Board of Regents State of Iowa

Higher Education Needs Assessment For The Des Moines Metro Area

October 04, 2015

Prepared by: Dr. Tontaleya Moore

Prepared for: Dr. Robert Donley

ORIGINAL

Curriculum GLOBAL Consultants, LLC

www.curriculumglobal.com

ASSURANCES, REPRESENTATIONS AND AUTHORIZATION TO RELEASE INFORMATION

The Bidder hereby assures and represents with respect to this proposal that:

1. It possesses legal authority to submit this proposal; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Bidder's governing entity authorizing the submittal of this proposal, including all assurances, representations contained herein, and directing and authorizing the person signing below to act in connection with the application and to provide additional information as may be required.

2. It will comply with all applicable federal and state equal opportunity and affirmative action requirements.

3. All statements and information made or furnished to the Board are true and correct in all material respects. Bidder has not knowingly made any false statements in its proposal. Bidder acknowledges that supplying any information determined to be false, misleading or deceptive will be grounds for disqualification from consideration.

4. Bidder hereby authorizes the Board to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Bidder in response to this Request for Proposal. It authorizes the Board to research the company's history, make credit checks, contact the company's financial institution, contact former and current clients of the company, and perform other related activities necessary for reasonable evaluation of this proposal.

   - The Bidder acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Bidder acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the Board or may otherwise hurt its reputation or operations. The Bidder is willing to take that risk.

   - The Bidder hereby releases, acquits, and forever discharges the State of Iowa, Board of Regents, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.

   - The Bidder authorizes representatives of the Board to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the undersigned's proposal submitted in response to this Request for Proposal.

   - The Bidder further authorizes any and all persons or entities to provide information, data, and opinions with regard to the undersigned's performance under any contract, agreement, or other business arrangement, the undersigned's ability to perform, the undersigned's business reputation, and any other matter pertinent to the evaluation of the undersigned. The undersigned hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.

   - A photocopy or facsimile of this signed Authorization is as valid as an original.

Tontaleya Moore
Signature

Tontaleya Moore, Partner
Type or Print Name, Title

10/9/2015
Date

This form must be signed by an authorized representative of the Bidder and submitted to the Board along with Bidder's proposal.

RFP:	Higher Education Needs Assessment for the Des Moines Area
ENTITY:	Board of Regents, State of Iowa
RFP RELEASE DATE:	September 11, 2015

Basic Bidder information

Name: Curriculum Global Consultants, LLC
Address: 140 Fox Glove Drive, Covington, Georgia 30016, (678) 666-2332 (Telephone)
Contact Name/authorized bidder: Dr. Tontaleya Moore, tontaleya@curriculumglobal.com, (678)
666-2332 (Telephone)
Business Type: Limited Liability Corporation (Georgia Corporation)
Business does not have a parent company, Bidder is considered a small business

Introduction & Background

Introduction-Higher Education Needs Assessment

The assessment of needs is a fundamental activity of all education institutions. Needs assessment is the process of identifying, understanding, and responding to needs. Whether made explicit or not, whether done formally or informally, the assessment of needs is reflected in institutional decisions about:

- goals and objectives
- continuation of existing programs and services
- development of new programs and services
- attracting and allocating financial resources
- identifying, recruiting, selecting, and assigning personnel
- scheduling and utilizing facilities
- what to offer, to whom, how, when, where, and at what cost
- evaluating and rewarding performance

Executive Summary - Higher Education Needs Assessment

To successfully provide a comprehensive plan and facilitation services to Board of Regents State of Iowa a variety of features that give the program meaning must be examined and assessed. This is achieved by conducting an assessment of the organization's operation and developing a plan that enables a new program focused on expanding on-site education programming.

An assessment is designed to reveal the extent to which leaders and professional staff of an organization have developed and implemented a sound, valid, and operational programs that rests on a foundation that promotes growth, achievement, and ownership. Such a system, set within the framework of adopted policies, enables organization to transform at all levels of the organization and across all communities that will cultivate an improved academic programs, an effective expansion approach and ensure that all systems are aligned. An assessment further reveals the when such a system is fully operational, it assures that the organization is making excellent use of its human and financial resources in the education of the student body.

Curriculum Global Consultants, LLC, recognize the purpose of this professional assessment to be:

1. To review current programs

2. Define program
3. Assess gaps between current state and future
4. Develop a communications and awareness plan for internal and external stakeholders
5. Assist with sponsorship development for senior leadership, building or department leaders and board leadership.
6. Develop a change network throughout the organization by reporting progress against milestones, Identifying and designing solutions to maximize workforce performance and providing a feedback plan along with a compliance and audit plan.
7. To provide sustainability methods and resources to support on-going efforts and beyond the project timeline.

High Level Project Execution Plan

The State of Iowa Board of Regents governs three public Universities. The Board of Regents officials are considering the possible expansion of higher education opportunities and resources along in the Des Moines area, the Board of Regent is requesting for offerors to assess the demand for various educational programs in the area, identification of stakeholders that would support these programs, employers and related groups to benefit from these programs, policy makers to support theses programs and and overview of Des Moines area higher Education Programs. To identify the higher education needs in the area, Curriculum Global Consultants will employ a methodology that gauged the needs of the community, gathered opinions and perceptions from community and education leaders, identify interests and need among local employers and students, and incorporated these findings with demographic, education, and business trends. Specifically, the methodology will include: „ Analyzing demographic and employment trends in the region, such as population data and employment trends. Convening community forums. Conducting interviews with members of the local business community, current secondary and postsecondary education providers in the area, and political leaders across the region . Surveying local employers and local students currently enrolled in academic programs . The different delivery options available to meet the identified higher education needs of the region, assesses each one, and identifies those most appropriate for consideration. Results from this study will help the Board of regents officials determine a reasonable course of action to better meet the current and future education and training needs of the region.

Programmatic Assessment	• Analyze Current Programs and Student Enrollment
Market Analysis	• Identify High Interest Program Areas • Understand the current challenges of the respective programs • Identify Gaps in Current Program
Employer Needs Analysis	• Assess occupational outlook for various career pathways • Determine Areas with high needs and lack of candidates • Understand Employment needs of the area
Impact Analysis	• Analyze how the program will impact the workforce • Understand the economic impact of expansion
Feasibility Analysis	• Analyze the impact of program expansion

Background

Curriculum Global Consultants, LLC (CGC) was established in 2010 as a national consulting firm. Curriculum Global Consultants is a Performance Improvement business and external audit firm composed of experts specializing in Research, Curriculum Design, Instructional Design, Curriculum Alignment, Curriculum Audit, Organization & School Improvement, and Data Disaggregation services. Above all, Curriculum Global Consultants brings the right talent and a commitment to customer service and satisfaction.

We provide leading performance support services that serves to enhance performance improvement while maximizing success. We improve performance through knowledge, insight and simplicity. We customize solutions that are tailored to meet specific performance improvement requirements.

With over three decades of hands-on experience under our belts, we not only recognize problems.we solve them! We thoroughly understand the challenges that may arise and are here to provide the tools needed to mitigate these issues. Core to our success is our unique ability to combine our Performance Metric Method with the expertise required to support almost any type of performance improvement based project.

Curriculum Global Consultants work is wide-ranging and often complex and long term, with data collections and analyses often extending over many months and recurring on a periodic basis. This procurement would provide the technical assistance and expert advice it requires to support its in data collections and assessments, analyses, methodological research, product preparation, and potential training programs. CGC will also assist in responding to the changing needs of data users, adapting rapidly to changing priorities and policy.

During the period of performance, CGC anticipates the need for offerors to carry out a wide variety of activities, some of which are represented in the projects proposed.

Higher Education Clients

Curriculum Global Consultants has over a decade of higher education experience. The lead investigator has served as a program evaluator, curriculum coordinator, and research and development consultant for several universities including: Ohio christian University, Walden University, Troy University, and Others

Size and Structure

Our company has 30 consultants, 4 project managers, 4 statisticians, and 4 copy editors.

Curriculum Global Consultants LLC
STATEMENTS OF NET POSITION
AS OF JUNE 30, 2014 AND 2013
(IN THOUSANDS)

Assets	2014	2013
Current Assets		
Cash and cash equivalents	$ 67,447	$ 80,927
Investments	2,409	2,427
Grants receivable	922	920
Accounts receivable, net	3,582	7,465
Prepaid expense	3,036	2,883
Inventory	168	148
Student loans, net	1,000	850
Other assets	325	363
Advances from other schools	131	240
Total current assets	79,020	96,223
Current Restricted Assets		
Cash and cash equivalents	8,166	26,839
Total current restricted assets	8,166	26,839
Noncurrent Restricted Assets		
Construction in progress	13,511	26,108
Total noncurrent restricted assets	13,511	26,108
Total restricted assets	21,677	52,947
Noncurrent Assets		
Student loans, net	4,990	5,332
Capital assets, net	256,321	225,347
Total noncurrent assets	261,311	230,679
Total Assets	362,008	379,849
Liabilities		
Current Liabilities		
Salaries and benefits payable	14,034	12,481
Accounts payable	5,079	5,505
Unearned revenue	5,325	5,396
Payable from restricted assets	380	6,710
Interest payable	435	471
Funds held for others	1,235	859
Current portion of long-term debt	8,455	7,707
Other compensation benefits	2,199	2,153
Other liabilities	500	555
Total current liabilities	37,642	41,837
Noncurrent Liabilities		
Noncurrent portion of long-term debt	93,029	99,702
Other compensation benefits	16,659	16,090
Capital contributions payable	5,791	5,869
Total noncurrent liabilities	115,479	121,661
Total Liabilities	153,121	163,498
Net Position		
Net investment in capital assets	170,460	158,881
Restricted expendable, bond covenants	12,352	14,482
Restricted expendable, other	10,810	14,736
Unrestricted	15,265	28,252
Total Net Position	$ 208,887	$ 216,351

Curriculum Global Consultants LLC
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013
(IN THOUSANDS)

	2014	2013
Operating Loss	$ (100,917)	$ (87,225)
Adjustment to Reconcile Operating Loss to		
Net Cash Flows used in Operating Activities		
Depreciation	14,621	12,209
Provision for loan defaults	9	45
Loan principal repayments	1,017	901
Loans issued	(917)	(1,262)
Loans forgiven	83	68
Donated and lease supplies and equipment not capitalized	301	-
Change in assets and liabilities		
Accounts receivable	41	(259)
Accounts payable	1,491	758
Salaries and benefits payable	1,553	1,990
Other compensation benefits	615	1,313
Capital contributions payable	(78)	37
Unearned revenues	1,936	235
Other assets and liabilities	(34)	32
Net reconciling items to be added to operating loss	20,638	16,067
Net cash flow used in operating activities	$ (80,279)	$ (71,158)
Non-Cash Investing, Capital, and Financing Activities		
Capital projects on account	$ 627	$ 8,872
Donated equipment	415	-
Amortization of bond premium	437	399
Gain on retirement of capital assets	388	231

Curriculum Global Consultants LLC
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013
(IN THOUSANDS)

	2014	2013
Cash Flows from Operating Activities		
Cash received from customers	$ 102,995	$ 106,355
Cash repayment of program loans	1,017	901
Cash paid to suppliers for goods or services	(42,503)	(42,165)
Cash payments to employees	(137,628)	(131,662)
Financial aid disbursements	(3,243)	(3,326)
Cash payments of program loans	(917)	(1,261)
Net cash flows used in operating activities	(80,279)	(71,158)
Cash Flows from Noncapital Financing Activities		
Appropriations	58,772	54,372
Agency activity	376	250
Federal grants	19,172	21,323
State grants	8,411	9,309
Private grants	3,125	2,721
Loans to other schools	109	(240)
Grants to other organizations	(565)	(580)
Net cash flows provided by noncapital financing activities	89,400	87,155
Cash Flows from Capital and Related Financing Activities		
Investment in capital assets	(40,927)	(49,482)
Capital appropriation	7,994	16,453
Proceeds from sale of capital assets	324	70
Proceeds from borrowing	1,875	30,361
Proceeds from bond premium	275	3,321
Interest paid	(3,227)	(2,843)
Repayment of lease principal	(4,092)	(4,118)
Repayment of bond principal	(3,700)	(8,769)
Net cash flows used in capital and related financing activities	(41,478)	(15,007)
Cash Flows from Investing Activities		
Proceeds from sales and maturities of investments	1,843	1,274
Purchase of Investments	(1,852)	(1,378)
Investment earnings	213	317
Net cash flows provided by investing activities	204	213
Net Increase (Decrease) in Cash and Cash Equivalents	(32,153)	1,203
Cash and Cash Equivalents, Beginning of Year	107,766	106,563
Cash and Cash Equivalents, End of Year	$ 75,613	$ 107,766

Curriculum Global Consultants LLC STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013
(IN THOUSANDS)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2014 Total	2013 Total
Support and Revenue					
Contributions	$ 789	$ 2,337	$ 561	$ 3,687	$ 5,552
In-kind contributions	1,474	386	9	1,869	1,810
Investment income	314	762	7	1,083	544
Realized gain	1	323	3	327	508
Unrealized gain	8	3,274	32	3,314	2,421
Transfers	(27)	3	24	-	-
Net assets released from restrictions	4,379	(4,379)	-	-	-
Total support and revenue	6,938	2,706	636	10,280	10,835
Expenses					
Program services					
Program services	316	-	-	316	339
Scholarships	3,182	-	-	3,182	2,696
Total program services	3,498	-	-	3,498	3,035
Supporting services					
Interest expense	372	-	-	372	439
Management and general	1,064	-	-	1,064	927
Fundraising	736	-	-	736	633
Total supporting services	2,172	-	-	2,172	1,999
Total expenses	5,670	-	-	5,670	5,034
Change in Net Assets	1,268	2,706	636	4,610	5,801
Net Assets, Beginning of Year	(5,737)	18,239	17,037	29,539	23,738
Net Assets, End of Year	$ (4,469)	$ 20,945	$ 17,673	$ 34,149	$ 29,539

Curriculum Global Consultants LLC
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013
(IN THOUSANDS)

	2014	2013
Operating Revenues		
Tuition, net	$ 57,893	$ 60,439
Fees, net	9,185	9,252
Sales, net	12,201	12,921
Restricted student payments, net	19,133	19,555
Other income	2,521	4,212
Total operating revenues	100,933	106,379
Operating Expenses		
Salaries and benefits	139,832	134,996
Purchased services	22,918	21,087
Supplies	10,132	8,953
Repairs and maintenance	2,800	3,244
Depreciation	14,621	12,209
Financial aid, net	3,127	3,368
Other expense	8,420	9,747
Total operating expenses	201,850	193,604
Operating loss	(100,917)	(87,225)
Nonoperating Revenues (Expenses)		
Appropriations	58,772	54,372
Federal grants	21,181	21,371
State grants	8,411	9,309
Private grants	3,426	2,721
Interest income	609	602
Interest expense	(3,191)	(2,869)
Grants to other organizations	(565)	(580)
Total nonoperating revenues (expenses)	88,643	84,926
Loss Before Other Revenues, Expenses, Gains, or Losses	(12,274)	(2,299)
Capital appropriations	4,152	20,215
Donated assets and supplies	415	-
Gain on disposal of capital assets	243	36
Change in net position	(7,464)	17,952
Total Net Position, Beginning of Year	216,351	198,399
Total Net Position, End of Year	$ 208,887	$ 216,351

Curriculum Global Consultants LLC STATEMENTS OF FINANCIAL POSITION
AS OF JUNE 30, 2014 AND 2013
(IN THOUSANDS)

	2014	2013
Assets		
Current Assets		
Cash and cash equivalents	$ 1,225	$ 458
Investments	33,788	30,210
Restricted cash and cash equivalents	1,022	1,022
Pledges and contributions receivable	731	1,938
Other receivables	57	17
Accrued investment/Interest income	50	55
Finance lease receivable from University	870	845
Total current assets	37,743	34,545
Noncurrent Assets		
Long-term pledges receivable	2,002	2,582
Finance lease receivable, net	6,678	7,548
Annuities/Remainder interests/Trusts	336	308
Property and equipment, net	272	275
Other assets	251	280
Total noncurrent assets	9,539	10,993
Total Assets	$ 47,282	$ 45,538
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	$ 157	$ 60
Interest payable	62	68
Annuities payable	46	44
Notes payable	165	740
Bonds payable	870	845
Other liabilities	80	73
Total current liabilities	1,380	1,830
Noncurrent Liabilities		
Annuities payable	303	311
Notes payable	2,880	4,320
Bonds payable	8,570	9,538
Total noncurrent liabilities	11,753	14,169
Total Liabilities	13,133	15,999
Net Assets		
Unrestricted	(4,469)	(5,737)
Temporarily restricted	20,945	18,239
Permanently restricted	17,673	17,037
Total Net Assets	34,149	29,539
Total Liabilities and Net Assets	$ 47,282	$ 45,538

Qualifications and Skills Summary

Qualification and Skills Summary

Curriculum Global Consultants, LLC is a leading provider of expert Education services to businesses. Curriculum Global Consultants, LLC has served an ever-growing number of clients since its founding in 2010. In a relatively short period of time,Curriculum Global Consultants, LLC has quickly become the go-to Educational firm for Research, Curriculum Audit and Process Improvement services, Curriculum Design, Organizational & School Improvement Analysis, Curriculum Alignment, Instructional Design and Data Disaggregation. What's more, Curriculum Global Consultants, LLC has completed a number of comparable projects, and these past Educational projects demonstrate our ability to perform quality work on consulting projects such as yours, on time and within budget.

Our Past Experiences Include

Program Evaluation

Curriculum Global Consultants, LLC was responsible with evaluating a Methadone Maintenance Program located in Albany, NY.Methadone medical maintenance (MMM) is a model for the treatment of opioid dependence in which a daily, weekly and monthly supplies of methadone is distributed in an office setting. We assessed patient characteristics and treatment outcomes of an MMM program initiated in Albany, New York, in 2011 by conducting a retrospective chart review. Participant characteristics were compared with those of patients enrolled in affiliated conventional methadone maintenance treatment programs. Patients had diverse ethnicities, occupations, educational backgrounds, and income levels. Urine toxicology testing detected illicit opiate and cocaine use in 0.8% and 0.4% of aggregate samples, respectively. The retention rate was 98%, which compares favorably with the four other MMM programs that have been reported in the medical literature. This study demonstrates that selected patients from a socioeconomically disadvantaged population remained clinically stable and engaged in treatment in a far less intensive setting than traditional methadone maintenance.

Program Evaluation

The counties of Albany and Amsterdam located in New York both provide methadone maintenance treatment (MMT) services though a modest number of clinics. More than 1,000 clients in each county were followed for 1 year after an initial admission for opiate use between 2012 and 2013. Medicaid clients in both counties had far greater access to MMT than their non-Medicaid counterparts, controlling for differences in client characteristics using propensity scores. Months in MMT were associated with much lower arrest rates than time not in treatment, but unexpectedly

this was only true for clients participating in MMT for many months. Despite differences in the treatment systems for opiate addiction in these two counties, the current findings generalized across both counties.

Program Evaluation

Curriculum Global Consultants, LLC was responsible with evaluating the effectiveness of a smoking cessation program for smokers living with mental illness, provided within community mental health services, and determines factors which impact on the rates of cessation. Over one hundred smoking cessation group programs were provided within community mental health services in Albany, New between 2012=-2013. Participants' smoking cessation rates were analyzed in terms of demographic factors, smoking history, diagnosis and group participation. Participants completed written questionnaires at registration, at the end of each program and at 12months. Our results yielded that 92% of smokers living with mental illness registered for the program. Many continued to be involved in addressing their tobacco use over more than one program. At the end of their last program, 22.2% were not smoking. If it is assumed that all who did not complete an evaluation had continued smoking, then the cessation rate was 15.3%. Cessation rates were higher for those who attended more sessions, had decided at registration that they wanted to quit or had a lower level of nicotine dependence. Cessation rates were not significantly affected by gender, diagnosis or the number of years of smoking.

Conclusions People with mental illness are concerned about their tobacco use and will seek help if this is available. Smoking cessation programmes which are tailored for this group of smokers can be effective and should be provided by mental health and tobacco control services.

Consulting Subcontract DC Public Schools: DCPS made Curriculum Global Consultants Program Manager and Project Manager members of the Superintendent's Executive Leadership Team. In this capacity they provided strategic analysis to the Superintendent and stakeholders as consultants on how to:

1. Implement settlement agreement from class-action lawsuit,
2. create compliance measures to ensure adherence to federal and local regulations regarding special education management.
3. provide expert testimony to the DC City Counsel, the Courts, and the Department of Education regarding reform methodologies utilized and audit accuracy,
4. provide audit reports to be used in principal and school personnel evaluations, as well as
5. assisted with the creation and implementation of data management policies and procedures to be utilized by school personnel and members of central administration to drive programmatic changes.

Consultant for Teacher Leader Pathways Ohio Christian University in Collaboration with Trailblazer Academy : Curriculum Global Consultants was contractually obligated to provide teacher leader consultation, specifically:

1. Created a 15 member steering committee to define, refine and implement reform initiatives to establish teacher leadership program
2. Created teacher leader program and specifications.
3. Outlined core competencies of programs and assessments.

Survey Services subcontract for Albany Public Schools:

1. Curriculum Global Consultants created and conducted a "Performance Improvement Plan (PIP)" survey with over 2000 DCPS special education personnel (Principals, Special Education Teachers, Service Providers, and Administrators) to garner the user community acceptance of reform efforts.
2. Debriefed Superintendent of DCPS and stakeholders regarding results and next steps as determined through quantitative and qualitative analysis of data.
3. Increased Medicaid reimbursement by providing leadership with new performance reports.
4. Created and published the "DCPS Special Education Parent Survey" as mandated by the Department of Education; the results were also utilized to support compliance with settlement agreement
5. Created a pilot program with 15 schools to determine pro & cons of our new electronic individualized education plan. Programs success led to district-wide usage amongst DCPS 189 schools.

Training Services subcontract Albany Public Schools: Instructor Led Training, Web Based Training and Education Courses, Course Development and Test Administration

1. Created 2 courses entitled: "Special Education Tracking" and "Special Education Data Management" which were worth three Professional Development Units (PDUs) to the teacher's certification license requirements. The courses were related to the SEMIS that we had created and implemented throughout the system. The courses were two, 8-hour classes taught throughout the year.
2. Course content, agenda, syllabi, evaluation, and certification test created by Curriculum Global Consultants under the guidance of DCPS' Office of Professional Development.
3. Taught, annually over 2000 DCPS special education personnel (Principals, Special Education Teachers, Service Providers, and Administrators) in each of those two courses.
4. Courses were instructor-led by CURRICULUM GLOBAL CONSULTANTS-System personnel in the classroom
5. Created an intranet within DCPS' computer network so that participants could access Curriculum Global Consultants newly created Computer Based Trainings (CBTs) online.
6. Provided testing and certifications for PDUs and evaluations to facilitate "lessons learned"

Support Products subcontract for DC Public Schools

1. Created instruction manuals for usage with our electronic SEMIS
2. Created PowerPoint presentations for the Superintendent and other stakeholders to discuss DCPS' special education reform efforts through the usage of our SEMIS at seminars and

national conventions.

3. Researched and helped DCPS' Procurement Office order thousands of new laptops for special education teachers and related service providers in an effort to: A) provide them reliable access to the electronic SEMIS, B) migrate special education personnel from reliance on paper-based management, and C) provide special education personnel mobility

Team Profiles

Dr. Tontaleya Moore-Lead Consultant:

Dr. Moore has extensive experience in program evaluation, process improvement, and educational and organizational improvement. Dr. Moore worked for the Georgia Department of Corrections preparing programmatic evaluations and reporting to the courts on the utility of programs and offender progress. Her experience includes 5 years working for the state of Georgia, 10 years as a public educator and district level administrator and 6 years at the collegiate level as professor, consultant, and higher ed administrator. Her specialty is working with special populations, program evaluations, process improvement, and curriculum audits. Dr. Moore's continued research is focused on process improvement, responsive design, Program evaluations and audits, instructional design techniques, Performance Metric Method and increasing student achievement. She has a Doctorate in Curriculum Development/Special Education, an MBA in Management Strategy, and an MS in Instructional Technology. Dr. Moore specialized in mixed methods research and conducting feasibility studies to promote program improvement. She does seminars and training nationwide.

Education

- **Western Governors University**-(2015)
  MBA in Management and Business Strategy
- **University of Georgia** (2008)
  Certificate of Advanced Studies-Educational Leadership
- **Nova Southeastern University** (2007)
  Ed.D. in Education Curriculum Development & Special Education
- **Armstrong Atlantic University** (2005)
  Graduate Studies Certification-Special Education
- **State University of New York at Albany** (2002)
  M.S. in Education- Curriculum Development and Instructional Technology
- **State University of New York at Albany** (2001)
  B.A. Criminal Justice/History

Professional Certification

Georgia Fields: 668011

- Early Childhood Education Middle Grades Language Arts
- Middle Grades
- Special Education General Curriculum Consultative
- Special Education Mathematics (Cognitive Level p-8)
- Special Education Science (Cognitive Level p-8)
- Special Education Socials Studies (Cognitive Level p-12)
- Special Education Language Arts (Cognitive Level p-8)
- Educational Leadership P-12

Florida Field: 1158718

- Exceptional Student Education
- Educational Leadership
- Middle Grades Integrated Curriculum
- English (5-9)
- Elementary Education

California Fields

- Educational Specialist (Special Education)
- Administrative Credential

Mercedes Jimenez- Consultant 1

R. Jimenez has worked in both the public and private sector for the past two decades. Her experience includes 10 years as a process improvement principal for various corporations around the country. Her specialty is in incorporating Agile, Just in time (JIT) and Scrum principles in educational trainings and settings. She has had a decade of Instructional Design experience where she has primarily served in a leadership role of conducting needs analysis, developing curriculum and recommending process improvements. In addition, Ms. Jimenez has worked several years as a Program Evaluator of Substance Abuse programs in various modalities. She has evaluated Methadone Maintenance Programs, Smoking Cessation Programs and long-term Intensive Inpatient and Outpatient Substance Abuse and Mental Health Facilities. In the infancy of her career, she was employed as a substance abuse counselor in a Methadone Maintenance Program who managed a caseload of 50 clients who were struggling with substance and mental health issues. Ms. Jimenez is in the final stages of receiving her Doctorate in Education and has a M.S. Degree in Curriculum Development and Instructional Technology.

ABD in Curriculum Development & Distance Education

State University of New York at Albany (2001)

M.S. in Education- Curriculum Development and Instructional Technology

State University of New York at Albany (2001)

B.A. Criminal Justice/History

Professional Certifications
Office of Children and Family Services Licensed Family Day Care Provider (K-5)

Preschool IEP Specialist (K-5)

Accommodations and Modifications Section 504 of the Rehabilitation Act of 1973 specific to Sickle Cell Anemia (K-12)
Exceptional Needs Specialist (Autism Spectrum Disorder)

Christy Porter Black: Consultant 2

Ed.S. Education Leadership, Cambridge College, Cambridge Massachusetts

Leadership Endorsement, Nashville, Tennessee

M.Ed. Education, Cambridge College, Cambridge, Massachusetts

B.S. Elementary Education, Tennessee State University, Nashville, Tennessee

Georgia Fields:

Expires 06/30/2019

SP ED GENERAL CURRICULUM (P-12) CONSULTATIVE [FLD798]

SP ED SOCIAL SCIENCE COGNITIVE LEVEL (P-5, 4-8) [FLD941]

Project Manager Gerald Milledge:
Certified Project Management Professional (PMP #1286891) with a demonstrated ability to execute complex projects within budget in a timely manner regardless of the environment (Agile or Waterfall). Extensive experience as a business analyst, trainer, customer relationship manager, and technical writer. Excellent at translating IT functionality or business processes into functional requirements, eLearning courses, learning management systems (LMS) and training programs, business requirements, use cases, training manuals, user guides, and reports as well as facilitating the training course for the intended audience. Skilled in creating, implementing and managing

customer service centers based upon client needs. Effective in utilizing communication and problem solving expertise with all levels of management and stakeholders within high pressure environments to implement business solutions.

BS in Organizational Management, Nyack College; Wash., DC Graduation: Summer 2015; 3.55 GPA

BS in Chemistry, Morgan State University; Balt., MD 1986-1989: 108 credits

Certified Project Management Professional (PMP) PMP #1286891

ITIL v3 Certification, pending August 2015

Mark Jacoby-Statistician

Lincoln Memorial University, Harrogate, TN

Educational Specialist, Mathematics

Widener College, Chester, PA

Masters of Business Administration (MBA)

Polytechnic Institute of Brooklyn, New York

BS Mechanical Engineering

Antonio Hewlett-Editor

Master of Sciences, Journalism & Mass Communications May 2011

Murray State University, Murray, KY

Master's Thesis: *A Brief History of the Sound Recording Industry and its Transition into the Digital Era*

Bachelor of Arts, English Literature April 2009

Lane College, Jackson, TN

Cum Laude Recipient

Information concerning terminations, litigation and debarment, Bidder shall provide answers to the following questions:

Statement of Scope & Methodology

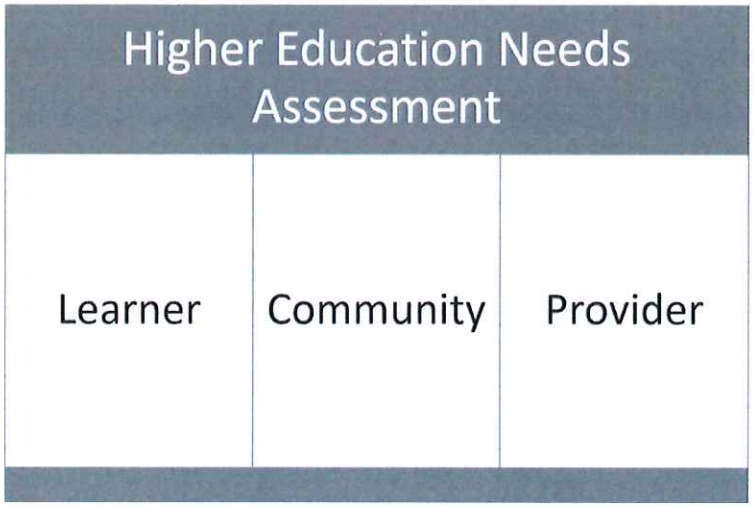
I. The offeror has not had any contracts terminated
II. The offeror has not had any judgments or decrees barring, suspending, or otherwise limiting the right of the bidder to engage in any business, practice, or activity.
III. The offeror has had no threats of litigation in any capacity.
IV. During the past 5 years their has been no irregularities reported in any capacity

Statement of Scope

The purpose of this project is to determine the feasibility of program expansion in various demographics by doing analysis with various stakeholders. The offeror needs to analyze the demand for various programs and how to proceed with the administration of these programs. The offeror will also use collected data to determine the feasibility of new locations that will have a positive impact on student enrollment. A final report will be completed documenting each of the areas described.

Methodology and Operations

Our needs assessment will be conducted using the Learner, Community, and Provider as its focal point. Using these stakeholders for inquiry Curriculum Global Consultants would provide a series of analysis to 1) Identify ares for expanded academic programs, 2)Identify potential program locations and benefits of each of the respective sites, and 3) Identify various modalities of delivery and course offerings.



Sampling Selection and Subject Characteristics

The participants in this study will come from a collection of sources in the proceeding section the offeror provides an approach to how each group will be enlisted in the study.

Learners. A critical component of any local needs assessment is the identification of opinions, perceptions, needs, and preferences of currently enrolled students from the local market area. It is particularly important to gather input from students, as information derived solely from the employer/employee perspective has a tendency to discount the impact of the traditional-age student segment. Though many off-campus centers or other distance education operations are designed primarily to reach and serve non-traditional working adults (place-bound or time-bound), most programming can attract significant participation from the traditional student population

The population for this study will consist of students (current & potential). The offeror would gather post-archival data on current students and solicit survey responses about program quality, program gaps, programmatic wishlists, and career expectations in current programs. The offeror will also seek information from potential students as it relates to intended academic program, surveys would be developed to understand a) perceptions of the current academic programs in the Des Moines area, b) the modality and courses offerings that would be most beneficial to students, and c)ideal locations for new academic programs, the research would work with area high schools and identify sources were adult learners may be identified. In this group would also be parents of both potential and current students.Surveys would be developed to understand the impact of various academic program offerings, the demographics for various programs offerings, and the modalities in which program offerings would be most

Employers & Community. The population for this study would include high school counselors, workforce planning offices, HR departments, employment agencies, and other community groups. With this group the offeror would seek to understand the occupational outlook for various careers. Which careers have a sever shortage of academically prepared candidates, job growth expectations, alignment of job expectations and academic preparations. Surveys and focus groups would be commenced to understand the nature and outlook of career opportunity and economic development.

In order to fully assess the demand for higher education among employers and the community leaders, Curriculum Global Consultants would interview and survey a variety of people in the area. Specifically, we would gather input in the following five ways:

Participating in two community forums

- Interviewing community and education leaders
- Interviewing local high school guidance counselors
- Interviewing local employers

Community Forums:

Two public forums will be convened to obtain the input from the communities in the area. These forums would be designed to understand the community's perspectives on the various items this research seeks to gain insight on.

High School Counselors:
Curriculum Global Consultants will contact guidance counselors at area high schools and interview counselors. Such individuals are often extremely helpful in identifying some of the local post-secondary access and choice issues faced by traditional-age students who are potentially college-bound.

Employers:
in order to assess the general educational needs of employers in area. In-person interviews will be conducted during a selected time in addition to phone interviews. Participant surveys and focus groups will be conducted, attitudes will documented, engagement will established, and overall response will be documented.

To assess the demand for higher education along an employer's perspective, Curriculum Global Consultants will mailed surveys to 500 employers across the area. We surveyed employers listed in the directories of chambers of commerce associated with the major cities and surrounding areas in each county.

Steering Committee/Peer Debriefing: To ensure that reliability and validity were present in this research, College & Board of Regents Leaders will be enlisted to provide peer debriefing on quantitative and qualitative instruments developed and utilized for this project. Mills (2003) defined peer debriefing "provides researchers with the opportunity to test their growing insights through interaction with other professionals. This is generally someone that will be able to help reflect on situations by listening, prompting, and providing insights throughout the process" (p. 77). The researcher will meet with peer-debriefing participants three times. The first meeting will be to discuss the reliability and validity of data collection instruments. The next meeting will be to discuss (a) content, (b) validity, and (c) implementation of the plan.
The data collection methods will include our use of:

Archival Data
Existing relevant and available data will be collected and reviewed. This data will inform and help Curriculum Global Consultants identify areas of concern, establish a baseline against which to measure results, identify existing trends and to establish a standard of comparison against which to measure efforts. Such data will include

Open-ended Interviews
Curriculum Global Consultants, LLC will construct open-ended survey interviews. Surveys used will include questions that will not provide response options but instead, the participant will construct a custom response.

Likert Scale Surveys

- We will present a declarative statement that expresses a positive or negative opinion, rather than neutral. This is by design and the purpose is to solicit definitive responses.
- An ordered continuum of response categories will be used.(Strongly disagree- Strongly agree)
- We will include a balanced number of positive and negative options.

- All responses will have a label.
- Numeric value will be assigned to each category for the purpose of analysis
- Our method does not require adaptation because it is a process meant to include both small and larger school districts as it relates to the number of participants, geographic location and the size of the grant participants.

Statistical methodology research

Statistical methodology work will support the continuous improvement of the conduct of CGC data collections, the processing of data, the preparation of data files, and the analysis of data from those collections.Priority is placed on methodological work and related theoretical underpinnings that are relevant to both the state of the field and to the particular needs of the
Statistical methodology to be done during this project will include:

- Development of innovative approaches to data collection, particularly as is related to assessment and survey response issues including computer-administered testing, adaptive testing, and interactive computer tasks, as well as developments in existing approaches that can improve them;
- Methodological and statistical research in the area of measuring data quality with the goal of overall improvement;
- Identification and application of statistical and/or psychometric methods used in other disciplines (e.g., psychology, economics) that may be capable of addressing statistical problems posed.
- Methodological, psychometric, and statistical research into extensions and modifications of existing techniques to improve measurement and analysis.

Analyses and reporting

Such work will include both the most commonly used and advanced statistical procedures to guide studies and ensure that these studies are designed in such a way as to provide valid and reliable results, and that data collected are recorded and reported systematically and objectively.Task orders may include original analyses and reporting, or input to CGC on the analyses and reports. Statistical analysis activities will employ the most commonly accepted statistical procedures. The focus will be primarily on analysis and report writing,ongoing monitoring of key aspects of data quality in CGC data collections, reporting on data quality and timeliness across CGC data collections, and examining alternative report designs and user services that are best suited for the full range of audiences for education statistics.

- Examples of statistical analyses and reporting work include:
- Provision of specialized reports and data tabulations adapted to the needs of data users;
- Analyses of topical issues, including report-writing using advanced statistical methods;
- Cross-cutting data analyses and reports based on multiple data collections;

- Ongoing monitoring and reporting of data quality and timeliness across CGC data collections;
- Ongoing monitoring of coding and scoring procedures that are applied to CGC collected assessment and survey data.
- Analyses of the ongoing viability of trends in long-term data collections;
- Advice on advanced correlational and multivariate statistics, and on psychometric analysis;
- Report design and evaluation of user needs;
- Development of quick turnaround facts reports,fact sheets, and tabulations;
- Development, adaptation and application of effective user-friendly techniques and products for presenting and disseminating statistical data and analyses; and
- Training and development of training materials and techniques for analysts interested in using the agency's data.

Development

The proposed work will(1)Feasibility of program needs, based on a comprehensive understanding of education issues and trends (both domestic and international and across all sectors of education); (2) identify appropriate information sources and technologies for addressing education data needs; and (3) design or adapt improved data collection and assessment instruments, including computer administered cognitive tests and statistical procedures, including item analysis using both classical and Item Response theory (IRT).
Examples of development work include:

- Ongoing monitoring of emerging educational policy priorities and trends;
- Ongoing monitoring of findings from research in education and related fields that bear on measures for, or reporting of, national statistics;
- Ongoing identification of the audiences for education statistics and their respective needs, including identification of new audiences and needs for new analyses and reports;
- Development of common definitions for data elements used in cross-national analyses and the development of procedures for sampling design and measurement to significantly improve upon the reliability of international comparisons;
- Analyses of the effects that new technologies and methods of data collection have on the operations and costs of fielding surveys, including analyses that provide cost estimates for different configurations (e.g., over-sampling specific subgroups and/or special populations, testing in various subject matter areas, surveying at various grade levels, or assessing special populations) for a particular survey or program of surveys;
- Development and maintenance of a comprehensive electronic catalog of survey variables and items, their previous uses, and justifications for inclusion;
- Development and testing of new survey and assessment items (e.g., in the area of education

finance and student assessment, respectively);

- Development, review, testing, and analysis of cognitive and background questions;
- Determination of the feasibility and cost of collecting new data based on pilot studies that field-test new approaches;
- Development, validation, and evaluation of new measures of student performance, school quality, and teacher effectiveness;
- Development and implementation of quality control measures and procedures to ensure the accuracy of data collection instruments including assessments and surveys;
- Development and testing of protocols for gathering observations and accounts of activities and time use of students and teachers;
- Development and testing of new technologies for content analysis of organization
- Development of automated data collection from administrative record system within school districts and other agencies;

Procedures for Data Collection Processes

To complete this analysis, a three-prong approach would be used which includes an **Examination, Data Gathering, and Identification, Structuring, Reporting, Implementation and Evaluation Phase.** Through examination, program status will be identified. Curriculum Global Consultants will capture the knowledge of employees and participants and review archival data to identify the effectiveness of the current program. To obtain rich information regarding the current state of the program, it is vital that information is gathered from students, community, and providers.

Our Data Mining and Evaluation phase will involve a review of background information relating to the program. CGC will ask designated organizational staff to schedule interviews with employees and program participants. Our interview protocols are structured, standardized, and customized. We will use questions that are open-ended, thus, preventing content limitation. The interview probes will seek to obtain program successes, limitations in services provided, perspectives from participants, perspectives from employees, quantitative success rates of the program.

The Identification, Structuring, Reporting, Implementation and Evaluation Phase of our findings will be provided in a written summary of perceptions of the organization's strengths, weaknesses, opportunities and threats. CGC will also identify current trends within the organization, report on

the prevailing consensus among stakeholders, highlight isolated incidents and as an added value, CGC will provide a proposed solution by means of conducting a Performance Metric Method analysis. CGC will create a cumulative detailed report highlight all findings, it will include a discussion of the organizational needs assessment as well as feedback relating to training and resources that are available to support change initiatives.

Analysis Overview

Unfortunately, without a firm understanding of a program's mission, purpose, and clear and defined plan the issue of sustainability becomes critical in newer or pilot programs. During the examination phase Curriculum Global Consultants, LLC will help Board of Regents State of Iowa understand best practices, evaluate error of other organizations implementing similar programs and create an program culture that is sustainable. From our experiences data has been the best way to structure academic programs that are effective. During the examination phase we will capture what has actually worked for districts and use these as guidelines as a basis for reviewing and assessing organizational culture, assessing existing gaps and developing a communications and awareness plan to assist stakeholders. Our guiding questions help bring focus to our research.

Curriculum Global Consultants uses the following broad analysis to evaluate programs in conjunction with a more in-depth feasibility analysis. Our method is comprised of doing both a broad level programmatic review and a detailed review to understand contributing factors and identify root cause analysis.

Feasibility Study Process includes:

See Appendix B

Describing the Status Quo: During this process our goal is to understand how the current system works, work flow analysis, and the technical design of the program

Defining the Problem: During this process we examine what functionality is missing or in need of automation from the current system, what functionality is in need of improvement or modification in the current system

Defining System Objectives:Provide a brief system overview description as a point of reference for the remainder of the document. In addition, include the following:

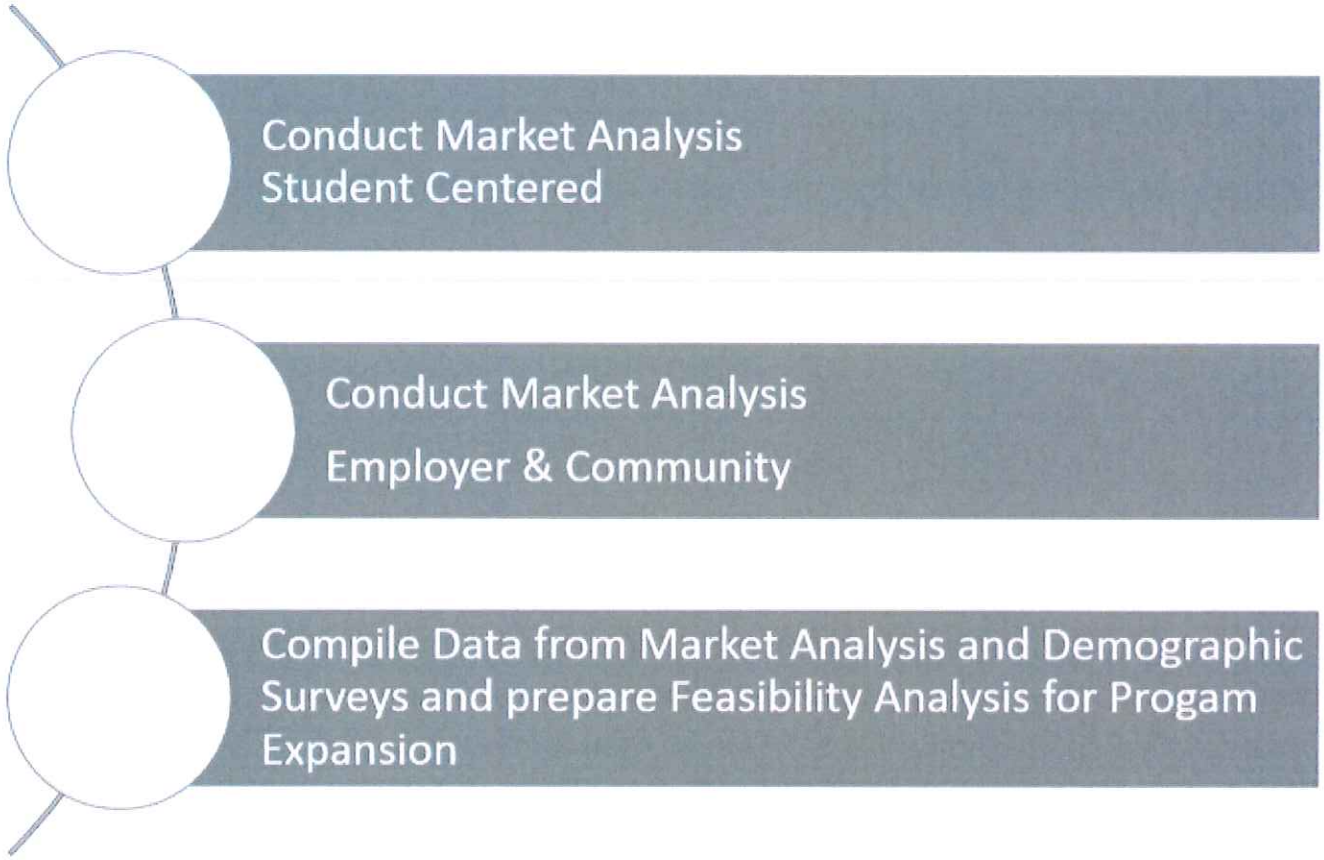
- Responsible organization
- System name or title
- System code
- System category

Identifying System Constraints and Assumptions: Determine the assumptions and constraints, such as operational life of the proposed system; period of time for comparison of system alternatives; input, output, and processing requirements; financial constraints; changing hardware, software, and operating environment; and availability of information and resources.

Developing Initial/change Requirements: Identify the criteria applicable to the development process that will be used to determine the most attractive system option. Such criteria typically include cost, priority, development time, ease of system use, or any combination.
Assessing Project Fees: Outline the time and resource costs, including the time and funding required for all activities of the lifecycle, from definition through operation and system retirement. *It is imperative to use realistic estimates.*

Project Summary

Our proposed research would be commenced in the manner of the chart below. After reviewing the requirements listed by {company_name} there appears to be three major goals to accomplish with this RFP. The first goal is to understand the impact of expansion and look at various locations for new programs, understand the impact and necessity of new programs, understand the various modalities for course offerings and delivery methods.



Management Plan

Management Plan:Our team will consist of a full time project manager to keep our staff on task. Our project manager conducts planning as follows:

Set up project management plan

The first step to creating your project management plan is starting a road map. Curriculum Global Consultants begins asking a few simple questions:

- What are my goals? What end result am I trying to accomplish?
- What is my deadline?
- Who will I need to include in this project?
- What supplies / resources will I need to get this done?

This is a grounding exercise that is designed to help us get a basic idea of what this project will require This is the important foundation for your project management plan. We break the big picture into smaller steps.

Organize Project Templates and Files

We create a system of project management procedures file storage, handling, and security. We train our team on data management and organization for the respective project. Our team uses microsoft project to organize our project and deployment of tasks.

Implementation

We begin the action for our project with outcomes in mind.

Complete and Meet Deadlines

We execute our project plan during this phase by meeting the deliverable schedule developed in conjunction with the contractor.

Activities for Development our Management Plan

In the initial briefing sessions our team completes the following:

- Overview: Why the project is being conducted and its primary objectives
- Scope: Business needs, requirements, deliverables, constraints and work breakdown structure
- Schedule: Activities schedule and project milestones
- Costs: Project budget and its funding approach
- Quality: Quality measurement and control approach
- Project team: The people working on the project, their roles and responsibilities
- Communication: Communication type, channels and the reporting approach
- Risks: Risk index, methods to identify and evaluate risks, risk mitigation and contingency planning
- Procurements: Required procurements and purchase processes
- Closure: Closure approach, including the deliverables hand-off protocol
- Changes: Procedures used to track changes in the project

- Baselines: Scope, schedule and budget baselines

Risk Management Plan

Project risk must be identified, managed and addressed throughout the project. To accomplish this, Curriculum Global Consultants, LLC will engage in risk management planning. We are proactive in our approach and will anticipate, identify and address events that may impact project success. Curriculum Global Consultants will utilize a SWOT analysis technique to identify risk.

- Project risk must be identified, managed and addressed throughout the project. To accomplish this, Curriculum Global Consultants, LLC will engage in risk management planning. We are proactive in our approach and will anticipate, identify and address events that may impact project success. Curriculum Global Consultants will
- Utilize a SWOT analysis technique to identify risk.

Analyze Risks Once the SWOT Analysis has been completed, CGC will prioritize and classify risks to determine which risks require a development of mitigation strategies and/or contingency plans. The analysis will reflect identify tolerance levels, if triggered, may require implementation of defined contingency plans. This analysis is an iterative process that will be performed continuously throughout the life of the project as new risks are identified while existing risks evolve.

Monitor, Control and Repor tMonitoring and controlling processes will be used to initiate, plan execute and close the project to meet the performance objectives defined. CGC will set standards, measure performance and respond to changes throughout the project.Create a Risk Response Plan. The risk response plan is a document created that will set risk tolerance for the project, how all risks are to be managed and who is responsible for the various activities along with their costs and time, and how the management of plan risk responses risks are to be communicated.

Data Management and Client Confidentiality

Security and Confidentiality Training for Offeror Staff

During the course of work on the tasks in this contract, offerors employees will be collecting, storing, editing, and otherwise handling data that are confidential. Given the restrictions on the use and handling of confidential information, all offeror employees with access to confidential information related to this contract shall be required to participate in CGC approved security and confidentiality training.

Network, Computer, and Email Access Controls

Require all employees to use password authentication to access their computers, the corporate network, and email.

Set computer passwords to expire every 90 days.

Use strong passwords - Minimum of 10 characters, combination of at least 3 of the following 4 (letters, numbers, special characters, capitalized or lower-cased characters), do not use common words.

It may be necessary to give employees different levels of access depending on the data stored on your corporate network. For example if you store personal client information (credit card, bank account, social security number, etc) on your corporate network, then you should determine which employees need access.

Clear desk clear screen policy - All employees should be required to adhere to a clear desk, clear screen policy. When they leave their work computer, they should sign off to prevent an unauthorized user from accessing. You can setup a password protected screensaver that will activate after 10 minutes in case the employee forgets to sign out. In addition ensure that employees do not leave sensitive printed information on their desks unattended.

Mobile computing – Users will only be allowed to access confidential information over VPN to ensure security of files and data.

Data Classification system

Public - This type of information is not confidential and can be made public. Examples of this classification type are marketing materials.

Proprietary - You would restrict this type of information to management-approved internal and external access. Examples of this classification type are policies and procedures. In some cases these document types may be required by clients to review the operational structure of your business.

Client Confidential - Defined as information received from your customers that is proprietary and confidential. An example of this type of information is customer bank account info. This information type is restricted to management-approved internal access only.

Company Confidential - This is confidential information that your company uses to conduct business. Examples of this type of classification are financial documents or personal employee information. You would tightly restrict access to this information within your company only.

Once document are classified then document templates and incorporate the document classifications which enable you to correctly monitor the dissemination of your documents.

Handling Procedures

Shred Documents-If any sensitive documents are marked as trash, then shred them. Keep documents that need to be shredded locked up until you shred them. This would also be part of your clean desk policy as you would not leave sensitive documents unmonitored on employee desks.

Costs Proposal

Filing Cabinets-Keep filing cabinets locked at all times, and if feasible keep them behind locked doors. Keep keys locked in a single location with limited access.

Employee Background Checks and Training for new Hires-Run criminal history and credit background checks on your employees especially for those that will be handling sensitive information. Check their references both personal and professional. Review the Privacy Rights Clearinghouse Small Business Owner Background Check Guide to learn more about employee background checks.

In addition conduct training for new hires and familiarize them with security policies and procedures.

Fee Summary

Lead Consultant *(1280 Hours @ $50.00/hour)*	$64,000.00

Lead Consultant

Project Manager *(1280 Hours @ $35.00/hour)*	$44,800.00

Project Manager

Consultant 2 *(400 Hours @ $40.00/hour)*	$16,000.00

Consultant

Statistician Year *(40 Hours @ $75.00/hour)*	$3,000.00

Statistician

Editor *(40 Hours @ $30.00/hour)*	$1,200.00

Editor

Travel & Administrative Fees	$5,000.00
General Fees and Travel	
Total	**$134,000.00**

Client References

Reference #1

a. Client Name: C3 Systems

b. Project Name: Consulting Subcontract DC Public Schools: DCPS made Curriculum Global Consultants Program Manager and Project Manager members of the Superintendent's Executive Leadership Team. In this capacity they provided strategic analysis to the Superintendent and stakeholders as consultants on how to:

1. Implement settlement agreement from class-action lawsuit,
2. create compliance measures to ensure adherence to federal and local regulations regarding special education management.
3. provide expert testimony to the DC City Counsel, the Courts, and the Department of Education regarding reform methodologies utilized and audit accuracy,
4. provide audit reports to be used in principal and school personnel evaluations, as well as
5. assisted with the creation and implementation of data management policies and procedures to be utilized by school personnel and members of central administration to drive programmatic changes.

c. Contact Name: Gerold Milledge

d.Contact Title: Project Manager

e.Contact Phone Number: 202-475-8878

Reference #2

a. Client Name: Trinity Alliance of the Capital Region, Inc.

b. Project Name: After School Program Training Kit

- Developed criteria and tools for program evaluation
- Created K-5 Curriculum (30 modules for ages 5-12)
- Created Middle & High School Curriculum (25 modules for ages 12-17)
- Developed student workbooks and manuals on facilitation and classroom management

c. Contact Name: Gregory Foskey

d. Contact Title: Director of After School Programming

e. Contact Phone Number: (518) 253-7006

Reference #3

a. Client Name: Albany Public Schools

b. Project Name: Special Education PIP

- Curriculum Global Consultants created and conducted a "Performance Improvement Plan (PIP)" survey with over 2000 APS special education personnel (Principals, Special Education Teachers, Service Providers, and Administrators) to garner the user community acceptance of reform efforts.
- Debriefed Superintendent of APS and stakeholders regarding results and next steps as determined through quantitative and qualitative analysis of data.
- Increased Medicaid reimbursement by providing leadership with new performance reports.
- Created and published the APS Special Education Parent Survey" as mandated by the Department of Education; the results were also utilized to support compliance with settlement agreement
- Created a pilot program with 15 schools to determine pro & cons of our new electronic individualized education plan. Programs success led to district-wide usage amongst APS 102 schools.

c. Contact Name: Melissa Petrosky

d. Contact Title: Former Procurement Manager

e. Contact Phone Number: (518) 4442102

Why Choose Curriculum Global Consultants, LLC ?

Board of Regents State of Iowa wants to excel in every aspect of its business, which means it will need to take advantage of the best tools available in order to gain an edge over its competitors. That's why you want a company like Curriculum Global Consultants to provide you with a customized solution to maximize efficiency and security, minimize cost, and achieve your unique goals. Our expertise, resources, and attention to detail make us the ideal choice to meet Board of Regents State of Iowa's needs for an infrastructure and security solution. We'll bring the following strengths to our work for Board of Regents State of Iowa:

- **Curriculum Global Consultants, LLC only hires experienced Consultants professionals** – Everyone we hire brings a wealth of consultants experience to the table. This real-world knowledge gives us a unique perspective into the strategies that work and those that don't; we want to share the most effective ones with you.
- **Curriculum Global Consultants, LLC creates a 100% custom solution for any problem** – Our team provides a 100% unique, handcrafted solution to fit your specific needs.
- **Curriculum Global Consultants, LLC takes a holistic approach to Consultation** – We embrace a collaborative approach to meet your needs. That means we'll work with you to get your input about business goals, special concerns, and how you envision your business in the future. We'll take that input and turn it into a capable, cost-effective system that can grow with you.

Timeline

Project Timeline

We offer the following timeline for Board of Regents State of Iowa :

Phase	Activities	Completion
Phase 1	1. Study to Commence Create steering committee to define reform initiatives and visioning of senior leadership. 2. Review **Board of Regents State of Iowa** program framework and create formal project objectives and goals to share with stakeholders for approval. 3. Facilitate meetings and dialogue between internal and external stakeholders regarding disparate views relating to programmatic objectives 4. Develop Project Plan 5. Develop Instrumentation in preparation for data collection 6. Allow steering committee to review and provide input on instrumentation and information capture 7. Begin Collecting, reviewing data, analyzing data.	12/01/2015 4 Weeks
Phase 2	1. Begin Participant Survey, Peer debriefing Meetings, additional data gathering review. 2. Perform feasibility analysis for alternative geographic locations 3. Begin Data Analysis 4. Vendor Progress Review 5. Create Draft Reports for Review 6. Submit Draft Document to Vendor	01/1/2016 4 Weeks

	1. Draft Document discussion with vendor
	2. Create Final Reports & Presentation
	  1. Tailor the report content, format, and style for the audience(s) by involving audience members.
	  2. Include an executive summary.
	  3. Summarize the description of the stakeholders and how they were engaged.
	  4. Describe essential features of the program (e.g., in appendices).	

Phase 3	5. Explain the focus of the evaluation and its limitations. 6. Include an adequate summary of the evaluation plan and procedures. 7. Provide all necessary technical information (e.g., in appendices). 8. Specify the standards and criteria for evaluative judgments. 9. Explain the evaluative judgments and how they are supported by the evidence. 10. List both strengths and weaknesses of the evaluation. 11. Discuss recommendations for action with their advantages, disadvantages, and resource 12. implications. 13. Ensure protections for program clients and other stakeholders. 14. Anticipate how people or organizations might be affected by the findings. 15. Present minority opinions or rejoinders where necessary. 16. Verify that the report is accurate and unbiased. 17. Organize the report logically and include appropriate details. 18. Remove technical jargon. 19. Use examples, illustrations, graphics, and stories.	2/01/2016 4 Weeks

Appendix A-Sample Documents

Curriculum GLOBAL Consultants, LLC

FEASIBILITY STUDY

TABLE OF CONTENTS

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1.0 GENERAL INFORMATION

The Feasibility Study is used to provide an analysis of the objectives, requirements, and system concepts of the proposed system, including justification, schedule, and end products. During this analysis, the objectives of the system are defined based on the needed functions described previously. Included in these system objectives are the high-level functional and performance objectives and any assumptions and constraints. When the system objectives have been identified, the various alternatives for satisfying those objectives are determined. For each alternative, the costs in time and resources are estimated. A determination is then made as to the most feasible development alternative.

1.0 GENERAL INFORMATION

1.1 Purpose

Describe the purpose of the Feasibility Study.

1.2 Scope

Describe the scope of the Feasibility Study as it relates to the project.

1.3 System Overview

Provide a brief system overview description as a point of reference for the remainder of the document. In addition, include the following:

- Responsible organization
- System name or title
- System code
- System category
  - *Major application*: performs clearly defined functions for which there is a readily identifiable security consideration and need
  - *General support system*: provides general ADP or network support for a variety of users and applications
- Operational status
  - Operational
  - Under development
  - Undergoing a major modification
- System environment or special conditions

1.4 Project References

Provide a list of the references that were used in preparation of this document. *Examples of references are:*

- *Previously developed documents relating to the project*
- *Documentation concerning related projects*

1.5 Acronyms and Abbreviations

Provide a list of the acronyms and abbreviations used in this document and the meaning of each.

1.6 Points of Contact

1.6.1 Information

Provide a list of the points of organizational contact (POC) that may be needed by the document user for informational and troubleshooting purposes. Include type of contact, contact name, department, telephone number, and e-mail address (if applicable). Points of contact may include but are not limited to helpdesk POC, development/maintenance POC, and operations POC.

1.6.2 Coordination

Provide a list of organizations that require coordination between the project and its specific support function (e.g., installation coordination, security, etc.). Include a schedule for coordination activities.

2.0 MANAGEMENT SUMMARY

2.0 MANAGEMENT SUMMARY

2.1 Environment

2.1.1 Organizations Involved

Identify the project sponsor, developer, user, and computer center or network in which the software will be implemented.

2.1.2 Input/Output

Identify the system input and output requirements.

2.1.3 Processing

Identify the system's processing requirements.

2.1.4 Security

Identify the system's security requirements.

2.1.5 System Interaction

Identify the interaction with other systems.

2.1.6 Physical Environment

Identify the physical environment (batch processing environment, interactive online transactions, ad hoc reports, external and local communications).

2.2 Current Functional Procedures

Describe current functional procedures of any existing system, whether automated or manual. Specifically, document the major processing and data flow of the current system(s), volume of work currently processed, costs incurred in operating the current system, skill categories and number of staff required to operate and maintain the current system, equipment used by the existing system, and any other factors that are unique to the current system.

2.3 Functional Objectives

Analyze the anticipated functions of the system, considering such areas as new services, increased capacity, legislative and policy requirements, privacy and security requirements, audit controls, and target completion date.

2.4 Performance Objectives

Identify major performance objectives, considering such areas as reduced staff and equipment costs, increased processing speed, increased productivity, improved management information services, improved controls over automated decision-making system(s), and compliance with regulations.

2.5 Assumptions and Constraints

Determine the assumptions and constraints, such as operational life of the proposed system; period of time for comparison of system alternatives; input, output, and processing requirements; financial constraints; changing hardware, software, and operating environment; and availability of information and resources.

2.6 Methodology

Describe the method or strategy employed (e.g., survey, weighting, modeling, benchmarking, and simulation) to evaluate the proposed system to arrive at a feasible alternative.

2.7 Evaluation Criteria

Identify the criteria applicable to the development process that will be used to determine the most attractive system option. Such criteria typically include cost, priority, development time, ease of system use, or any combination.

2.8 Recommendation

State the recommendation for the proposed system, including consequences of not taking action, and what delays and risks can be tolerated.

3.0 PROPOSED SYSTEM

3.0 PROPOSED SYSTEM

3.1 Description of Proposed System

Present the overall system concept and describe how the requirements will be met.

3.2 Improvements

Describe the improvements of the system in terms of the objectives.

3.3 Time and Resource Costs

Outline the time and resource costs, including the time and funding required for all activities of the lifecycle, from definition through operation and system retirement. *It is imperative to use realistic estimates. When making the estimates, remember to include such factors as the current workload of personnel, staff absences due to vacation and illness, lead time for procurement of equipment and software, and staff training.*

3.4 Impacts

In the following subsections, describe the anticipated impacts of the proposed system, including potential conversion problems.

3.4.1 Equipment Impacts

Describe new equipment requirements and changes to currently available equipment.

3.4.2 Software Impacts

Describe any additions or modifications to existing applications and support software in order to adapt them to the proposed system.

3.4.3 Organizational Impacts

Describe any organizational, personnel, and skill requirement changes.

3.4.4 Operational Impacts

Describe the effects on operations, such as:

- User operating procedures
- Operating center procedures
- Operating center/user relationships
- Source data processing
- Data entry procedures
- Data retention requirements, information storage and retrieval procedures (refer to Handbook 2229.1, Records Disposition Scheduling for Automated Systems)
- Output reporting procedures, media, and schedules
- System failure contingencies and recovery procedures

3.4.5 Developmental Impacts

Describe the developmental impacts, such as:

- Specific activities to be performed by the user in support of development of the system
- Resources required to develop databases
- Computer processing resources required to develop and test the new system
- Privacy and security implications

3.4.6 Site or Facility Impacts

Describe building or office modification requirements.

3.4.7 Security and Privacy Impacts

Describe security and privacy factors that may influence the development, design, and continued operation of the proposed system.

3.5 Rationale for Recommendations

State the reasoning that supports the recommendation of the proposed system over the alternative systems.

4.0 ALTERNATIVE SYSTEMS

4.0 ALTERNATIVE SYSTEMS

This section provides a description of the alternative systems considered in this feasibility study. Each alternative system should be under a separate section header, 4.1 - 4.x.

4.x Description of [Alternative System Name]

Describe the alternative system, following the outline described for the proposed system in the previous section. State the reasons that the alternative system was not selected.

Sample Needs Survey

1. Are there any academic programs that are not currently offered at the university but you would like to take?

- ◯ Yes
- ◯ No

2. Which academic programs would you be most interested in having?

3. Did your institution offer the academic major that was best for your career option?

- ◯ Yes
- ◯ No

* 4. If you could enroll in an academic program anywhere in Des Moines, which area would you choose and why?

5. How do you prefer your classes to be delivered?

- ☐ Online
- ☐ Blended
- ☐ On-Site

6. Which times do you prefer to attend classes?

- ◯ Morning
- ◯ Afternoon
- ◯ Evening

7. In what month and year do you expect to graduate?

8. What was your major?

9. How effective was the teaching within your major at this university?

- ◯ Extremely effective
- ◯ Very effective
- ◯ Moderately effective
- ◯ Slightly effective
- ◯ Not at all effective

10. How effective was the teaching outside your major at this university?

- ◯ Extremely effective
- ◯ Very effective
- ◯ Moderately effective
- ◯ Slightly effective
- ◯ Not at all effective

11. Will you be employed full-time upon graduation?

- ◯ Yes
- ◯ No

12. Will you be attending graduate or professional school in the academic year immediately following graduation?

- ◯ Yes
- ◯ No

13. How useful was the on-campus career center in helping you with your post-graduation plans?

- ◯ Extremely useful
- ◯ Very useful
- ◯ Moderately useful
- ◯ Slightly useful
- ◯ Not at all useful

14. How crowded are the dormitory facilities at this university?

- ◯ Extremely crowded
- ◯ Quite crowded
- ◯ Moderately crowded
- ◯ Slightly crowded
- ◯ Not at all crowded

15. How healthy is the food served at this university?

- ◯ Extremely healthy
- ◯ Quite healthy
- ◯ Moderately healthy
- ◯ Slightly healthy
- ◯ Not at all healthy

16. How likely are you to recommend this university to others?

- ◯ Extremely likely
- ◯ Quite likely
- ◯ Moderately likely
- ◯ Slightly likely
- ◯ Not at all likely

17. Overall, were you satisfied with your experience at this university, neither satisfied nor dissatisfied with it, or dissatisfied with it?

- ◯ Extremely satisfied
- ◯ Moderately satisfied
- ◯ Slightly satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Slightly dissatisfied
- ◯ Moderately dissatisfied
- ◯ Extremely dissatisfied

18. What were your most favorite experiences at this university?

19. What were your least favorite experiences at this university?

20. How could the student experience at this university be improved?

21. Are you male or female?

- ◯ Male
- ◯ Female

22. What is your age?

- ◯ 17 or younger
- ◯ 18-20
- ◯ 21-29
- ◯ 30-39
- ◯ 40-49
- ◯ 50-59
- ◯ 60 or older

23. What is the highest level of school you have completed or the highest degree you have received?

- ◯ Less than high school degree
- ◯ High school degree or equivalent (e.g., GED)
- ◯ Some college but no degree
- ◯ Associate degree
- ◯ Bachelor degree
- ◯ Graduate degree

24. Which of the following categories best describes your employment status?

- ◯ Employed, working full-time
- ◯ Employed, working part-time
- ◯ Not employed, looking for work
- ◯ Not employed, NOT looking for work
- ◯ Retired
- ◯ Disabled, not able to work

25. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

- ◯ White
- ◯ Black or African-American
- ◯ American Indian or Alaskan Native
- ◯ Asian
- ◯ Native Hawaiian or other Pacific Islander
- ◯ From multiple races

Some other race (please specify)

26. In what ZIP code is your home located? (enter 5-digit ZIP code; for example, 00544 or 94305)

Georgia Tech | Academic Effectiveness
Office of Assessment

National Survey of Student Engagement (NSSE): 2014 Institute Report

Karin DeAmicis, Research Associate

February 2015

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EXECUTIVE SUMMARY

In Spring 2014, the Georgia Institute of Technology (GT) Office of Assessment administered the National Survey of Student Engagement (NSSE) to first-year and senior students. The NSSE is designed to collect data about student engagement and the quality of students' undergraduate learning experiences. First-year and senior students were invited to complete the NSSE online. Based on the 1,032 responses (18% of the first-year class and 19% of the senior class), this report presents selected results. Comparisons herein were made between GT student responses and those from sixteen member institutions of the Association of American Universities (AAU) or to those from six Carnegie classified Research University/Very High peer institutions (RU/VH). Complete results can be found in the Assessment Data Online Retrieval System at < www.adors.gatech.edu >.

Highlights from the GT NSSE 2014 survey include:

- Students at GT reported engaging in more frequent experiences *Learning with Peers* than did AAU students. Almost 72% of GT first-year students and 83% of GT seniors reported *working frequently with other students on course projects and assignments*, compared to only 50.5% and 64.5% of AAU students, respectively. In addition, GT first-years reported *having more frequent discussions with people from a different race or ethnicity* (94.2% as compared to 74.8%).
- When asked about experiences with *Reflective and Integrative Learning*, 34.5% of GT first-years and 40.4% of GT seniors reported frequent opportunities to *connect their learning to societal problems or issues*. This is significantly less than their AAU peers (50.2% of AAU first-years and 58.2% of AAU seniors).
- More GT first-year students felt the Institute emphasized a *Supportive Campus Environment* than did first-year AAU students. Over 80% of first-year students felt GT frequently emphasized *providing academic support, using learning support services,* and *providing support for students' overall well-being.*
- The percentage of students who believe that Georgia Tech places a considerable emphasis on *academic support* has increased substantially over the past decade. In 2005, 73.0% of first-year students and 53.1% of seniors maintained that *academic support* was emphasized by the Institute. In 2014, 86.6% of first-years and 73.7% of seniors felt similarly.
- Over the course of their undergraduate education at Tech, over 96% of seniors reported participating in at least one *High-Impact Practice*, defined as *impressionable learning opportunities such* as *culminating senior experiences, internships, study abroad, learning communities, service-learning, or research with faculty.*
- Almost 69% of seniors at GT reported *completing a culminating senior experience, such as a capstone course, project, thesis, comprehensive exam or portfolio*, compared to only 41.2% of seniors at AAU institutions. When asked about completing *research with faculty*, 49.1% of GT seniors participated in this opportunity, while only 34.3% of their AAU peers did the same.
- From 2005 to 2014, the percentage of seniors at GT, who reported having a course with a community-based (*Service-Learning*) project, was up from 21.4% to 36.7%. However, fewer first-year (32.1%) and senior GT students (36.7%) reported *Service-Learning* experiences in at least some of their courses, when compared with students at AAU institutions (43.3% and 46.3%, respectively).
- First-year GT students reported *discussing their academic interests, course selections, or academic performance with their advisors* fewer times than their RU/VH peers (an average of 1.6 times, as compared to 2.2 times). Seniors at GT also reported fewer advisor discussions than did seniors at RU/VH institutions (an average of 1.9 times, as compared to 2.1 times).
- Within the *Academic Advising* module, GT seniors rated their advising experiences the same as or higher than students at RU/VH institutions. For example, almost 61% of seniors at GT indicated their *advisors frequently informed them of important deadlines*, compared to 47.9% of seniors at RU/VH institutions.

INTRODUCTION

The most recent administration of the NSSE at Georgia Institute of Technology took place at the end of the Spring 2014 semester. The NSSE instrument is part of a family of surveys on student engagement and learning including the BCSSE (Beginning College Survey of Student Engagement) and the FSSE (Faculty Survey of Student Engagement). These instruments allow for complementary comparisons of student participation in activities and programs that promote effective learning and personal development.

Survey responses are useful in identifying aspects of the undergraduate experience that can be improved through policy and practice as well as tracking changes in student learning and engagement over time. Results may also be accessed for accreditation processes and used to support the upcoming Quality Enhancement Plan (QEP). In collaboration with other measures of data collection, the NSSE provides a snapshot of student perceptions on undergraduate education, allows for comparisons to peer institutions, presents an opportunity to compare first-year experiences, and analyzes longitudinal trends.

In 2013, the NSSE survey instrument was updated to increase alignment of survey items with the BCSSE and the FSSE. The format was modified from four benchmarks to four revised themes encompassing ten *Student Engagement* indicators. In addition, the current version now includes measures of student participation in six high-impact practices known to enrich undergraduate academic experiences. For the 2014 administration at GT, an academic advising module was selected to be included.

GT first-year and senior students enrolled during 2013–14 were invited by email to complete the online edition of the 2014 NSSE. This Institute report is based on 1,032 student responses, or 18% of the freshman class and 19% of the senior class.

Organization of the Report

This report will describe sample and population demographics, summarize NSSE survey results, focusing on undergraduate *Student Engagement* indicators, *High-Impact Practices*, and *Academic Advising*. Select comparisons to American Association of Universities (AAU)[1] member institutions or to select Carnegie Research University/Very High peer institutions (RU/VH)[2] will be presented throughout. Comparisons to the BCSSE 2013 as well as longitudinal trends from the NSSE 2005 and 2011 at GT will also be presented. Complete results from the NSSE 2014 can be found in the Office of Assessment Data Online Retrieval System at < www.adors.gatech.edu >.

Sample and Population Demographics

Chi-square testing for sample representation revealed no statistical or practical significance for first-year or senior students among ethnicity and college of enrollment. A statistically significant difference was found between genders for first-year and for senior students, revealing a small effect size, with female

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[1] Boston University (Boston, MA), Carnegie Mellon University (Pittsburgh, PA), Iowa State University (Ames, IA), McGill University (Montreal, QC), Michigan State University (East Lansing, MI), Stony Brook University (Stony Brook, NY), The Ohio State University (Columbus, OH), Tulane University of Louisiana (New Orleans, LA), University at Buffalo, State University of New York (Buffalo, NY), University of Colorado Boulder (Boulder, CO), University of Illinois at Urbana-Champaign (Urbana, IL), University of Kansas (Lawrence, KS), University of Maryland (College Park, MD), University of Toronto (Toronto, ON), University of Washington-Seattle (Seattle, WA), University of Wisconsin-Madison (Madison, WI)

[2] Boston University (Boston, MA), McGill University (Montreal, QC), Michigan State University (East Lansing, MI), Stony Brook University (Stony Brook, NY), The Ohio State University (Columbus, OH), North Carolina State University (Raleigh, NC)

students being slightly overrepresented in the sample. Detailed 2014 demographic information for the GT student sample and population are presented, by first-year and senior respondents, in Table 1.

Of the first-year respondents to the GT NSSE 2014 Survey, 48.2% were female and 75.8% were from the College of Engineering. The majority of first-year survey participants were White (58.7%), with Asian students representing 16.9% of the first-year respondents. Of the seniors who responded to the survey, 40.6% were female and 66.0% were from the College of Engineering. Just over 62% of senior respondents were White, while Asian students represented 13.7% of the senior participants.

Table 1. 2014 NSSE Demographics: GT Respondents to GT Students

	GT First-Year NSSE Respondents[1] *n* = 421	GT First-Year Students[1] *n* = 2,402	GT Senior NSSE Respondents[1] *n* = 611	GT Senior Students[1] *n* = 3,263
Gender				
Female	48.2%	37.8%	40.6%	30.8%
Male	51.8%	62.2%	59.4%	69.2%
Ethnicity				
Asian	16.9%	18.0%	13.7%	18.6%
Black or African American	5.5%	6.5%	5.1%	5.9%
Hispanic or Latino	4.8%	5.0%	8.3%	6.7%
International	9.7%	12.3%	6.2%	8.0%
Other	4.5%	4.4%	3.9%	3.3%
White	58.7%	53.5%	62.7%	57.5%
College				
Architecture	1.9%	1.8%	4.6%	3.5%
Computing	5.9%	9.3%	8.0%	8.8%
Engineering	75.8%	71.5%	66.0%	68.0%
Ivan Allen Liberal Arts	4.5%	3.2%	4.7%	4.3%
Scheller Business	5.5%	7.2%	7.4%	7.7%
Sciences	6.4%	7.0%	9.3%	7.8%

[1] Figures may not sum to 100% due to rounding.

Survey Findings

Weighting

This report presents results, weighted by gender, so that response estimates are statistically representative of the GT population. Based on the high quality assurance standards of the NSSE data, findings reported herein are thus accurate for the first-year and senior students enrolled at GT during the 2013–14 academic year.

Statistical and Practical Significance

Due to the large sample sizes within many groups at GT, very small differences may show up as statistically significant ($p < 0.01$). Therefore, this report provides *effect size* rather than *statistical significance* to determine *practical significance*. Using relaxed interpretations of Cohen's *d* for mean value comparisons and Cohen's *h* to compare proportions, this report uses the following effect size values: 0.1 to be a small effect, 0.3 to be a moderate effect, and 0.5 to be a large effect. Small, moderate, and large effect sizes are indicated by *, **, and *** notations in subsequent results tables throughout the report and are shaded with light (.1), medium (.3), and dark gray (.5) to illustrate the magnitude of practical significance.

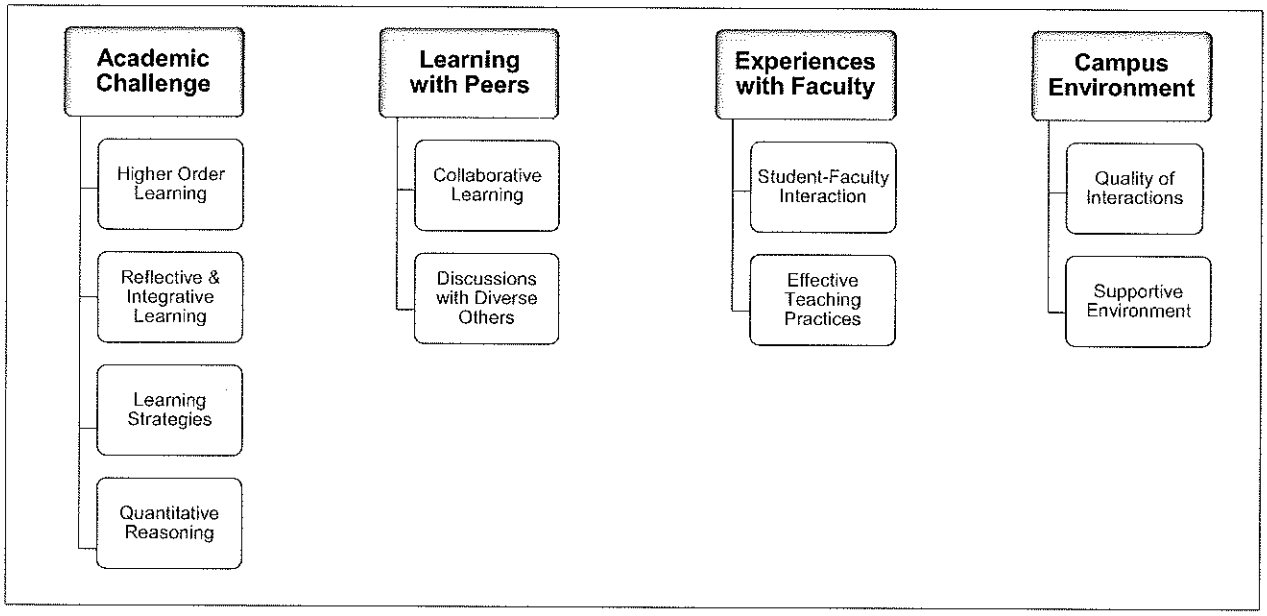
The sampling error for 2014 NSSE items was 4.3% for first-year responses and 3.6% for senior responses. Standard errors for individual items are not reported in the tables of this report, but are available from the Office of Assessment.

NSSE 2014 Results

Student Engagement

Ten *Student Engagement* indicators across four themes are measured by NSSE. The themes serve as a model for understanding various aspects of college student engagement. Corresponding survey responses provide insight into students' engagement with and quality of their educational experiences. Figure 1 provides a diagram of the themes and corresponding indicators.

Figure 1. NSSE Themes for *Student Engagement*



The four themes on the 2014 NSSE include: *Academic Challenge, Learning with Peers, Experience with Faculty,* and *Campus Environment*. Within each theme, indicator scores represent the mean of several component items, expressed on 0–60 point scale:

- "Never" or "Very Little" = 0
- "Sometimes" or "Some" = 20
- "Often" or "Quite a bit" = 40
- "Very Often" or "Very Much" = 60

It is important to note that NSSE survey responses to student engagement are based on self-reporting perception of engagement.

The following sections present select results by *Student Engagement* theme. Complete results can be found in the Assessment Data Online Retrieval System at < www.adors.gatech.edu >.

Academic Challenge

Academic work that is challenging is imperative for engaging students in learning as well as for enhancing the quality of undergraduate experiences. The *Academic Challenge* theme is comprised of four *Student Engagement* indicators: *Higher-Order Learning, Reflective and Integrative Learning, Learning Strategies,* and *Quantitative Reasoning*. Sample questions include asking students about *how much their coursework emphasized applying facts, theories, or methods to practical problems or new situations*, as well as asking students *how often they used numerical information to examine a real-world problem or issue.*

GT first-year and senior students reported slightly fewer experiences with *Reflective and Integrative Learning* than did AAU students, although effect sizes were small. GT seniors also reported using fewer *Learning Strategies* as compared to AAU seniors, with a small effect size. Small differences were also found in the *Quantitative Reasoning* indicator. Both first-year and senior students at GT reported slightly more *Quantitative Reasoning* experiences than students at AAU institutions.

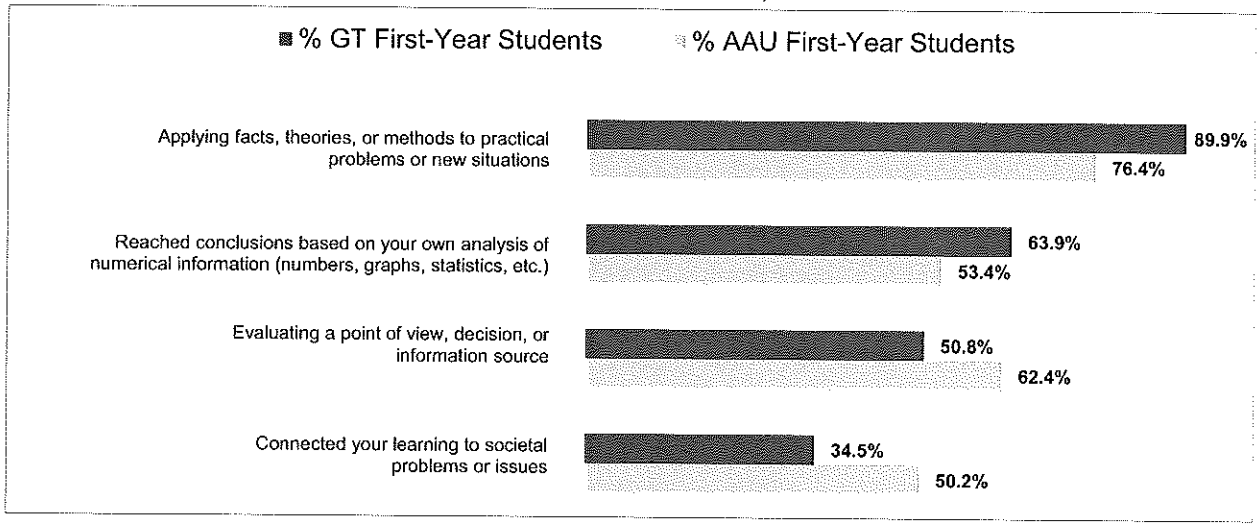
Table 2 details mean *Academic Challenge* scale scores from GT and AAU first-year and senior students as well as corresponding effect sizes.

Table 2. 2014 NSSE: *Academic Challenge* Indicator Means

* *d* > .1; ** *d* > .3; *** *d* > .5	GT First-Year *n* = 421	AAU First-Year *n* = 18,951	Effect Size	GT Senior *n* = 611	AAU Senior *n* = 20,784	Effect Size
Mean Scale Scores (0–60):						
Higher-Order Learning	38.9	38.1	.06	38.2	38.5	-.03
Reflective & Integrative Learning	32.3	34.6	-.18 *	33.3	36.9	-.28 *
Learning Strategies	36.8	37.5	-.05	35.2	36.7	-.11 *
Quantitative Reasoning	29.6	27.7	.12 *	34.1	30.3	.23 *

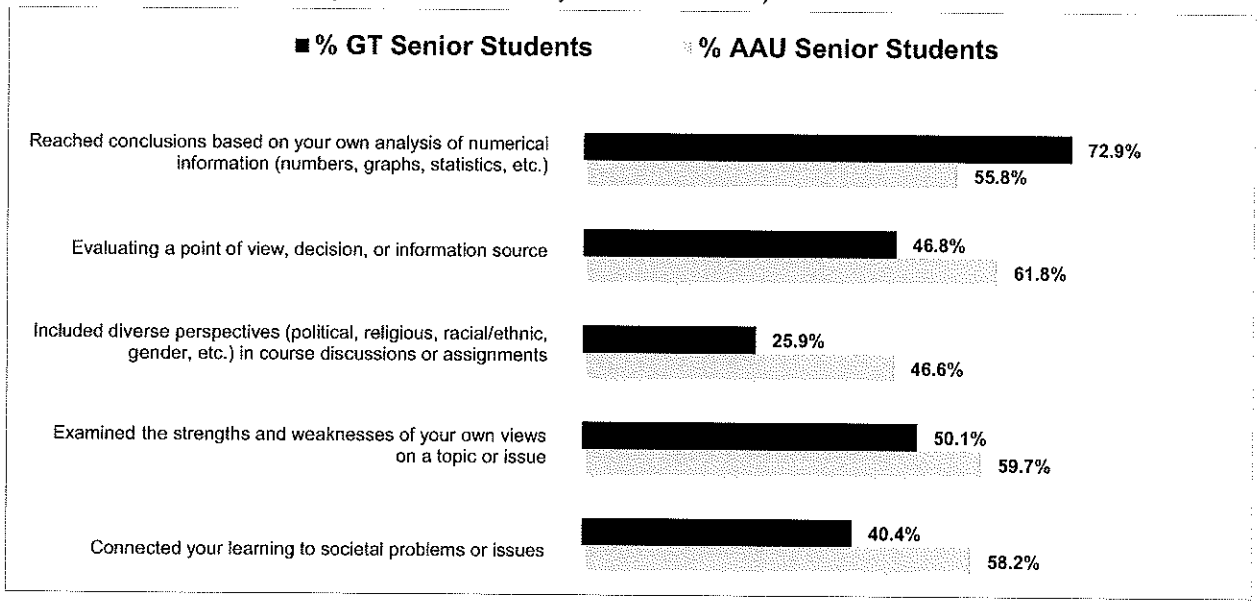
Individual components within the *Academic Challenge* theme were compared between GT and AAU first-year responses. Almost 90% of first-year GT students reported their coursework emphasized "very much" or "quite a bit" *applying information, theories, or methods to new situations,* as compared to only 76.4% of AAU first-year students. First-year GT students also reported they frequently *reached conclusions based on their own analysis of numerical information* (63.9%), more often than did AAU first-year students (53.4%). However, GT first-year students reported less frequent opportunities in their coursework to *evaluate decisions or information* (50.8%) than did first-year AAU students (62.4%). In addition, less than 35% of GT first-year students reported frequently *connecting their learning to societal problems or issues*, as compared to more than 50% of first-year students at AAU institutions. Figure 2 illustrates select differences between first-year students from select items within the *Academic Challenge Student Engagement* theme.

Figure 2. NSSE 2014: Select *Academic Challenge* Components: First-Year Students
(Percentage of Responses to "Very often" / "Often" or "Very much" / "Quite a bit")



Select *Academic Challenge* item responses from senior students at GT and AAU institutions are detailed in Figure 3. While 73% of GT seniors reported frequently *reaching conclusions based on their own analysis of quantitative information*, fewer than 56% of senior AAU students reported the same. However, fewer GT seniors reported frequently *evaluating information* (46.8%), *including diverse perspectives in course discussions or assignments* (25.9%), and *examining strengths and weaknesses of one's view on a topic or issue* (50.1%) than did AAU seniors. Approximately 40% of GT seniors reported that they "very often" or "often" *connected their learning to societal problems or issues* (40.4%), less than did seniors at AAU institutions (58.2%).

Figure 3. NSSE 2014: Select *Academic Challenge* Components: Senior Students
(Percentage of Responses to "Very often" / "Often" or "Very much" / "Quite a bit")



Learning with Peers

Preparing students to collaborate academically and to develop competence socially with diverse thinkers are constructs that contribute to the development of global leaders. The *Learning with Peers* theme

measures two *Student Engagement* indicators: *Collaborative Learning* and *Discussions with Diverse Others*. Sample questions include asking students how often they *worked with others on course projects or assignments* and how often they *engaged in discussions with people of a race or ethnicity other than their own*.

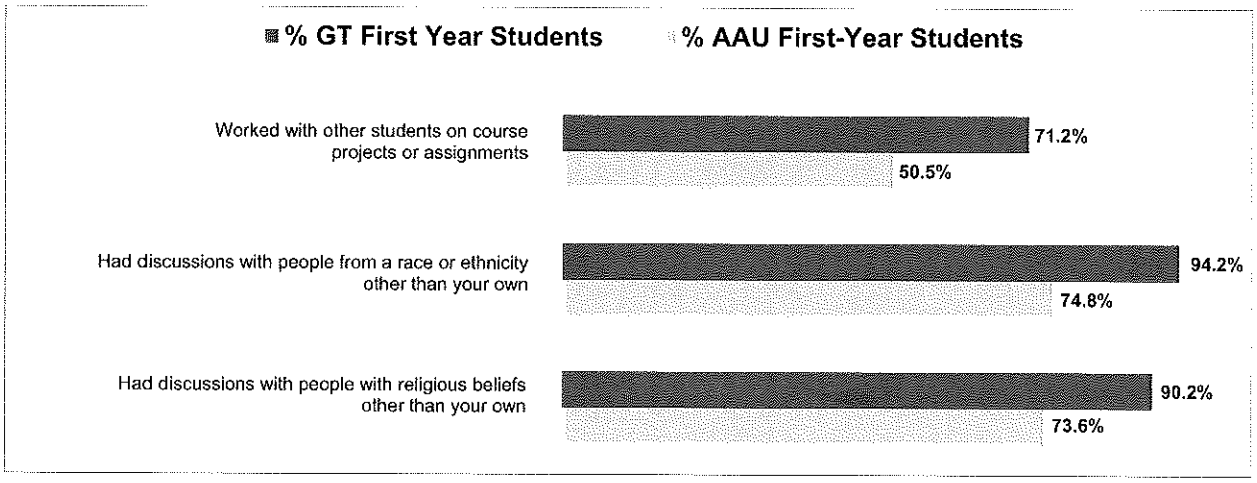
When comparing student responses between GT and AAU institutions, large and moderate differences were found within the *Learning with Peers* indicators. Responses indicate that GT first-year and senior students engaged in moderately more frequent opportunities for *Collaborative Learning* than AAU students. In addition, GT first-year students reported having more frequent *Discussions with Diverse Others* than did AAU first-years, reaching a large effect size. GT seniors reported the same, although differences were small. Table 3 details the mean *Learning with Peers* scale scores from GT and AAU first-year and senior students as well as corresponding effect sizes.

Table 3. 2014 NSSE: *Learning with Peers* Indicator Means

* *d* > .1; ** *d* > .3; *** *d* > .5	GT First-Year *n* = 421	AAU First-Year *n* = 18,951	Effect Size	GT Senior *n* = 611	AAU Senior *n* = 20,784	Effect Size
Mean Scale Scores (0–60):						
Collaborative Learning	38.3	33.6	.34 **	38.1	33.7	.31 **
Discussions with Diverse Others	49.5	41.9	.50 ***	47.0	42.5	.29 *

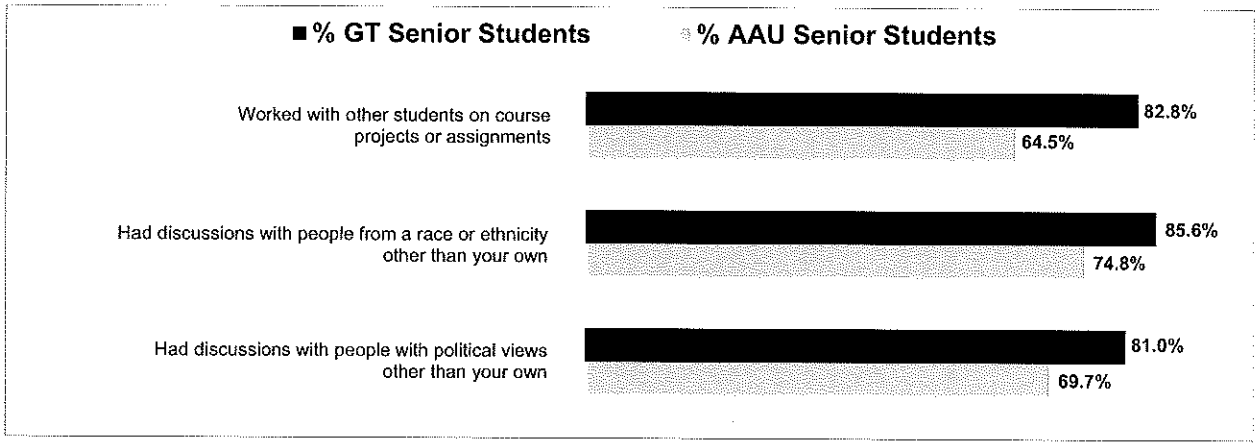
Comparing individual components within the *Learning with Peers* theme, select results for first-year students are illustrated in Figure 4. More than 71% of first-year GT students reported "very often" or "often" *working with other students on course projects and assignments*, as compared to only 50.5% of AAU first-year students. GT first-years also reported having more frequent opportunities for *discussions with people from a different race or ethnicity* (94.2%) and *with people with different religious beliefs* (90.2%) than did AAU first-year students (both less than 75%).

Figure 4. NSSE 2014: Select *Learning with Peers* Components: First-Year Students
(Percentage of Responses to "Very often" / "Often")



Almost 83% of GT seniors reported *working frequently with other students on course projects and assignments*, as compared to only 64.5% of AAU seniors. GT seniors also indicated more frequent *discussions with people from different race or ethnicity* (85.6%) and *with people with different political views* (81.0%) than did AAU seniors. Select individual components from the *Learning with Peers* theme for GT and AAU seniors are displayed in Figure 5.

Figure 5. NSSE 2014: Select *Learning with Peers* Components: Senior Students
(Percentage of Responses to "Very often" / "Often")



Experiences with Faculty

Undergraduate students benefit from interactions with faculty, such as through exposure to role modeling, critical thinking, and problem solving, or by receiving timely and thorough feedback that enhances their understanding. Two engagement indicators, namely *Student-Faculty Interaction* and *Effective Teaching Practices,* are measured within the *Experiences with Faculty Student Engagement* theme. Examples of questions within this theme include asking students how often they *discussed their academic performance with a faculty member* or to what extent their instructors *provided feedback on a draft or work in progress.*

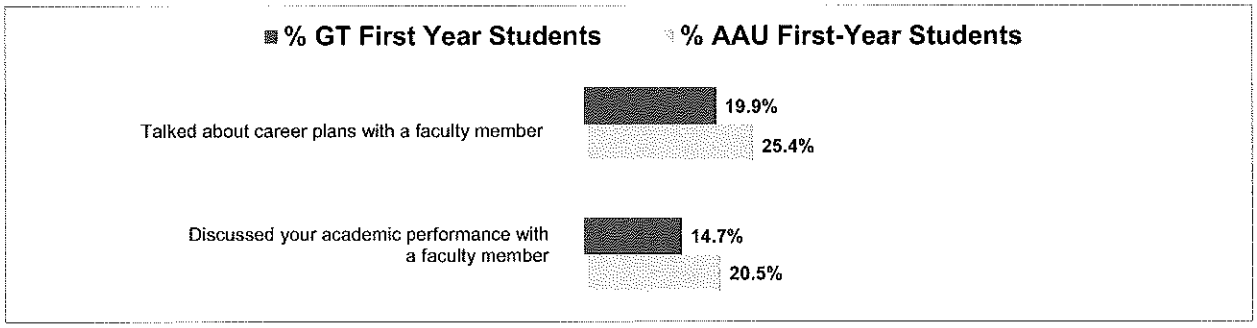
Responses indicate that GT first-year and senior students reported fewer *Student-Faculty Interactions* than did AAU students, although differences were small. A small difference was also found when comparing senior students' responses on the frequency of *Effective Teaching Practices*. Fewer GT seniors reported their instructors used *Effective Teaching Practices* than did AAU seniors. Table 4 contains the mean *Experiences with Faculty* scale scores from GT and AAU students, including the corresponding effect sizes.

Table 4. 2014 NSSE: *Experiences with Faculty* Indicator Means

* *d* > .1; ** *d* > .3; *** *d* > .5	GT First-Year *n* = 421	AAU First-Year *n* = 18,951	Effect Size	GT Senior *n* = 611	AAU Senior *n* = 20,784	Effect Size
Mean Scale Scores (0–60):						
Student-Faculty Interaction	15.8	17.7	-.13 *	20.1	21.6	-.10 *
Effective Teaching Practices	37.4	37.3	.01	35.7	37.6	-.15 *

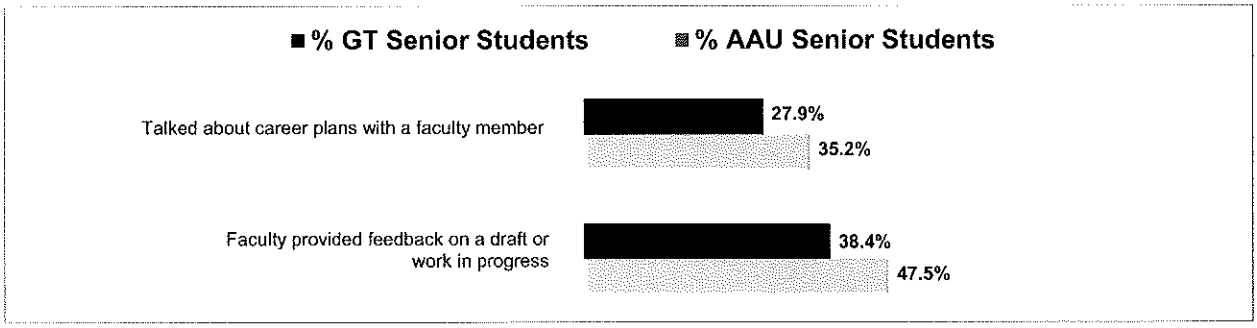
First-year responses to select items within the *Experiences with Faculty* theme are displayed in Figure 6. Less than 20% of first-year GT students reported *speaking* "very often" or "often" *with a faculty member about their career plans* and less than 15% indicated they had "often" or "very often" *discussed their academic performance with a faculty member*, while 25.4% and 20.5%, respectively, of AAU first-year students reported the same.

Figure 6. NSSE 2014: *Select Experiences with Faculty* Components: First-Year Students
(Percentage of Responses to "Very often" / "Often" or "Very much" / "Quite a bit")



Almost 28% of GT seniors surveyed said they *spoke "very often" or "often" with a faculty member about their career plans*, while over 35% of their AAU peers reported the same. When asked how much their *instructors provided feedback on a draft or work in progress*, 38.4% of GT seniors replied "very much" or "quite a bit" as compared with 47.5% of AAU seniors. Figure 7 illustrates senior responses on select items from the *Experiences with Faculty* theme.

Figure 7. NSSE 2014: Select *Experiences with Faculty* Components: Senior Students
(Percentage of Responses to "Very often" / "Often" or "Very much" / "Quite a bit")



Campus Environment

A positive and supportive campus environment that fosters effective relations among students, faculty, and staff creates a successful foundation for learning. The NSSE measures *Campus Environment* through two engagement indicators: *Quality of Interactions* and *Supportive Environment*. This theme includes items such as asking students how much the Institute emphasized *using learning support services (tutoring services, writing center, etc.)* and *attending events that addressed important social, economic, or political issues*. Other questions include asking students to rate the *quality of interactions with others on campus including students, academic advisors, and staff.*

Responses suggested that GT first-year students believe the Institute emphasizes a supportive campus environment more than did first-year students at AAU institutions, although the effect size was small.

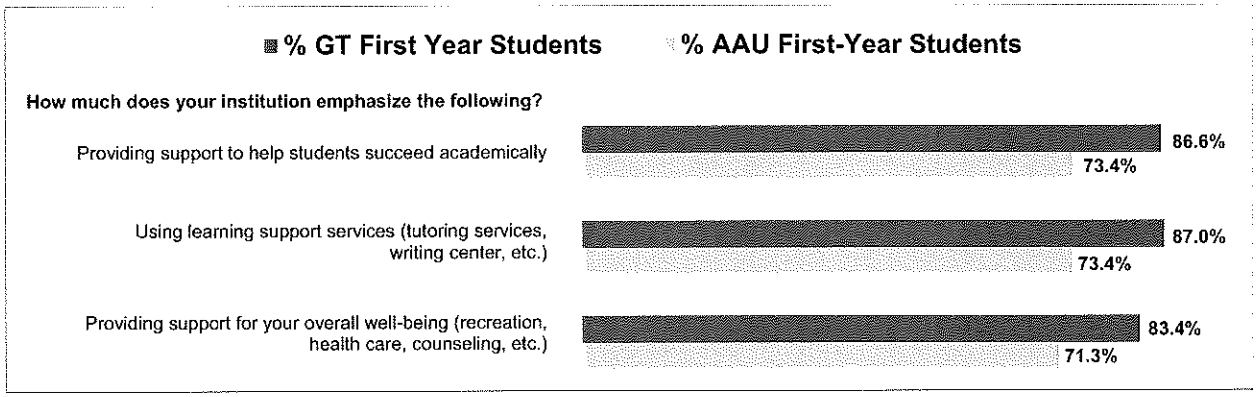
No differences were found within the *Quality of Interactions* indicator. Means and effect sizes by seniors and first-years for *Campus Environment* indicators are presented in Table 5.

Table 5. 2014 NSSE: *Campus Environment* Indicator Means

* *d* > .1; ** *d* > .3; *** *d* > .5	GT First-Year *n* = 421	AAU First-Year *n* = 18,951	Effect Size	GT Senior *n* = 611	AAU Senior *n* = 20,784	Effect Size
Mean Scale Scores (0–60):						
Quality of Interactions	40.9	40.1	.07	40.5	39.9	.06
Supportive Environment	38.7	35.8	.22 *	32.5	31.7	.05

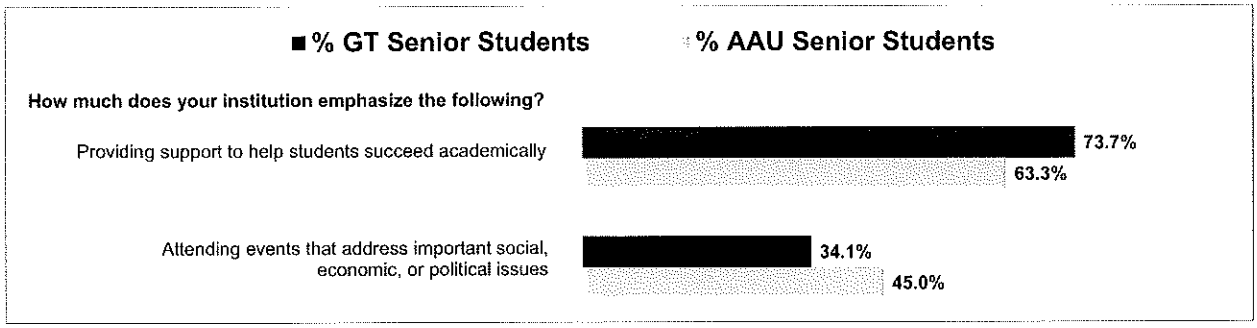
Select responses from first-year students on individual items within the *Campus Environment* theme were compared between GT students and their AAU peers in Figure 8. Approximately 87% of first-year GT students reported that the Institute emphasized *providing support to help students succeed academically* "very much" or "quite a bit," as well as *using learning support services*. Less than 74% of first-year AAU students reported the same on both items. GT first-year students also indicated a high level of *institutional support for their overall well-being* with over 83% noting the Institute emphasized these measures "quite a bit" or "very much." In comparison, only 71% of AAU first-year students reported the same.

Figure 8. NSSE 2014: Select *Campus Environment* Components: First-Year Students
(Percentage of Responses to "Very much" / "Quite a bit")



Almost 74% of GT seniors noted the Institute frequently emphasized *providing academic support*, while only 63.3% of AAU institutions noted the same. However, only 34.1% of seniors at GT indicated the Institute frequently emphasized *attending events that addressed social, economic, or political topics*, compared with 45.0% of AAU seniors. Figure 9 illustrates select *Campus Environment* item comparisons for GT and AAU senior students.

Figure 9. NSSE 2014: Select *Campus Environment* Components: Senior Students
(Percentage of Responses to "Very much" / "Quite a bit")

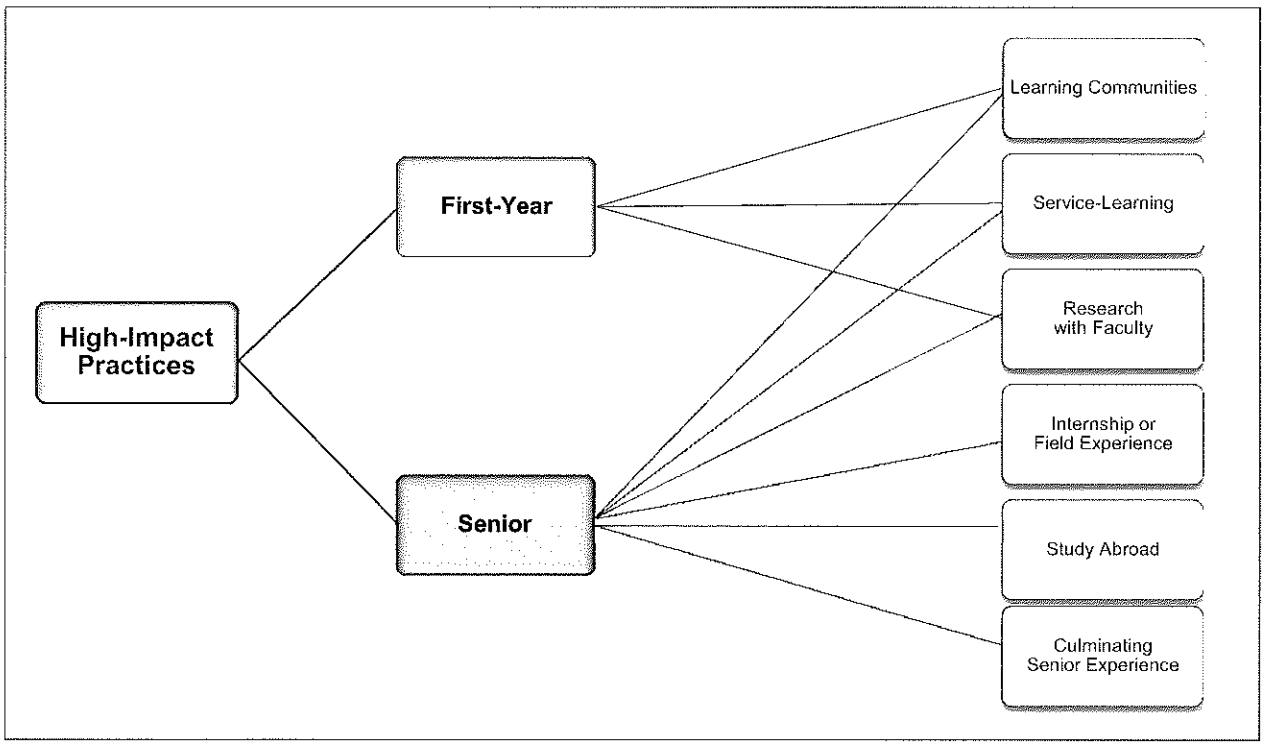


High-Impact Practices

In addition to four *Student Engagement* themes, the NSSE measures six *High-Impact Practices* (HIPs) that reflect student participation in deep undergraduate learning experiences. Considered life-changing opportunities (Kuh, 2008),[3] research has shown positive associations between HIPs and student learning and retention.

The NSSE surveyed student participation in the following areas: involvement in a *Learning Community*, completion of courses with *Service-Learning*, conducting *Research with Faculty* members, accomplishment of an *Internship or Field Experience*, participation in a *Study Abroad* program, and completion of a *Culminating Senior Experience*. As depicted in Figure 10, three of these experiences were surveyed for first-year students and all six were examined for senior students.

Figure 10. NSSE High-Impact Practices (HIPs)



Student participation in HIP learning opportunities was measured using the percentage of responses to "Done" or "In Progress" for all practices except for *Service-Learning*, which was measured using the percentage of responses to "all," "most," or "some" of their courses involving a community-based project (*Service-Learning*). It is important to note that NSSE survey responses for HIP items are based on self-reporting of student participation over the course of their undergraduate experience.

At GT, just over 32 percent of first-year students reported that at least some of their courses included *Service-Learning*, compared to 43.3% of first-years at AAU institutions. While 8.3% of GT first-years responded that they performed *Research with Faculty*, only 5.5% of AAU first-years reported the same. Both of these differences were found to have small effect sizes.

[3] Kuh, G. D., Schneider, C. G., & Association of American Colleges and Universities. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Fewer Tech seniors reported involvement in *Learning Communities* (21.9%) and in courses with *Service-Learning* components (36.7%), than their peers at AAU institutions. However, more GT seniors reported participation in *Internships or Field Experiences* (71.6%) and in *Studying Abroad* (35.2%) than did AAU seniors. In addition, more seniors at GT indicated performing *Research with Faculty* (49.1%) than did AAU seniors (34.3%), a moderate effect size. Reaching a large effect size, when GT seniors were asked about *Culminating Senior Experiences* such as a capstone course, project, thesis, comprehensive exam or portfolio, 68.5% reported participation, as compared to only 41.2% of seniors at AAU institutions.

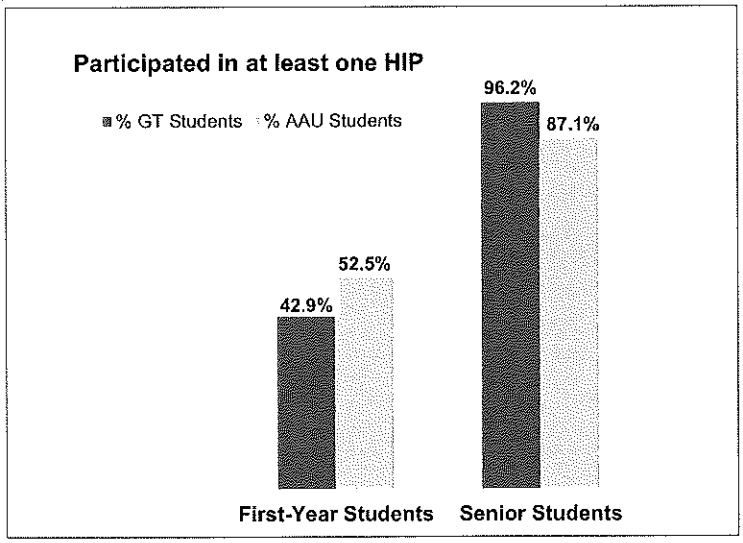
Table 6 compares survey responses from first-year and senior students at GT and AAU institutions to participation in HIP experiences.

Table 6. 2014 NSSE: Percentage of *High-Impact Practice* participation
(Percentage of Responses to "Done or In Progress")

* *h*> .1; ** *h* > .3; *** *h* > .5	GT First-Year *n* = 421	AAU First- Year *n* = 18,951	Effect Size	GT Senior *n* = 611	AAU Senior *n* = 20,784	Effect Size
Mean Scale Scores (0–60):						
Learning Community	15.2	18.6%	-.09	21.9	26.7	-.11 *
Service-Learning[1]	32.1	43.3%	-.23 *	36.7	46.3	-.20 *
Research with Faculty	8.3	5.5%	.11 *	49.1	34.3	.30 **
Internship or Field Experience	--	--	--	71.6	60.1	.24 *
Study Abroad	--	--	--	35.2	22.3	.29 *
Culminating Senior Experience	--	--	--	68.5	41.2	.56 ***

[1] Percentage of responses to "All," "Most," or "Some" of their courses included a community-based project (*Service-Learning*).

Figure 11. NSSE 2014: Overall *High-Impact Practices* Participation
(Percentage of students who participated in at least one HIP)



Overall, fewer GT first-year students reported participation in at least one *High-Impact Practice* than did AAU first-year students. However, GT seniors reported more participation in at least one HIP than AAU seniors. Specifically, over the course of their undergraduate education at Tech, over 96% of seniors reported participating in at least one *High-Impact Practice*. Figure 11 illustrates the comparison of GT and AAU student participation in at least one HIP.

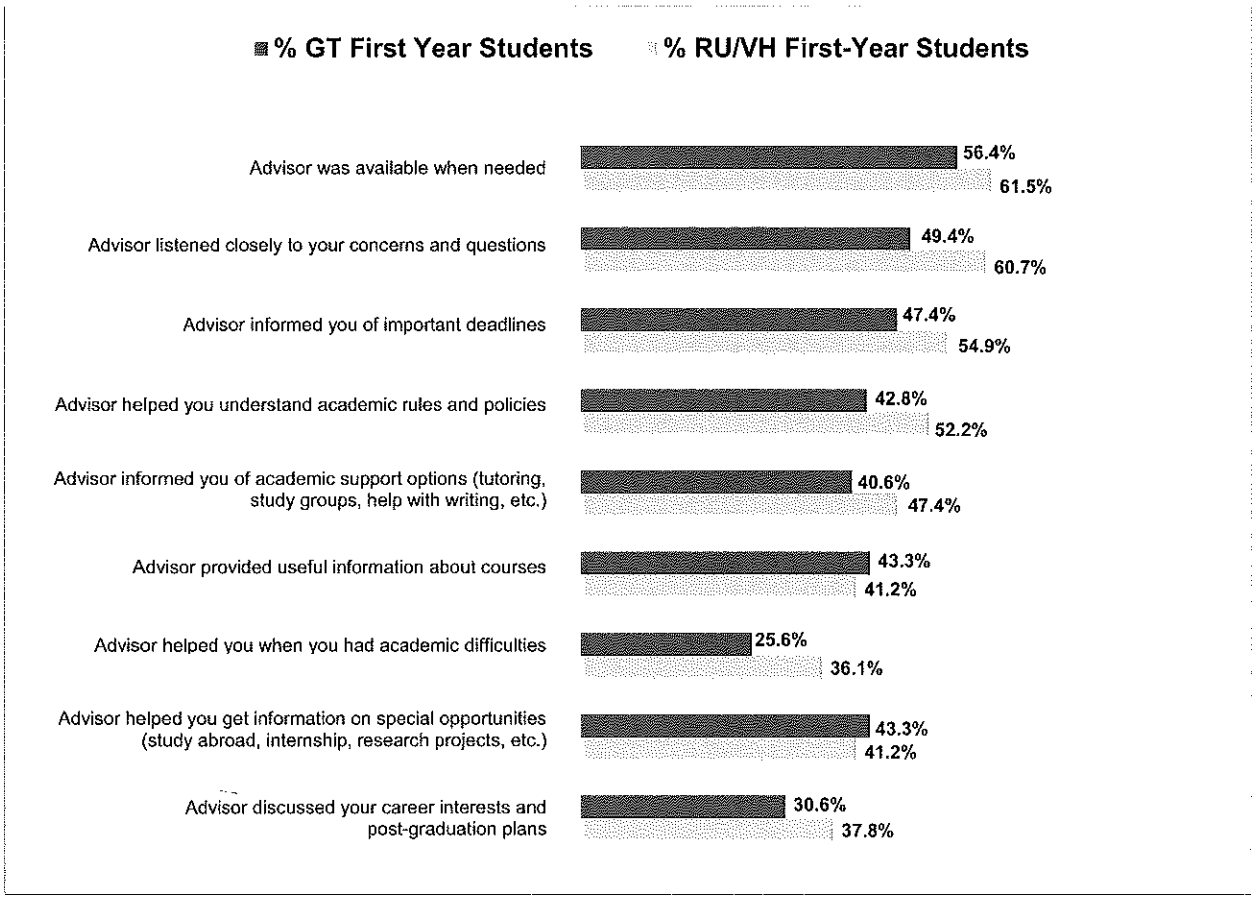
Academic Advising

Undergraduate academic advisors assist students with transition and guidance through the collegiate experience. Included in a new module of survey questions for 2014, students were asked about their experiences with academic advising, including frequency, accessibility, and the types of information available. Select responses were compared to responses from six Carnegie Research University/Very High (RU/VH) institutions, previously identified in the Organization of the Report section (page 3).

Overall, first-year GT students reported *discussing their academic interests, course selections, or academic performance* fewer times with their advisors than did freshman students at RU/VH institutions (an average of 1.6 times compared with 2.2 times), yielding a moderate effect size. Seniors at GT also reported fewer opportunities for discussions with their advisors than did seniors at RU/VH institutions (an average of 1.9 times, as compared to 2.1 times), presenting a small effect size.

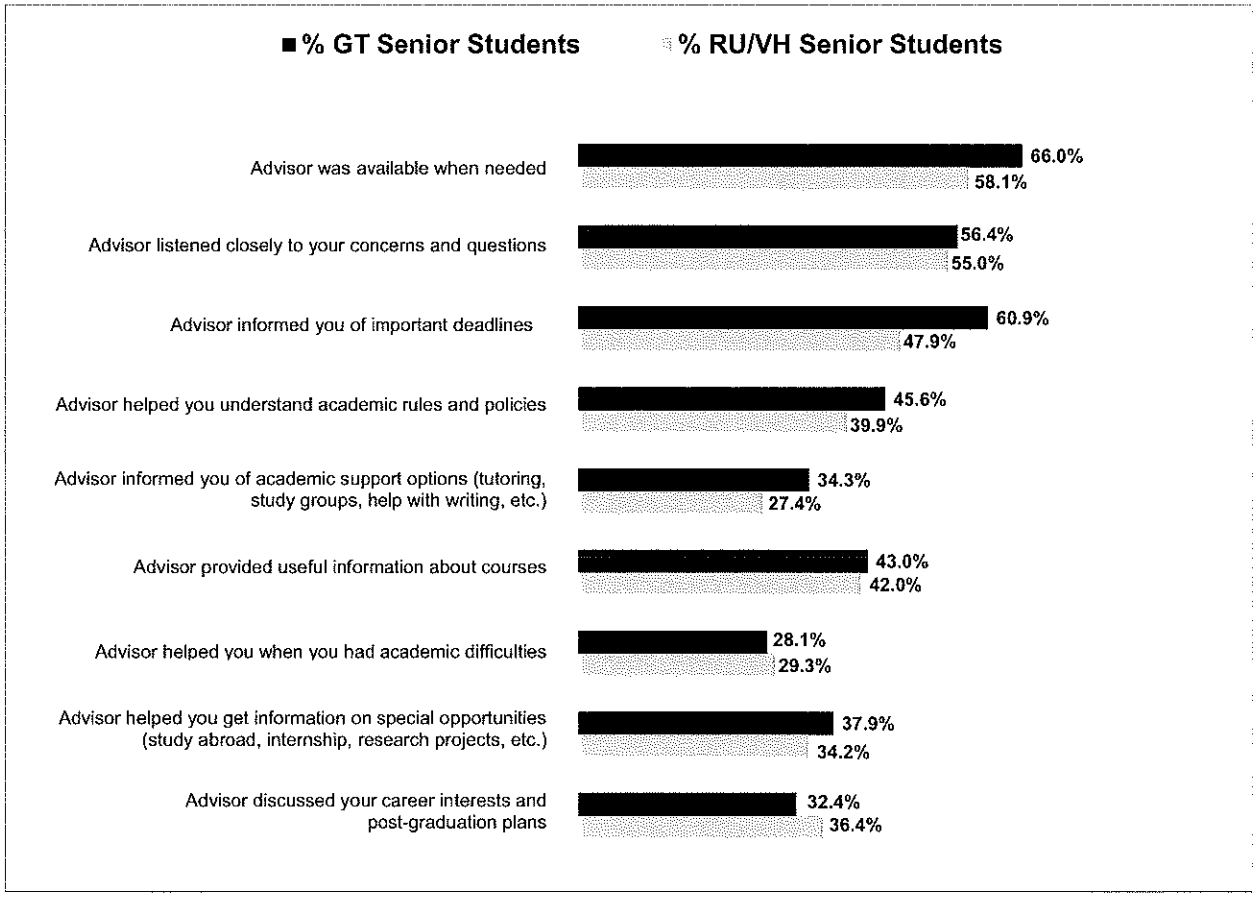
Generally, first year students at GT expressed lower levels of advising support than their RU/VH peers. For example, less than 50% of GT first-year students responded that their advisor frequently *listened to their concerns and questions*, while 60.7% of first-year students felt the same at RU/VH. First-year responses to *Academic Advising* items are summarized in Figure 12.

Figure 12. NSSE 2014: *Academic Advising* Module: First-Year Students
(Percentage of Responses to "Very much" / "Quite a bit")



For GT seniors, opinions on advising support were generally higher than those of their RU/VH peers. For example, almost 61% of seniors at GT indicated their advisors frequently *informed them of important deadlines*, as compared with 47.9% of seniors at RU/VH institutions. In addition, the majority of seniors noted their advisors have been "very much" or "quite a bit" *available when needed* and *listened closely to their concerns and questions*. Figure 13 illustrates senior responses to *Academic Advising* items.

Figure 13. NSSE 2014: *Academic Advising* Module: Senior Students
(Percentage of Responses to "Very much" / "Quite a bit")



Comparison Brief: BCSSE 2013 to NSSE 2014

During the 2013–14 academic year, the Georgia Tech (GT) Office of Assessment administered the BCSSE and the NSSE surveys to the freshman class. The BCSSE was administered in the Fall to entering first-year students, and the NSSE was offered in the Spring to the same cohort of students. The BCSSE scales and the NSSE engagement indicators include six overlapping areas of content, including: *Learning Strategies*, *Quantitative Reasoning*, *Collaborative Learning*, *Discussions with Diverse Others*, *Student-Faculty Interaction*, and *Supportive Environment*. The opportunity to compare student responses between the surveys provides insight into differences in student expectations and actual engagement over the course of their first year as an undergraduate.

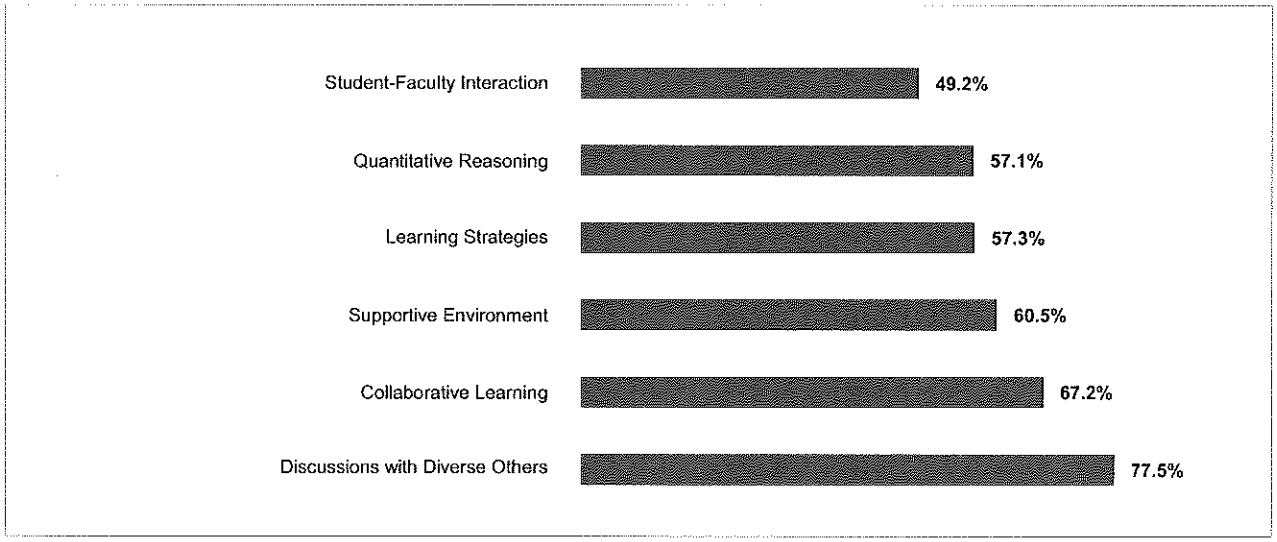
For each of the six overlapping content areas, individual student responses from the BSCCE and from the NSSE were classified into low, medium, or high, relative to other respondents nationwide. For each matched student, BSCCE classifications were mapped to the corresponding classification on the NSSE. Experiences were then sorted into favorable and unfavorable categories. Ideally, first-year students engage in their undergraduate experiences at a level that either *maintains or exceeds* their expectations. That is, favorable comparison results were defined as responses that maintained the level of medium or high, that indicated an increase from low to medium or low to high, or that moved from medium to high. Conversely, non-favorable results were deemed those that stayed low, those that moved from medium to low, or those that went from high to low or high to medium. Table 7 provides a description of favorable and unfavorable categories.

Table 7: BCSSE 2013 to NSSE 2014 Favorable and Unfavorable Categories

		NSSE Responses		
		Low	**Medium**	**High**
BSCCE Responses	**Low**	Unfavorable	Favorable	Favorable
	Medium	Unfavorable	Favorable	Favorable
	High	Unfavorable	Unfavorable	Favorable

Results from favorable comparisons are based on 381 GT first-year students who participated in both the BCSSE and the NSSE. Analyses indicate almost 78% of first-year GT students reported favorable experiences from *discussions with diverse others*, while 49.2% indicated favorable experiences with *faculty interaction*. Figure 14 provides a summary of favorable comparisons from six areas of content.

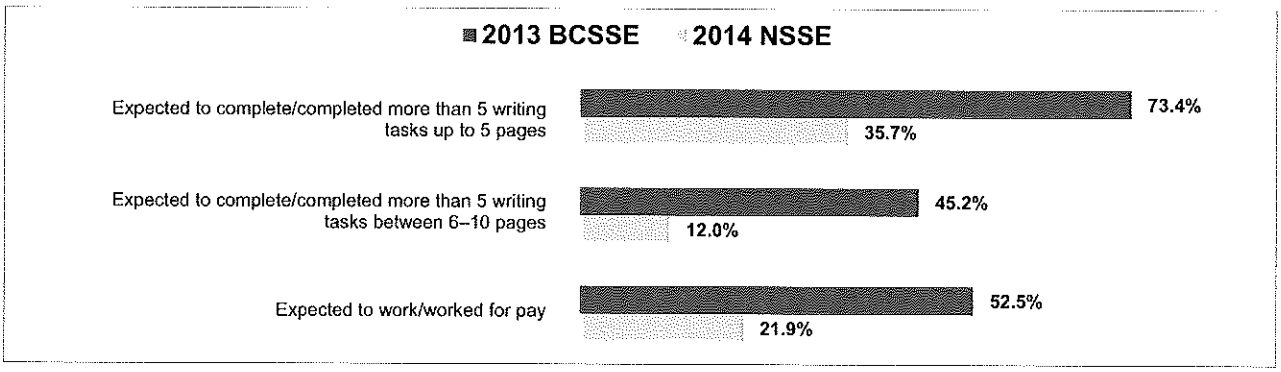
Figure 14. BCSSE 2013 to NSSE 2014: GT First-Year Student Favorable Scale Comparisons
(Percentage of favorable responses)



Analyses were also conducted on similarly constructed, individual survey items. Item comparisons were based on 2,293 responses (85.8% of first-year class) from the BCSSE and 421 responses (18% of the first-year class) from the NSSE. Differences in responses can help to identify instances where entering student expectations might not match their campus experiences during their first year as an undergraduate.

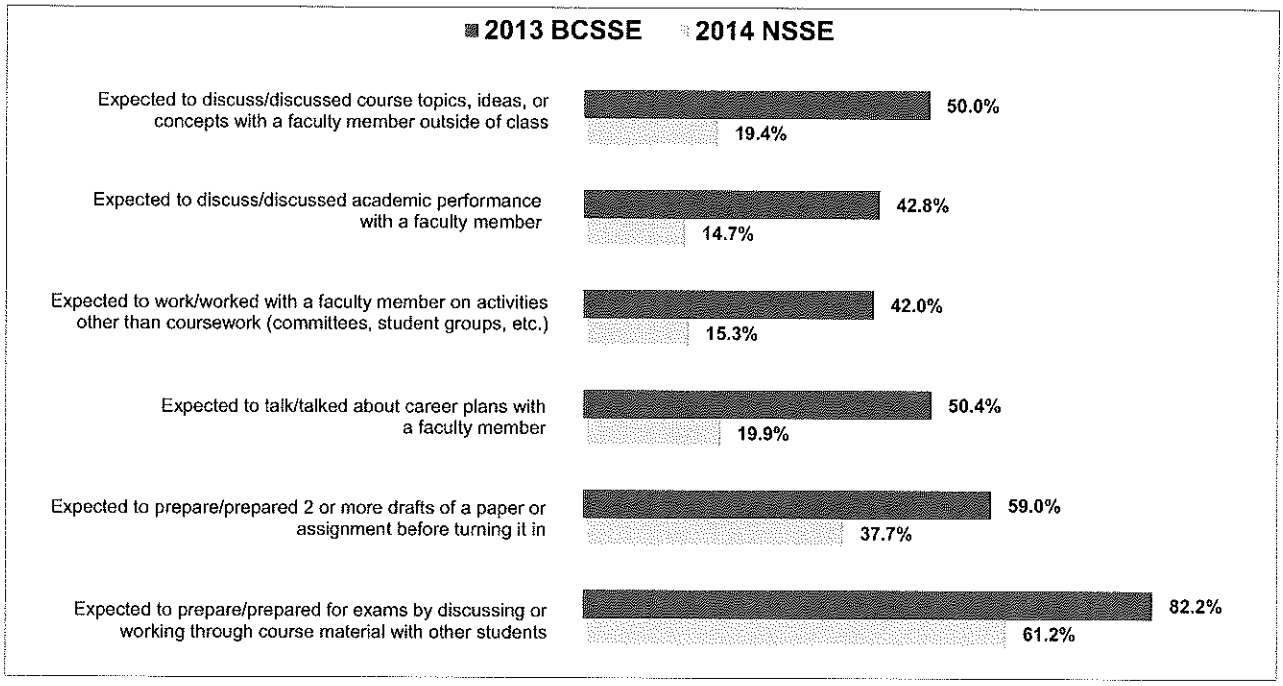
NSSE results indicated that 12.0% of first-year students *completed more than five writing tasks between six-to-ten pages in length*, and that 35.7% *completed more than five writing tasks up to five pages in length*. BCSSE responses indicated first-year students entered with higher *writing assignment expectations* (45.2% and 73.4%, respectively). Results from the NSSE also suggested that under a quarter of freshmen students (21.9%) ended up *working for pay* during their first year, while according to the BCSSE, the majority (52.5%) had *expected to work*. Select differences are illustrated in Figure 15.

Figure 15. BCSSE 2013 to NSSE 2014: GT First-Year Student Select Item Comparisons
(Percentage of Responses)



In the area of student faculty interactions, findings indicated a gap in expectations and the experiences of first-year students at GT. For example, 42.8% *expected to speak* "very often" or "often" *with faculty members about their academic performance*, while only 14.7% reported this occurrence. Similarly, 19.9% reported "very often" or "often" *discussing their career plans with a faculty member*, whereas originally 50.4% had expected this interaction during their first year.

Figure 16. BCSSE 2013 to NSSE 2014: GT First-Year Student Additional Select Item Comparisons
(Percentage of Responses to "Very often" / "Often")



LONGITUDINAL NSSE DATA BRIEF: NSSE 2005 TO NSSE 2014

In 2013, the NSSE underwent a major revision, with the majority of survey items either modified or newly added to the instrument. As a result, many longitudinal statistical comparisons could not be performed due to item revisions or to response option changes. For survey items with minor revisions or with similar wording, longitudinal trends were investigated and summarized. Table 8 provides GT survey participant numbers by first-year and senior respondents for the 2005, 2011, and 2014 NSSE.

Table 8. GT NSSE: Participants by Administration Year

GT NSSE 2005		GT NSSE 2011		GT NSSE 2014	
First-Year Students	Senior Students	First-Year Students	Senior Students	First-Year Students	Senior Students
1,239	625	637	820	421	611

From 2005 to 2014, increasing trends were found in GT student responses to the *opportunity to deliver class presentations* as well as in the student perception of how much the Institute has *contributed to the development of their speaking skills*. First-year GT students reported an increase in how often they *gave a course presentation*, up to 34.0% in 2014 from 23.5% in 2005. GT seniors also reported an increase in how often they *gave a course presentation*, up to 57.0% from 46.1% during the same time. In addition, the percentage of GT first-year students, responding "quite a bit" or "very much" to how much their experience at the Institute *contributed to speaking skills clearly and effectively*, increased to 43.7% in 2014 from 33.9% in 2005. GT senior percentages also increased to 57.4% from 48.3% over the same range of time. GT student response percentages are illustrated in Figures 17 and 18.

Figure 17. Gave a Course Presentation

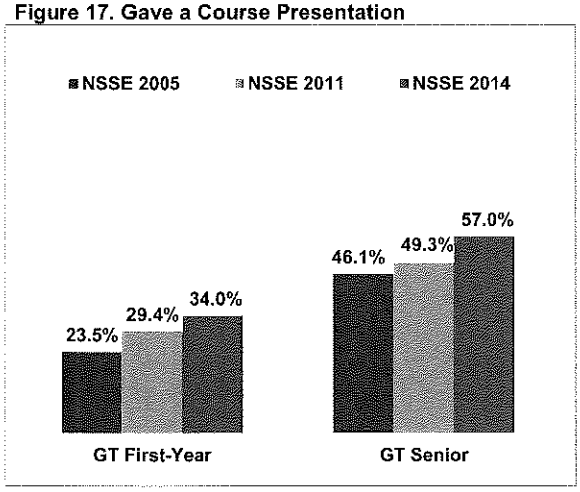
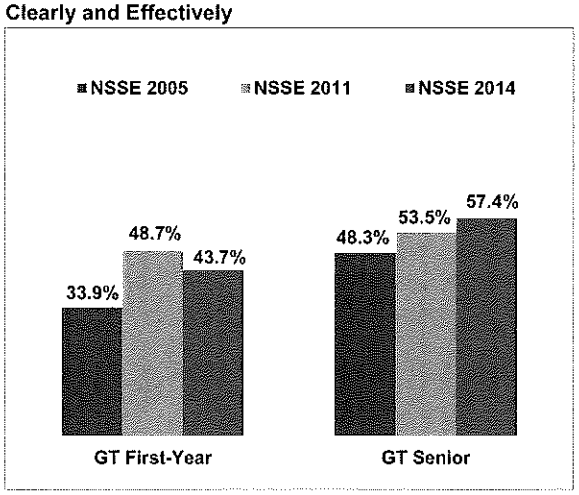


Figure 18. Institutional Contribution to Speaking Clearly and Effectively



Additional trends in student engagement emerged from GT student responses to the NSSE over the last decade. From 2005 to 2014, the percentage of GT seniors responding to how often they *worked with other students on course projects or assignments* has remained relatively stable, with approximately 80% indicating "very often" or "often" experiences. As shown in Figure 19, there was an increase in the percentage of GT first-year students responding they had frequent *discussions with people from diverse race or ethnicities*, up to 94.2% in 2014 from 68.6% in 2005. For GT seniors, the percentage was up to

85.6% from 66.2% over the same time. An upward trend was also found in GT first-year students reporting frequent opportunities to *apply facts, theories, or methods to practical problems or new situations within their coursework*, from 79.3% in 2005 to 89.9% in 2014. GT senior students also reported a slight increase on the same item, from 80.9% in 2005 to 85.9% in 2014.

Figure 19. Had Discussions with People of a Race or Ethnicity Other Than Own

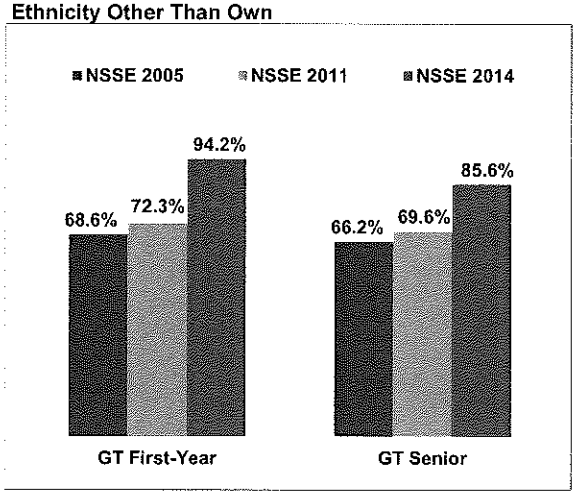
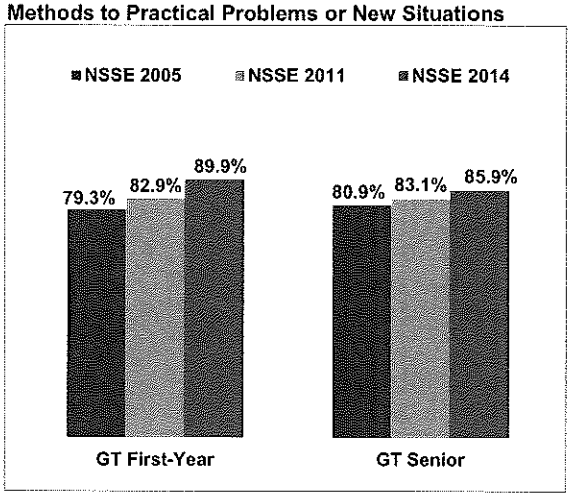
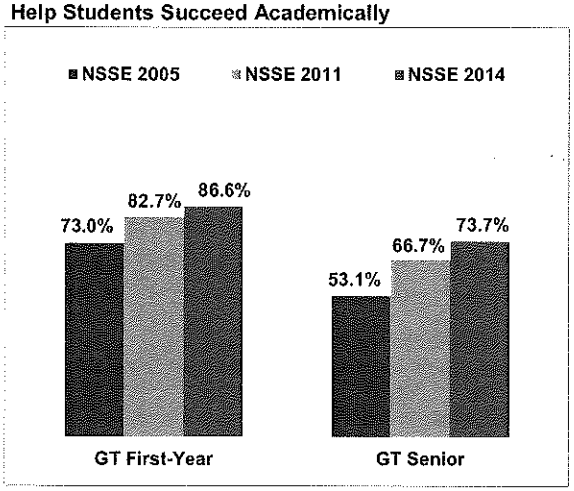


Figure 20. Coursework Applied Facts, Theories, or Methods to Practical Problems or New Situations



When analyzing student engagement in *Service-Learning*, an increase was discovered in GT senior responses. Specifically, the percentage of seniors at GT reporting that their courses included a community-based (*Service-Learning*) project "very often" or "often" was 21.4% in 2005; while in 2014, almost 37% of GT seniors responded that "some," "most," or "all" of their courses included *Service-Learning*.

Figure 21. Institute Emphasized Providing Support to Help Students Succeed Academically



Finally, according to the NSSE, trends in student and faculty interactions held fairly stable, while the perception of institutional support increased. From 2005 to 2014, the percentage of GT first-year and senior students reporting that they received frequent *prompt and detailed feedback from faculty on tests or completed assignments* held steady at approximately 50%. Also holding steady, from 2005 to 2014, approximately 28% of GT seniors reported having "very often" or "often" *discussions with faculty about their career plans*. An increase was discovered in the percentage of students reporting that GT emphasized *providing academic support to help them succeed*. As illustrated in Figure 21, the percentage of first-year GT students rating "quite a bit" or "very much" was up to 86.6% in 2014 from 73.0% in 2005, and for GT senior students, similar ratings were up to 73.7% from 53.1%.

SUMMARY

The 2014 NSSE provides a current lens into the GT undergraduate student experience. Overall, when compared with their AAU peers, GT students reported more frequent opportunities for *Learning with Peers*, through both *Collaborative Academic Experiences* as well as through *Discussions with Diverse Others*. Tech students also indicated more frequent opportunities for *Quantitative Reasoning*. Of the engagement indicators, GT students reported fewer opportunities for *Reflective and Integrative Learning* and for *Interactions with Faculty* than did their AAU peers. Further, more first-year students expressed that GT emphasized a *Supportive Campus Environment* than did first-year students at other AAU institutions.

In looking at *Academic Advising,* GT first-year students rated the frequency of many of their *experiences with academic advisors* lower than those of their Carnegie RU/VH peers. However, GT seniors were generally more positive about their *experiences with their academic advisors* than seniors at RU/VH institutions.

Contributing to the richness of their undergraduate experiences at Tech, first-year students reported more participation in *Research with Faculty* than their AAU peers. In addition, GT seniors reported more participation in several *High-Impact Practices* than did seniors at AAU institutions, including opportunities for *conducting Research with Faculty*, *performing Internships*, *Studying Abroad*, and *completing a Culminating Senior Experience*. However, when compared with students at AAU institutions, both first-year and senior GT students reported fewer *Service-Learning* experiences in their courses.

Favorable BCSSE/NSSE indicator comparisons from first-year students provided additional support for the quality of GT undergraduate learning experiences, especially within two *Student Engagement* measures: *Collaborative Learning* and *Discussions with Diverse Others*. Longitudinal data from the NSSE highlighted increasing trends in the opportunity for students to give a course presentation as well as in the student perception of how much the Institute has contributed to the *development of their speaking skills*. Additional increasing trends were found for individual survey items, including the frequency of *discussions with people of a difference race or ethnicity*, the *application of knowledge in coursework*, and the institutional emphasis to *provide a supportive campus environment*.

The Office of Assessment will continue to serve our students and our campus through the collection, analysis, and reporting of data on student engagement and participation at the Georgia Institute of Technology.