Our Mission

The mission of the Office of Undergraduate Education (OUE) is to maintain the quality of undergraduate education and the academic success of undergraduate students. We strive to foster the academic success of undergraduate students with the goal of ensuring timely graduation; developing well-rounded students through the integration of curricular and co-curricular programs; and preparing them for the transition to their post-higher education lives through the provision of internship/co-op opportunities, and career and pre-professional services and advising.
Our ongoing efforts with Complete College Georgia continue to support the Institute’s record undergraduate retention and degree completion rates. We’ve also helped lead the proposal and implementation of several positive changes to our academic calendar, including a revised final exam structure that now includes reading periods, and a more efficient process for scheduling classes that will be implemented next year. We have also started to gather more regular information and feedback directly from undergraduates through our Student Advisory Board. I’m confident these additions have enhanced the college experience of many Georgia Tech students.

SO, WHAT’S NEXT?

It’s easy to talk about past accomplishments - but what about the future? For the Office of Undergraduate Education, our main priority has been and will always be our students’ academic success and career prospects. However, the context in which we all work is changing. The public is showing greater concern about the increased cost of higher education and the perceived irrelevance of some academic knowledge in the professional workplace. At Georgia Tech we are proud of the lifetime value of the education we provide and the applicability and relevance of our rigorous programs. But we have an obligation to back these claims up with firm evidence. And we have an obligation to concentrate on the whole-person development of our students so that they select among academic options wisely, options that will lead to meaningful careers as well as their fulfillment as educated citizens and leaders.

In the Office of Undergraduate Education we are developing an intentional, outcomes-based assessment culture and a career education model that cuts across all our curricular and co-curricular programs, services and units. We are partners in the Commission on the Next in Education (CNE) and plan to host significant pilot projects that will measurably enhance the experience and prospects of our students.

The success of these endeavors—as well as our core programs and services—requires close collaboration and partnership with faculty, students, staff, and all members of the Georgia Tech community. We look forward to working with you.
LEADERSHIP TEAM

ASSOCIATE VICE PROVOST

Dr. Steven P. Girardot
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- OUE Operations and Administration
- Complete College Georgia
- Undergraduate Advising
- Summer Session

DIRECTORS

Dr. Chris Reaves
Center for Academic Enrichment
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- Undergraduate Research
- GT1000 and GT2000
- Living Learning Communities
- Inventure Prize
- Project One

Dr. Jennifer Hirsch
Center for Serve-Learn-Sustain
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- Setting strategic direction for CSLS
- Building relationships with key stakeholders on and off campus
- Developing strategies for college, school, and faculty engagement in SLS

Dr. Donald Pearl
Center for Academic Success
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- Academic Support & Success Programs
- 1-to-1 & Commons Tutoring
- Peer-Led Undergraduate Study (PLUS)
- GT 2100
- Academic Coaching

Dr. Michelle Tullier
Center for Career Discovery & Development
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- GT Career Fair
- Co-Op Program
- Internship Program
- Career Advising & Counseling
- Pre-Professional Advising

NEW ADDITIONS

This year we’ve had two new additions to our OUE Leadership team: Dr. Jennifer Hirsch (CSLS) in August, and Dr. Donald Pearl (CAS) in January. Dr. Chris Reaves was also named the permanent director of the Center for Academic Enrichment.
PROVIDING TOOLS FOR SUCCESS

Our departments provide exemplary academic support programs and services that enrich the learning experience of Undergraduates within an engaging and welcoming environment.

**CAE CENTER FOR ACADEMIC ENRICHMENT**
CAE fosters faculty/student interaction through a variety of programs, seminars, living-learning communities and other opportunities in which ideas can be exchanged and new initiatives can be developed. [ENRICHMENT.GATECH.EDU](ENRICHMENT.GATECH.EDU)

**CAS CENTER FOR ACADEMIC SUCCESS**
CAS provides students with tutoring and academic coaching to enhance their study habits and support them in academic areas in which they desire personal improvement. [SUCCESS.GATECH.EDU](SUCCESS.GATECH.EDU)

**C2D2 CENTER FOR CAREER DISCOVERY & DEVELOPMENT**
C2D2 provides resources and programs designed to help students identify meaningful career paths, obtain internship/co-op opportunities, and pursue full-time employment after graduation. [CAREERDISCOVERY.GATECH.EDU](CAREERDISCOVERY.GATECH.EDU)

**CSLS CENTER FOR SERVE-LEARN-SUSTAIN**
SLS is a campus wide initiative that provides students with a multitude of learning and co-curricular opportunities focused on the theme “Creating Sustainable Communities.” SLS helps students combine their academic and career interests with their desire to make worthwhile contributions to the world. [SERVE-LEARN-SUSTAIN.GATECH.EDU](SERVE-LEARN-SUSTAIN.GATECH.EDU)

**HP HONORS PROGRAM**
HP fosters curiosity, creativity, and connection to community among highly motivated students who live and learn together in the HP Living Learning Community. [HONORSPROGRAM.GATECH.EDU](HONORSPROGRAM.GATECH.EDU)
NEW IN UNDERGRADUATE EDUCATION

ACC INVENTURE PRIZE

Due to the enormous success of Tech’s InVenture Prize, a new competition was created to include all 15 schools in the ACC. The ACC InVenture Prize (pictured above) is an innovation competition in which teams of undergraduates representing each ACC university pitch their inventions or businesses before a live audience and a panel of judges. Teams will compete for $30,000 in prizes and a chance to be the next ACC InVenture Prize winner.

The inaugural competition was held on Georgia Tech’s campus, and future competitions will be hosted by other ACC schools. The first place winner of the 2016 Competition was “BioMetrix”, from Duke, with “FireHUD”, Tech’s InVenture Prize winner, securing the People’s Choice Award.

GT 2000

GT 2000: Transfer Student Seminar, was proposed and accepted by the Institute Undergraduate Curriculum Committee (IUCC) and approved by the Faculty Senate in Spring 2016. GT 2000 is a one-credit, letter-graded class designed specifically to help transfer students adjust to Tech. The class is taught

HONORS PROGRAM

NEW LOCATION

The Honors Program transitioned to its new Living Learning Community in West Campus in fall 2015, with 202 first-year HP students residing in Hefner-Armstrong (floors one to three) and with the new HP Classroom, HP Café, and HP staff offices occupying the ground floor.
by faculty and administrators who are familiar with the unique needs of transfer students. The course allows students to make connections with faculty, administrators, and fellow transfer students while developing the necessary academic and interpersonal skills necessary to succeed at Tech.

**C2D2 PRE-GRADUATE & PRE-PROFESSIONAL (PGPP) ADVISING**

This year, a new area was established within C2D2 encompassing pre-health, pre-teaching, pre-law, pre-graduate, and prestigious fellowships advising – the Pre-Graduate and Pre-Professional (PGPP) Advising team. PGPP brings together these related areas from across campus and connects them closely with experiential learning and career development. In addition, it provides general advising for students interested in graduate and professional education.

**CENTER FOR SERVE-LEARN-SUSTAIN**

The Center for Serve-Learn-Sustain (CSLS) began operating as an official unit of Georgia Tech in Fall 2015, with the arrival of its inaugural Director, Dr. Jennifer Hirsch. The initiative was developed as Tech’s Quality Enhancement Plan (QEP), as a key component to its reaffirmation of accreditation. The Center’s first year focused on establishing the office, including hiring three staff; honing strategy and approach; spreading awareness among campus; beginning to develop partnerships with on and off-campus partners; and launching initial courses and programs. Below are some highlights from their first year.

CSLS co-hosted a conference with the College of Design and the College of Engineering, in partnership with the Westside Communities Alliance called, “Paths to Social Sustainability.” It brought together approximately 105 faculty, staff, students, and partners to participate in the national, multi-sited conference. CSLS developed a model for fellows programs to support multidisciplinary collaboration and tie into faculty research. They received 48 nominations and applications and accepted 32 people, including faculty and graduate students from all six colleges. An interactive tool, called “Big Ideas”, was developed so faculty and staff can share their ideas on what it means to create sustainable communities. The ideas are linked to definitions and examples written by the people who proposed them, representing many different fields and perspectives.

**EXPANDING ACADEMIC SUCCESS**

This year a partnership was launched between CAS and the Biomedical Engineering (BME) program. BME provided the space for tutoring and funding for the tutors. CAS helped provide training for the tutors. 84 participants utilized the services.

**UNDERGRADUATE ADVISING LEADERSHIP**

A new position, Undergraduate Academic Advising Manager, was established, as part of Complete College Georgia (CCG) at Georgia Tech, to serve as a central resource to provide leadership for undergraduate academic advising; to support and provide resources for academic advisors; and to implement campus-wide advising initiatives and programs that benefit student success. A national search for this position was completed in late summer.

**C2D2: NEW VISION**

The Center for Career Discovery and Development (C2D2) worked tirelessly this past year not only to provide career services, but to define a more comprehensive direction for career education, with career development learning objectives that prepare students for a rapidly changing world of work. C2D2’s new objectives go beyond simply helping students get work, by helping them learn how work works.
COMPLETE COLLEGE GEORGIA

OUE SUPPORTS GEORGIA TECH’S COMPLETE COLLEGE GEORGIA (CCG) PLAN

Complete College Georgia is a university system-wide initiative to significantly increase the number of students who successfully complete their degrees. Higher completion rates are vital for meeting the workforce and policy needs of the future. Georgia Tech is committed to goals, strategies, and activities that promote high graduation rates and deep learning experiences for our students.

GRADUATION RATES FOR STUDENTS IN OUE PROGRAMS

Featured here are the six-year graduation rates for the 2009 freshman cohort graduating by Summer 2015 for students involved in Office of Undergraduate Education Programs. *Data provided by Georgia Tech Institutional Research and Planning.

- CO-OP: 96%
- UROP: 94%
- Internships: 97%
Internship
Internships require a minimum commitment of one work semester. In 2015-16, 899 undergraduates completed 981 internships.

Co-op
Through the co-op program (which involves at least three alternating work terms), 1,472 undergraduates completed 1,757 semester-long, full-time, major-related work experiences.

UROP
2,797 students participated in the Undergraduate Research Opportunities Program (UROP). Research—a catalyst for innovation—sparks critical thinking and creativity, builds on teamwork skills, fosters relationships between students and faculty, and solves real-world problems.

ThinkBig
With a menu of themed-based living learning options, ThinkBig involves monthly programming, outings, and professor engagement with students. 203 students participated in ThinkBig during 2015-16.

Honors Program
The Honors Program—a vibrant living learning community—promotes intellectual curiosity and creates an academic context in which students can work with professors and other students in a spirit of intellectual inquiry. 756 students participated in HP during 2015-16.

GT 1000
1,902 students (64% of freshmen) participated in the first-year seminar, GT 1000, in fall 2015 and spring 2016. GT 1000 is a one-hour graded course offered in fall and spring semesters. This seminar is designed to support the successful transition and experience of new students.
HIGHLIGHTS FROM 2015/2016

**CAE 8TH ANNUAL INVENTURE PRIZE**

CAE facilitated the 8th annual Georgia Tech InVenture Prize. The winner, team FireHUD, created a real-time monitoring system that displays biometric and environmental data to firefighters and outside officials. 537 students signed up for the competition and 267 students (~60 teams), a record number, actually registered and competed for the 2016 InVenture Prize.

**CAS ACADEMIC COACHING**

CAS Academic Coaching appointments increased dramatically, from 698 in 2014-15 to 1940 this year. This is a result of a number of factors including the required coaching component in GT 2100 courses, GT 2100 alumni’s continued participation, the introduction of group coaching, the addition of a part-time academic coach, and a growing interest in academic coaching.

**CAS GT 2100: SEMINAR ON ACADEMIC SUCCESS**

Established in support of Tech’s Complete College Georgia plan, GT 2100, served 154 students this year – up by 36 students from 118 last year. CAS also piloted and continued a version of GT 2100 for students who are on probation. Participation is voluntary and students self-refer. CAS’s aim is to offer GT 2100 to students who recognize the need for this additional help at a time when they can truly benefit most.

**CAE PROJECT ONE**

The Project One theme for 2015-16 was “Serve-Learn-Sustain” and the common first-year reading selected for the theme was Edward Humes’s *Garbology: Our Dirty Love Affair with Trash*. The book was meaningfully incorporated into the Writing and Communication Program’s Common First Week, which includes curriculum experienced by the vast majority of first-year students. Project One events included a campus visit and plenary lecture by author Edward Humes. In addition to his lecture, Humes visited a GT 1000 class, participated in a round-table with faculty and staff, and was interviewed by students working on the 4.33 podcast - a podcast about the sounds that define Georgia Tech and its communities.
**Facility/Staff Engagement by College for 2015-2016**

**CAS**
- 6,967 Unique students visiting programs
- 19,343 Total contact points (student visits)
- 23,461 Total hours spent with students

**CSLS**
- The Public Service Pathway program supported 11 courses and 2 projects, and engaged 250 students across five colleges.

**C2D2**
- 12,675 student contacts in Fall 2015/Spring 2016

**GT 1000**
- 809 students in Fall 2015
- 324 students in Spring 2016
- 32 GT 1000 courses
- 110 student workshops

**Career Fair**
- 5,340 students
- 359 companies

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**Faculty/Staff**

**COLLEGE OF ENGINEERING**
**IVAN ALLEN COLLEGE OF LIBERAL ARTS**
**COLLEGE OF DESIGN**
**GEORGIA TECH FACULTY/STAFF**
**COLLEGE OF COMPUTING**
**COLLEGE OF SCIENCES**
**SCHELLER COLLEGE OF BUSINESS**

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**Student Program Participation**
- 12,675 student contacts in Fall 2015/Spring 2016

**Signature Event Attendance**
- 809 students in Fall 2015
- 324 students in Spring 2016

**GT 1000 and Workshops**
- 32 GT 1000 courses
- 110 student workshops

**Career Fair**
- 5,340 students
- 359 companies

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**PURA**
- 265 PURA grants awarded (out of 405 applications)

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**Facility/Staff**

**11th Undergraduate Research Symposium**
- 201 student presentations and 108 Faculty/Staff judges

**202**
- First-year students occupied the 1st-3rd floors of the Hefner-Armstrong building

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**CAE**

**265**
- The President’s Undergraduate Research Awards (PURA) are competitive grants awarded to undergraduate students to conduct research with Georgia Tech faculty or to present their research at professional conferences.