

Center for Academic Success

MISSION STATEMENT

The Center for Academic Success's (CAS) mission is to support undergraduate students in their efforts to achieve their academic goals, develop into self-regulated learners, and thrive within Georgia Tech's rigorous and academically challenging environment. To accomplish this mission CAS will:

- Implement diverse types of course-related academic support, such as peer tutoring, supplemental instruction, and collaborative study groups.
- Assist students in the transition to college-level work and the academic environment of Georgia Tech.
- Identify and support students who are in academic distress or who are not meeting their own academic expectations.
- Collaborate and partner with faculty, advisors, and administrators to coordinate a campus-wide network of academic support.
- Support the operation and vision of Clough Commons to enhance undergraduate teaching and learning.
- Foster a sense of community among students through shared learning experiences.
- Provide leadership, professional development, and mentoring opportunities for undergraduates interested in helping their fellow students.

The Center for Academic Success' vision and mission apply to the first and last goals of Georgia Tech's strategic plan. By emphasizing learning, CAS contributes to Goal 1 "be[ing] among the most highly respected technology-focused learning institutions in the world." CAS participates in enriching the student experience and providing innovative instruction methods (especially with our PLUS supplemental instruction programming). By serving students directly (through all of CAS's programs) and indirectly (through collaborations with faculty and the Clough Partners), CAS also addresses Goal 5, "relentlessly pursu[ing] institutional effectiveness." CAS scrupulously accounts for student contact hours in all of our programming to ensure value to the campus community. CAS contributes to Georgia Tech's larger goal, expressed in its mission statement, by providing "effectiveness and innovation in teaching and learning."

OUTCOME 1

Students who participate regularly (5 or more sessions) in Peer-Led Undergraduate Study (PLUS) will have a higher number of ABC grades than non-participants and will earn less DFWs than non-participants.

MEASURES

Method of Assessment

Grade comparison using Tutor Trac to compare grades for PLUS participants who attend regularly (5 or more sessions) and non-PLUS participants.

Achievement Target

- PLUS participants who participate regularly will have a higher number of ABC grades than non-participants.
- PLUS participants who participate regularly will earn less DFW grades than non-participants.
- PLUS participants who participate regularly will have a higher mean GPA than non-participants.

OUTCOME 2

Students who participate in Tech Prep will perform better in the subsequent semester's math course than those who do not.

MEASURES

Method of Assessment

Grade comparison using Tutor Trac to compare math grades for Tech Prep and Non-Tech Prep participants in courses in the Calculus sequence that were taken in the subsequent semester after Tech Prep ended.

Achievement Targets

- Tech Prep participants will earn more A's and B's than non-participants.
- Tech Prep participants will earn less DFW's than non-participants.
- The mean GPA of the Tech Prep group will be higher than that of non-participants.

OUTCOME 3

Students who utilize 1-to-1 tutoring will report increased confidence in their knowledge of the course material.

MEASURES

First Method of Assessment

Post-session Tutoring Experience Survey with the following options: Strongly Agree, Agree, Neutral, Disagree, Strongly disagree. The specific prompt to which students will respond will be "I feel more confident about course material because of tutoring."

Achievement Target

A minimum of 80% will report feelings of increased confidence [Strongly Agree or Agree] about their knowledge of the course material because of tutoring.

Second Method of Assessment

After the tutoring session, students are asked to complete a “Checking for Understanding” problem. The tutor will then check the student’s response for accuracy. On the Post-session Tutoring Experience Survey the student then responds to item 8 which reads” Were you able to correctly do the “Check for Understanding” problem your tutor gave you?” We will utilize the actual answer sheets and the tutee’s response to item 8 to determine effectiveness.

Achievement Target

A minimum of 70% will successfully complete the “checking for understanding” problem which shows their knowledge of the course material covered during the tutoring session.

OUTCOME 4

An increased number of students who need specialized guidance in goal-setting, motivation, study and time management skills will seek academic coaching.

MEASURES

Method of Assessment

A check-in process with TutorTrac counts the number of coaching visits and unique students.

Achievement Targets

- A minimum of a 10% increase in the number of students receiving and seeking academic coaching
- A minimum of a 20% increase in the number of coaching visits

OUTCOME 5

Students who participate in Reboot and the Success Summit will report feeling motivated to achieve academic success for the semester.

MEASURES

Method of Assessment

- *Reboot* Survey submitted at the completion of each 6-week Reboot period providing the following options: Strongly Agree, Agree, Neutral, Disagree, Strongly disagree. The specific prompt to which student will respond is, “As a result of attending Reboot, I feel more motivated to achieve academic success this semester.”

- *Success Summit* survey submitted at the completion of the each Summit providing the following options: Strongly Agree, Agree, Neutral, Disagree, Strongly disagree. The specific prompt to which students will respond is, “As a result of attending the Success Summit, I feel more motivated to achieve academic success this semester.”

Achievement Target

A minimum of 80% will report that they feel more motivated to achieve academic success for the semester in which they are surveyed.

Center for Academic Enrichment

MISSION STATEMENT:

The Center for Academic Enrichment (CAE) fosters growth by giving students the opportunity to engage with one another and faculty in research and innovation programs, academic seminars, campus-wide reading programs, discussion groups, living-learning communities, and other events in which they can share ideas, explore possibilities and take initiative.

In general, CAE supports Goal 1 of Georgia Tech's strategic plan ("Be Among the Most Highly Respected Technology-Focused Learning Institutions in the World"¹) because we seek to "Enrich the student experience." The CAE programs in undergraduate research support Goal 2 of the strategic plan ("Sustain and Enhance Excellence in Scholarship and Research"). Our programs in innovation and entrepreneurship, including the InVenture Prize and Think Big programs in technical startup, support Goal 3 of the strategic plan ("Ensure That Innovation, Entrepreneurship, and Public Service Are Fundamental Characteristics of Our Graduates"). Additional programs including: The Freshman Seminar (GT1000), our freshmen engagement program (Project One), This I Believe, Open Forum and other Think Big Living Learning projects support Goal 1 of the strategic plan because they "Develop the campus and its neighborhood as a vibrant live-work-learn-play environment," and "Innovate in instruction methods, course design, and curricula."

OUTCOME 1

We will increase the visibility of undergraduate student research.

MEASURES

Method of Assessment

To increase the visibility of undergraduate student research, we will have PURA students develop videos of their research and post them on the UROP main website. We will use Google Analytics to measure how many individuals view the videos.

Achievement Target

We will increase the visibility of undergraduate student research by producing 5 undergraduate videos.

OUTCOME 2

We will increase student confidence in engaging in leadership behavior by creating opportunities for leadership development.

¹ <http://www.strategicvision.gatech.edu/>

MEASURES

Method of Assessment

Students in leadership-targeted GT 1000 sections as well as students in control groups of non-leadership sections will complete a Leadership Capacity pre-semester survey and a post-semester survey. The READY: Self-efficacy for Leadership (SEL) Scale (Hoyt et al., 2003; Murphy, 1992; Murphy and Enscher, 1999) which directly measures a student's confidence in engaging in leadership behavior will be used.

Achievement Target

We will increase student confidence in engaging in leadership behavior by creating leadership sections of GT1000.

OUTCOME 3

Students participating in ThinkBig communities will report a substantial level of comfort in their interactions with faculty.

MEASURES

Method of Assessment

Think Big respondents will be compared to matching cohorts from non-Think Big survey respondents on their responses to items that measure student comfort level in their interactions with faculty. The specific items will come from the CIRP and the Undergraduate Exit Surveys. On the CIRP, the specific survey item is, "I feel comfortable approaching faculty members at GA Tech" and on the Undergraduate Exit survey, the specific item is "Faculty Contributions: Encouraged student faculty interaction, in and outside the classroom."

Achievement Target

At least 65% of students participating in ThinkBig communities will show substantial level of comfort in their interacting with faculty member.

Center for Career Discovery and Development

MISSION STATEMENT:

To provide career education, resources, and experiential opportunities to Georgia Tech students across all majors so that they are positioned to launch and sustain satisfying and successful careers that make a meaningful contribution to society.

In collaboration with campus and global community partners, we aim to support a broad spectrum of career directions, including: employment in private, public, and non-profit sectors; pursuit of graduate studies, professional school, and prestigious fellowships; entrepreneurship and innovation; research; and service activities.

OUTCOME 1

Students who participate in experiential opportunities as a result of internships and co-op advising services will gain employability skills.

MEASURES

First Method of Assessment

A “Work Report” will be distributed to students, at the completion of their internship and co-op program to obtain feedback on their perception of the benefits of completing an internship and co-op program, and the impact it had on building their employability skills.

Achievement Target

65% of students who used the co-op and internship advising services will complete an experiential learning program and will report high levels of confidence in developing employability skills.

Second Method of Assessment

An “Employer Evaluation” will be distributed to immediate supervisors, at the completion of the students’ internship and co-op program, to provide feedback on the students’ performance in the work place at the completion of their internship and co-op program.

Achievement Target

100% of the immediate supervisors of students completing internship and co-ops will provide feedback on students’ performance during their assignment to help evaluate the experience and the impact it had on students’ gaining professional employability and job search skills.

OUTCOME 2

Students who attend C2D2 workshops will report high levels of confidence in their ability to apply job search tools and techniques (resume writing, cover letter writing, interviewing, etc).

Method of Assessment

A pre and post survey will be distributed to students attending the C2D2 workshops to measure students' perception of their confidence and knowledge of building job search skills through resume and cover letter writing, interviewing, job search and networking. To assess the level of confidence and knowledge, a 5-point Likert scale will be used with 1 being "Poor" and 5 "Excellent".

Achievement Target

An increased confidence in their knowledge to write a professional resume, cover letter, interview, job search and network will be expressed by 70% of survey respondents on the "Workshops Experience Survey".

OUTCOME 3

Students completing career exploration sessions with C2D2 career counselor, will report increased self-knowledge related to career pursuits and ability to articulate the best career options for them.

MEASURES

Method of Assessment

A pre and post survey will be handed out to students meeting with a C2D2 career counselor to measure students' perception of their self-knowledge in their career pursuit process. To assess the level of self-knowledge, a 5-point Likert scale will be used with 1 being "Strongly Disagree" and 5 "Strongly Agree".

Achievement Target

Increased confidence in their ability to implement their career plan will be expressed by 40% of survey respondents.

The Honors Program

MISSION STATEMENT:

The mission of the Georgia Tech Honors Program (HP) is to create a lively environment in which students and faculty members learn from each other through a common commitment to intellectual inquiry, careful analysis, and energetic exchange of ideas.

This mission correlates with Goal 1, Strategies 1 and 2, of the GT Strategic Plan, “Designing the Future,” which, from the beginning, states that “we will provide interdisciplinary education through flexible, student-focused curricula” and that we “will realize our motto of ‘Progress and Service’ through effectiveness and innovation in teaching and learning.”

Goal 1, Strategy 1 - *Enrich the student experience*

“Georgia Tech will encourage faculty-student interaction by offering greater rewards for innovative teaching, improving student/faculty ratios, developing new approaches to engaging undergraduates in research activities, and expanding opportunities and incentives for more informal faculty-student interaction such as living-learning communities.”

Goal 1, Strategy 2 - *Innovate in instruction methods, course design, and curricula*

Georgia Tech will integrate its strong traditions of rigorous education with new approaches to instruction, course design, and curricula.

Additionally, we fulfill the curricular mission of the Office of Undergraduate Education to maintain the quality of undergraduate education and the academic success of undergraduate students at Georgia Tech by:

- *Creating new curricular and co-curricular activities*
- *Enhancing and coordinating intellectual development, experiential learning, and faculty/student interactions*

OUTCOME 1

The HP student living/learning environment will offer a well-balanced student experience involving curricular and extracurricular activities that foster faculty-student interaction.

MEASURES

First Method of Assessment

Completion of modification project. Freshman students will report their experience in the new multi-purpose living/learning environment via a survey to be emailed to 204 students in April 2016.

Achievement Target

Completion of modification project by September 1, 2015, within budgetary constraints. At least 145 students (70% of those surveyed) will respond. A satisfaction rating averaging 3.8 or higher (on a 5-point Likert scale) for both academic/social balance and faculty-student interaction will obtain

Second Method of Assessment

Three focus groups of 6-8 students each will be organized for the spring semester of 2016. Student representatives will be chosen for diversity of perspective and breadth of living/learning experience.

Achievement Target

Three groups of at least six students each will meet with a qualified assessment professional for 1.5-hour focus groups aimed at a more in-depth understanding of the living-learning experience. Students will report satisfaction with the balance of academic/extracurricular activity in the residence hall, as well as the opportunity for student-faculty interaction.

OUTCOME 2

HP will offer a variety of opportunities for students to participate in group cultural activities around the city in order to enhance breadth of experience and exposure to the arts.

MEASURES

Method of Assessment

The HP will offer at least one extracurricular, off-campus, cultural group activity per semester to all entering HP students—a total of at least two for the academic year. These small-group activities will be organized and led by upper-level HP Peer Mentors. Success of this effort will be assessed by numerical count of attendees.

Achievement Target

At least 75 entering HP students will participate in at least one off-campus cultural group activity during 2015-16.

OUTCOME 3

HP will offer courses as well as informal opportunities focusing on mindfulness and meditation to improve students' overall well-being.

First Method of Assessment

Student interest in this effort will be assessed by numerical count of the number of freshman students who choose to enroll in the GT 1000 HP sections. If there is a surplus of interest (wait-list), a numerical count of those students will also be tallied.

Achievement Target

The goal is to have 30 students (15 per section, maximum) enroll in the GT 1000 courses.

Second Method of Assessment

Freshman students enrolled in the GT1000 HP courses will report perceived changes in mental well-being via a survey at the end of fall semester 2015.

Achievement Target

90% of those surveyed will respond, and 70% of respondents will report learning valuable stress reduction techniques.

Third Method of Assessment

Freshman students enrolled in the GT1000 HP courses will complete a reflection paper expressing what they learned in the class and how that might affect their future.

Achievement Target

100% of students enrolled in Dr. Halka's class will complete the paper (22 students), and 80% will report perceived personal benefit.