sponsored in part by IAESTE and NSF for undergraduate and graduate technical students that examines the relationship between technology, globalization, and leadership. Student delegates spent five days each in Beijing and Bangalore meeting with key business, academic, and government leaders while also conducting professional site visits to companies like Infosys, G.E. and others. Innovate involves students from four Asian universities and several other US universities. Outside the conference program, informal conversations allowed delegates to reflect on what they have learned and to challenge their thinking about their own cultures. The conference prepared tomorrow's technical leaders to grapple with the issues of technology and globalization, not just in the abstract, but through experience.

The seven Innovate students filled out surveys and had a debriefing about their visit by the director of LEAD. The surveys revealed that all students rated highly the trip as a (4-5) as:

- a leadership experience
- in developing their intercultural awareness
- in assisting their professional development

Some of the student comments included the following:

I would recommend this conference because it gives real life application to everything we talk about in the global economy. It also gave application to some of my ME work. The conference was great and everyone who can go should go.

Luqman Abdur-Rahman, ME

Innovate gave me the opportunity to see how our studies and research could be applied in different parts of the world. Learning about other cultures, operations, financial structuring, etc. will help us in our future roles and will help us to develop products and services for a larger group of the human population. Innovate has and will continue to influence my life- I am in touch with several people I met at the conference and also apply lessons learned to my research on a daily basis. I am determined to pursue a career path in international medical education. I intend to do this through a career in an international organization that promotes health and wellness education in developing nations.

Mahima Ashok, BME

VI. Skills Development Initiatives

There were two skills development programs sponsored by LEAD. These two programs were a teamwork workshop with a facilitator from High Impact Training in the fall and public speaking training through a professional training organization-Speakeasy.

Teamwork Workshop

The teamwork workshop was attended by forty-two students and was designed to work on key teamwork skills such as motivation, formation, development, assessment, communication, and conflict resolution. In addition to the facilitator from High Impact Training, there was a biochemistry professor who gave a luncheon presentation, and a

young GT alumni panel. Almost half of the participants filled out a survey. The results rated:

- the speakers and the alumni panel-75%+ in the 4-5 range.
- usefulness of the workshop-75%+ in the 4-5 range.

Public Speaking Seminar

The public speaking seminar was an opportunity to have ten students attend a professional seminar with intensive training. The purpose was to train some of our students, but it was also designed to provide witnesses to the value for students of such training. These witnesses could be valuable in our capital campaign in raising money for public speaking. The student comments have been passed onto Trish Wichmann, the SA fundraiser. All of the students in their surveys rated the experience and their instructor as a 4 or 5 and all recommended such training for other students.

Here are some student comments on whether such public speaking training would be beneficial for Tech students:

Yes, this would be beneficial to expand upon not only extracurricular and leadership opportunities we already have but to enhance coursework and presentations as well. Not only can students in formal leadership roles benefit from such training but each student as they make a presentation in class or interview for a job can learn a lot from a public speaking program.

Anu Parvatiyar, SGA President, BME

It is essential for engineers, scientists, and mathematicians in this day and age to be able to communicate effectively. This was great.

Chris Sanders, AE

Public speaking is one of the most vital skills that one can obtain. Public speaking is a challenge for many students and developing the confidence to become comfortable with speaking is a basic skill that is necessary for all aspects of communication. A public speaking program at Georgia Tech will help create the level of competency in communication that Georgia Tech wants for its students and that the world expects of Georgia Tech graduates.

Mark Ladisch, IE

Action Items:

I. Action Items on Foundations of Leadership Class

My goal is to continue to refine and improve the class in order to maximize the learning experience for our students. So, I will do the following:

- **Assess the value of the external leadership activity that has not been included on the surveys.**
- **A couple of external speakers declined in their approval last semester and only 20% of the students ranked the external speakers as excellent, a 4 or 5 rating, last semester. So, I will monitor their ratings to see if the downward trend last semester on the speakers is a trend or an aberration.**
- **One of my TAs dropped a little from his normally high numbers. I will talk with him to see what we can do about this.**
- **Accumulate new data on majors, number of outside activities, how they found out about the class, professional goals, what students are most likely to drop the class, and why they took the class.**
- **Add a pre-class survey of student expectations coming in the class to compare with their experiences on exiting.**

II. Action Items on GT 1000

- **This coming year I will survey in depth my GT 1000 class on leadership. I will try to get a couple of other instructors to do a survey with me as points of comparison.**
- **Ask Success Programs to run the survey again for all instructors after they have used my suggested leadership modules that are directly aimed at the students who are single focus, worried about time, or do not see the program as relevant to them.**

III. Miscellaneous Action Points on Academic Programs

Some additional aspects need to be surveyed because we now have enough students in these categories to justify surveys.

- **Prepare a Survey for Leadership Internships**
- **Prepare a Survey for Certificate**

IV. Action Items on GT Leadership Conferences

- **Check with conferences and try to get agreement on 10-12 common questions for each survey for comparative purposes.**
- **Ask conferences to include a global leadership component which does not now exist.**
- **Work on improving response rate-consider going with on line surveys.**
- **Improve workshop attendance at BLC**

V. Action Items on External Leadership Conferences

- **Do follow up with Innovate students on their post-Innovate activities to see continuing relevance of Innovate to their leadership development.**

VI. Action Items on Skills Development Workshops

- **Develop a better survey instrument that allows us to measure specific skills development in the workshops.**

VII. Miscellaneous Action Items for LEAD

- **Determine number of visits to my website**
- **Number and type of hits under leadership on e-portfolio**

Goal 2

Learning Goal:

Develop and improve global leadership skills in students.

Outcomes:

1. Students will be able to recognize the importance of new global realities- economic, political, cultural, military, technological, and intellectual.
2. Students will learn how to operate and/or live in diverse cultural settings
3. Students will be able to recognize the complex interactions and impacts stemming from globalization
4. Students will demonstrate knowledge of adaptive strategies in order to operate effectively and ethically in different cultures

Evaluation Strategy:

Qualitative data will be acquired through surveys conducted with students participating in global leadership activities, Institute Assessments, and observations to be conducted in select settings to measure demonstration of global leadership development.

Method of disseminating and using information for improvement:

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

Summary of Results:

- Prepared inventory of SA global activities
- Surveyed students in Foundations class on the global leadership module
- Surveyed students in leadership class with IDI
- Surveyed and debriefed Innovate students

Actions Items:

The LEAD Program did or is associated with the following global activities:

- **Administers an international internship class that tests leadership theory in an international internship. We work with Debbie Gulick, International Internship Program coordinator, to assist students to develop and test their leadership skills in a global context.**
- **Implement a global leadership module in the Foundations of Leadership class that includes a case study and administers with the GT Office of Assessment the International Development Inventory.**
- **Administers a Leadership Certificate program in PUBP that includes a global leadership class requirement. INTA classes are included here.**
- **Helps to administer the participation of Georgia Tech graduate and undergraduate students in the two week Innovate Conference on Globalization, Technology and Leadership. LEAD partnered with Debbie Gulick and key faculty on this.**
- **Director has spoken in conjunction with OIE to the International Leadership Conference on campus.**
- **Director has promoted LEAD international initiatives by speaking to a variety of groups, clubs, organizations, faculty groups, GTAB, etc.**
- **Director has met with and discussed leadership programming with OIE, International Internship Coordinator, and Foreign Language Department.**

- **LEAD has developed a global leadership immersion proposal for the capital campaign.**
- **LEAD director is a member and has presented a paper at the International Leadership Association.**
- **Helped student leadership conferences strategize about global elements**
- **Is developing information on international internships for LEAD website**
- **Preparing leadership classes for GT Lorraine next summer**
- **Seeking possible international internships through GT Lorraine**
- **Working with ORGT to develop an international outdoor leadership activity**
- **Working with GT Lorraine to set up global teleconference between Foundations class and their campus on leadership.**
- **Developed intercultural awareness training module for SA and Housing staff**

Office of Information Technology

Goal 1

Operational Goal

Student Affairs IT will improve server and web site security.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement :

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

Summary of Results:

All events that the system software perceived as attacks or probes came from the same subnet that the servers are on. That is, they were from devices in the same building as the servers. Additionally, the events that were marked as attacks or probes were, in reality, broadcast messages from the various computers and printers on the network. In our case, these are not really attacks and the behavior is to be expected.

Actions taken:

We have looked into the possibility of having such network broadcast events excluded from the logs, but this not really needed. Our firewall, anti-virus, and anti-spyware software is doing what it should.

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:

The data indicated that our student used machines were more likely to have viruses or unwanted software on them. Our student workers, in some cases repeatedly, attempted to install and use software that has potential security holes or that could be used to hack other computers.

The data also indicated that our staff users appear to practice safe computing. With over 80 staff users, the software, ePO, cleaned one virus from a staff computer. That virus was removed before it infected the computer. It is also important to note that the OIT email system did not catch the infected file.

We also discovered that we had a lot of false positives. The system deleted software that was needed on certain machines to perform critical tasks. This included software used by the IT staff.

Actions taken:

We have been creating rules within the ePO management console to have the software send email notifications to the IT staff when viruses are located on a Student Affairs computer. We have started work on revising the list of software that the system views as a potential risk.

Goal 3

Operational Goal

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

Outcome

Shorter learning curve for new employees, resulting in reduced training periods.
Increased proficiency in cross-departmental support. Increased familiarity of current, in-house services and processes.

Evaluation Strategy

Internal and OIT management review of documents.

Method of disseminating and using information for improvement :

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

Summary of Results:

No data to report on.

Actions taken:

The collection of documentation continues.

Goal 4

Learning Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement :

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

Summary of Results:

We were not able to collect enough data report.

Actions taken:

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

Goal 5

Learning Goal

Student Affairs IT will provide users increased educational opportunities in information security.

Outcome

Increase in users' ability to resolve more common computer difficulties. Increased awareness in the user population of basic security principles, such as potential harm from e-mail attachments, questionable web sites, and installation of unapproved software.

Evaluation Strategy

Level of user education will be assessed through surveys and IT staff observation. We can couple these observations with data pulled from ePO security logs.

Method of disseminating and using information for improvement

Collection of frequently asked questions, which can be disseminated via the monthly Computer Usage e-mail sent by division's IT manager.

Summary of Results:

The ePO logs indicated that our users are well informed when it comes to most IT security practices. We did, however, observe that they are not well informed when it comes to dealing with spam and passwords.

Actions taken:

Rather than sending more email, we elected to use departmental staff meetings as a vehicle to disseminate the information. At present an IT staff member attends the Dean of Students staff meeting once a month and the CRC staff meeting weekly. The meetings often result in non security questions being asked and answered. This was unexpected, but welcomed.

Success Programs – FASET

Goal 1

Learning Goal

To educate 60% or more of first-year freshmen on skills needed for success at Georgia Tech through the GT 1000 Freshmen Seminar course.

Outcome

1. Students who take the course will be retained at a higher rate than those not in the course.
2. Students who take the course will report a higher GPA when compared to students not enrolled in the course.

Evaluation Strategy

1. A document review will be conducted yearly to assess the retention rate of students in the course compared to students not in the course.
2. A student-survey will be conducted at the end of each term for students to report how confident they are in skills related to academic success.

Method of disseminating and using information for improvement

Data will be shared with TLs each term and used in creating training programs annually.

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

From Summer 2006 through Spring 2007, 1914 freshmen were registered for GT1000. This represents 65.3% of the freshman class. They were enrolled in a total of 77 sections across three terms (10 summer, 62 fall, 5 spring). Of those 77 sections, 23 were discipline/major specific, 5 were population specific (Presidential Scholars or Challenge Program), and 49 were general seminars.

Students registered for Fall 2006 were asked to evaluate their own learning on each of the nine learning objectives of the GT1000 course. The survey was administered electronically during the last week of class, and 60% (n=902) students responded. Statements were evaluated on a three-point scale, where one indicated disagreement with the statement and three indicated strong agreement. Overall, students agreed that the class had positively impacted their knowledge of the given topics. The average score on each outcome was at least moderate agreement (2.0) that the class impacted their knowledge. Top scores were given to *able to write a resume that effectively demonstrates my experience* (2.68), *better informed about Tech and what opportunities are available to me* (2.66), and *differences between high school and college* (2.64).

The population sections again reported the highest scores on each outcome. The discipline sections reported slightly higher scores than the general sections on *information about available opportunities*, *information about major and career*, and *ability to approach a professor*. The general sections reported slightly higher scores than the discipline sections in

encouragement from team leader, career skills relating to interviewing and networking, and managing time.

Retention data (evaluation strategy A) will not be available until September 2007.

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that were made in light of the results obtained):

Survey results were shared with individual instructors, and future instructors for Fall 2007. Those instructors with lowest outcomes (below satisfactory) were not invited to return for Fall 2007.

The Instructor's Facilitation Guide was revised to put new emphasis on the academic skills with lower reported outcomes (which were still above moderate agreement).

And a new pilot program for Fall 2007 was developed that will maximize the strengths of the discipline sections (as evidenced by higher self-reported outcomes by students).

Goal 2

Learning Goal

Provide a leadership opportunity to students who will learn about leading and managing small teams of students.

Outcome

Team Leaders will have enhanced leadership skills in the areas of group dynamics, public speaking, giving direction and interpersonal communication.

Evaluation Strategy

A survey of instructors to evaluate their team leaders' performance will be conducted at the end of each semester.

Method of disseminating and using information for improvement

Data will be shared with TLs each term and used in creating training programs annually.

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

From Summer 2006 to Spring 2007, there were 375 Team Leaders who volunteered with GT1000 classes.

Instructors were invited to provide feedback on their Team Leaders via an end of term comprehensive survey. Response rate was not adequate to provide data for means of this assessment. However, a survey of self-reported leadership skills was collected from the team leaders themselves. The survey was administered electronically the last week of the semester, and 33% (n=103) TLs responded. Leaders surveyed reported having been given the opportunity through their role as TLs to regularly *answer questions, give appropriate advice to GT students, and promote student involvement opportunities*. They reported somewhat regularly having to *lead small group discussions, give ideas on class activities to the instructor,*

lead activities in class, and contact students outside of class. Team leaders were also invited to suggest training topics for future training sessions. Campus information (such as important phone numbers) and training on motivating students were the only two subjects listed; the rest of the responses indicated that students felt well-prepared for their role.

Furthermore, freshmen were asked to evaluate their team leaders as part of a comprehensive satisfaction survey at the end of each term. Freshmen responded with moderate agreement (2) or agreed strongly (3) that team leaders were *supportive* (2.64), that team leaders *educated them about Georgia Tech* (2.54), and that team leaders *were involved in the class* (2.55).

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that were made in light of the results obtained):

Survey results were shared with the GT1000 Team Leader Advisory Board. This board has used the evaluation results in planning for Team Leader Training (August 2007) and for GT1000 Instructor Training (June 2007) on utilizing team leaders in the classroom. Greater emphasis on using team leaders to run pre-set small groups on a regular basis will be provided to the instructors, in order to enhance the outcome of leadership growth experienced by Team Leaders.

Goal 3

Operational Goal

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

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

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

Data from individual tutoring satisfaction surveys were collected after each session and reviewed once per week. This produced approximately 1000 survey evaluations. All individual tutors consistently ranked as “good” or “excellent” in categories of subject

knowledge, tutor effectiveness, patience, promptness and reliability, approachability, and overall effectiveness in enhancing learning.

The end of semester survey was administered electronically after spring semester to a random sample of 150 tutoring participants. Response rate was 20% (n=30). Data from the survey indicated that 80% of students sampled found the tutors to be helpful or very helpful. Seventy-three percent indicated that they received a higher grade in their class/s as a result of their tutoring session/s. All reported passing the classes for which they sought tutoring (one withdrawal).

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that were made in light of the results obtained):

None yet. To be taken: information from surveys will be used in tutor training in August 2007. And modification to the one-session tutoring limit will be considered before August, 2007.

Goal 4

Operational Goal

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

Learning Goal

B. Students and their guests (parents, spouses, grandparents, etc.) will acquire information about their major, academic programs, as well as campus departments and resources.

Outcome

1. Students will feel less anxious about their transition to Georgia Tech after participation in the FASET program.
2. Students and guests (parents, spouses, grandparents, etc.) will be aware of their resources and services available for Tech Students.
3. Students and guests (parents, spouses, grandparents, etc.) will have a better understanding of their student's major.

Evaluation Strategy

1. Students and guests will complete an end of session evaluation including items focusing on anxiety, transition, academic advising, and information.
2. Students will be contacted at mid-term to assess their need for more information and ease of transition.

3. Programs and services as content in the orientation program will be evaluated on a yearly basis.

Method of disseminating and using information for improvement

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

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

Data was collected throughout July and August 2006.

Survey results revealed that we are meeting these important service goals.

How effective has the FASET program been in achieving our goals? 1=not effective and 4= highly effective

- To reduce anxiety you/your student may have about attending Georgia Tech 3.4
- To inform you about campus services, resources, and issues 3.6
- To demonstrate that Georgia Tech cares about its students 3.6
- To answer your questions 3.5
- To connect you with others in the Georgia Tech community 3.4
- Overall, how would you rate your FASET Orientation Leader 3.6
- Overall, how would you rate the FASET Orientation program 3.5

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

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that were made in light of the results obtained): For 2007 we will be moving to an on-line evaluation of the program. This is in an effort to streamline the data collection and reporting.

Goal 5

Operational Goal

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

Learning Goal

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

Outcome

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

Evaluation Strategy

1. Learning objectives will be measured through self-assessments throughout the summer.
2. Guests and students will complete an evaluation of their orientation leaders skills

Method of disseminating and using information for improvement

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

Summary of Results

Students completed pre-evaluation on April 23rd, a post-training evaluation on June 21 and a final evaluation on August 13th.

Students rated themselves on their perceived leadership skills and abilities in a number of categories and finally their overall growth. The average growth for leaders again held at 12%.

Students continue to see an increase in their skills from initial evaluation to post- training, and again after the experience of being an orientation leader. We are making no changes to the process due to continued growth on the part of the leader staff.

Actions taken

None.

Goal 6

Operational Goal

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

Learning Goal

B. Students will learn about the campus environment and campus culture.

Outcome

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

Evaluation Strategy

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

Method of disseminating and using information for improvement

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

Summary of Results (date of assessment, description of important results, interpretation and

decisions made based on the data, if no changes justify continuation of current practice):
Assessment was conducted in September 2006. Results were compiled in November 2006.
Important results included:

- Most students [79.9 %] who attended events lived on campus and were in FE
- Most students [66 %] learned about RATS Week from FASET staff or during move-in
- Most students [58.2 %] kept and used their printed schedules
- 67.3 % of students found the web site to be helpful
- Students reported meeting new people and learning more about Tech as reasons for attending events
- Many students reported a desire for an increase in academic based events.

Interpretation/ Changes:

- RATS Week marketing is quite successful; we will retain the same designs for next year.
- We will begin to recruit more academic/ departmental participation for events

Actions taken (Describe changes in operational focus, resource allocation, rules/procedures, etc. that were made in light of the results obtained):

We have begun recruiting more academic events, more time spent meeting with departments.