

## Assessment Project Scope

There are three primary strategic goals for this project. First, we plan to foster among our partnering institutions an understanding of the process by which the Threads concept evolved and successfully changed CS curriculum at Georgia Tech. Second, we will develop systematic ways to share ideas and to coach them over the next 3 years as they attempt to tailor this process to their own unique settings. Finally, and in tandem with the first year, GT will continue to develop tools and advising processes to best support Threads at GT and to share for adaptation at partnering institutions. As this evolves, GT Global Office Initiatives will include workshops, site visits, web site development, phone coaching as needed, sharing supporting tools and best practices; and on-going creative problem solving with and among partners in support of successful Threads adaptation. The External Evaluators will therefore focus primarily on the assessment of the following components:

- 1) The strategies used to communicate and coach partner institutions, particularly the GT Global Office Initiatives, through the process of moving from their traditional curriculum to adaptation of Threads. The assessment of this component includes workshop evaluations, feedback about web site, and annual cumulative feedback surveys on stage-appropriate implementation of GT Global Office Initiatives.
- 2) The extent to which processes to adapt Threads is actually transferred successfully among partner will be addressed. The assessment of this component will include appropriate individual interviews with partner institutions representatives, focus groups, and annual progress updates.
- 3) The adaptation by partner institutions of the support strategies developed and implemented by Georgia Tech for Threads will be tracked. Feedback from partner institutions regarding use of support strategies will be collected during focus groups held during workshops, annual progress update forms and individual interviews.

In hopes of promoting adoption of this concept beyond our immediate partners, we have another group of "Listeners" who will attend the workshops. "Listeners" will complete workshop evaluation forms and follow-up surveys as appropriate.

The Director of Undergraduate Studies is continuing to develop the curriculum assessment plan that is internal to Georgia Tech, and this will be shared with partners once it is finished. Thus, the focus of the External Evaluators is on the activities associated with the partner institutions. The assessment piece that examines the impact of Threads on students, faculty, enrollment and retention is developed and conducted internally within the College. The one exception to this division of tasks is a longitudinal analysis of one cohort of students over a three year period under the Threads curriculum.

Strategic Focus	Global Office Initiatives	Elements of Assessment
<p>Development of tailored CS Threads curriculum in a variety of institutional settings.</p>	<p>GT will provide guidance/coaching to partner institutions as they explore and attempt to develop their own unique versions of Threads.</p> <p>This guidance will take many forms, including:</p> <ul style="list-style-type: none"> <li>✚ Workshops</li> <li>✚ Site visits</li> <li>✚ Web site development</li> <li>✚ Listserve</li> <li>✚ Phone coaching as needed</li> <li>✚ Sharing supporting tools and best practices</li> </ul> <p>Encouraging support from “Group 3” (the “Listeners”)</p>	<p><i>External assessment for the overall project will focus primarily on two target areas:</i></p> <ol style="list-style-type: none"> <li>1. <b>Communication to our partners about the process</b> to move from traditional curriculum to creation of Threads;</li> <li>2. The <b>extent to which the process is actually transferred successfully</b> among partners</li> </ol> <p>External assessments will include:</p> <ul style="list-style-type: none"> <li>➤ Workshop evaluations</li> <li>➤ Focus groups</li> <li>➤ Individual Interviews</li> <li>➤ Systematic feedback system to track progress for curriculum change in partnering institutions</li> <li>➤ Pre and post assessment of attitudes regarding Threads among “Listeners”</li> </ul>
<p>Adaptable advising tools that support Successful implementation of Threads</p>	<p>Threadspace portal development for use in advising</p> <p>Development of Strengths Based Intentional Advising Delivery System</p> <p>LEAP Freshman Seminar (Year 1)</p> <p>LEAP2 Sophomore Seminar (Year 2)</p>	<p>On-going internal assessments will serve to drive the development of program support initiatives:</p> <ul style="list-style-type: none"> <li>➤ Student surveys/focus groups</li> <li>➤ Student end of LEAP course assessments</li> </ul> <p>External Assessment:</p> <ul style="list-style-type: none"> <li>➤ Advising assessment</li> <li>➤ Track extent to which supports are adapted to partner institutions</li> </ul>
<p>Threads at Georgia Tech</p>	<p>Examine impact of the developing Threads program on students, faculty, employers, enrollment and retention in the major.</p>	<p>Internal curriculum assessment plan is being developed by the GT CoC Director of Undergraduate Studies. Assessment includes following a cohort student group for the length of the grant.</p>

**External Evaluators:** Jonathan Gordon, Georgia Tech’s Director of Assessment and Jill Auerbach, Director of Assessment for the School of Electrical and Computing Engineering at GT