

Submitted By - Name and Title: Joy Usner / Coordinator  
 Date: July 25, 2013  
 Department Website URL: [www.oca.edu/getinvolved](http://www.oca.edu/getinvolved)

**Signature Program/Service Overview**

The *Get Involved Fair* is an annual involvement event sponsored by the Office of Campus Activities at the beginning of the spring semester. At this event, over 90 student organizations “presenters” registered to host a table in the BTSU Ballroom from 11:00am – 3:00pm to display information about their group and to meet/recruit interested individuals “attendees”. The purpose of the *Get Involved Fair* is to promote and create a culture of involvement at Bowling Green State University by providing students an opportunity to learn about student organizations and opportunities for on-campus involvement. The goal of the *Get Involved Fair* is to create a connection between the first and second semesters for transfer, nontraditional, and uninvolved students.

**University Learning Outcome**

<i>Get Involved Fair Learning Outcomes</i>	Student Affairs Learning Outcomes	University Learning Outcomes
Attendees:		
Identify Involvement Opportunities	Critical and Constructive Thinking Engaging Others in Action Civic and Community Involvement	Intellectual and Practical Skills Personal and Social Responsibility
Identify Involvement Benefits	Personal Development Synthesis of Advanced Accomplishments	Integrate, Apply, and Reflect
Presenters:		
Identify Involvement Benefits	Critical and Constructive Thinking Engaging Others in Action Civic and Community Involvement	Intellectual and Practical Skills Personal and Social Responsibility
Identify OCA Resources	Personal Development Synthesis of Advanced Accomplishments	Integrate, Apply, and Reflect
Identify Different Ways to Use OrgSync	General Knowledge	General Knowledge

**Project Sample**

The population for this assessment included 658 student attendees and presenters who swiped their BG1 card upon entry to the *Get Involved Fair*. Every student attending the *Get Involved Fair* was asked to check-in at one of the entrances to the Bowen-Thompson Student Union Ballroom.

OCA staff received a 13% response rate to the survey with 78% of all respondents completing the survey. Most respondents (84%) identified themselves as a presenter, 79% reporting involvement in 1-3 student organizations, and 19% being involved in 4-8 student organizations. Of the attendees, 31% identified as first-generation college students, 7% as International, and 7% as a Veteran. Of the presenters, 40% identified as first-generation college students, 1% international, and 7% Veteran.

**Data Collection Timeframe**

Data was collected from February 19 – March 12, 2013 via an email survey distributed by Campus Labs. Reminders were sent on February 26, March 6, and March 12 consecutively.

**Data Collection Methods**

OCA staff utilized Campus Labs’ Baseline software to administer the survey used in this signature assessment. According to the Campus Labs website, Baseline is a product that provides the technology, resources, and expert consultation to create an integrated, coordinated, and comprehensive assessment approach across campus.

For this assessment, OCA staff created the questions for this survey, including the attendee/presenter tracks, and sent that information to Campus Labs for review, consultation, and online creation. Data was collected using multiple choice, open-ended, and Likert-type questions. The survey was delayed in being sent to the student attendees and respondents to give adequate time for them to process their experiences at the *Get Involved Fair* and apply what they learned.

**Limitations**

Survey data will be limited to students who chose to attend the *Get Involved Fair* and may not represent the opinions of those students who do not choose to attend. A majority (83.53%) of the students that responded to the survey were present to represent a student organization at a table at the fair. The design of this survey had flaws that revealed themselves after data were collected. The survey should have been sent to students closer to the conclusion of the event in an effort to garner an increased response rate. Furthermore, first-generation college student was not defined in any way, leaving it up to interpretation.

**Student Learning Outcome with Target Achievement Level**

Students who attend the *Get Involved Fair* will:

- identify at least three ways to get involved in the BGSU community.
- identify at least two benefits of being involved in a student organization.

Student leaders who represent a student organization at the *Get Involved Fair* will:

- identify at least two benefits of being involved in a student organization.
- identify at least two ways they could use the Office of Campus Activities as a resource.
- identify at least two ways they could use OrgSync differently.

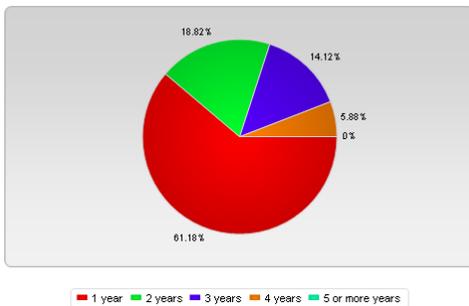
**Summary of Results**

Overall, attendees at the *Get Involved Fair* were able to identify multiple ways to get involved in the BGSU community as well as multiple benefits of involvement. Attendees also indicated that they were overwhelmingly likely to get involved as a result of information they received at the *Get Involved Fair*. Attendees reported meeting people, networking, and making new friends as a primary benefit of involvement with building their resumes and leadership development also frequently reported. Attendees also indicated they are more likely to attend the *Get Involved Fair* on a day when they have fewer classes on campus. Presenter and Attendee findings were very similar in the tables they visited, the satisfaction they experienced and the likelihood that they would join a student organization as a result of attending the *Get Involved Fair*. Presenters were able to identify multiple ways they could use the Office of Campus Activities as a resource as well as multiple ways they planned to use OrgSync differently.

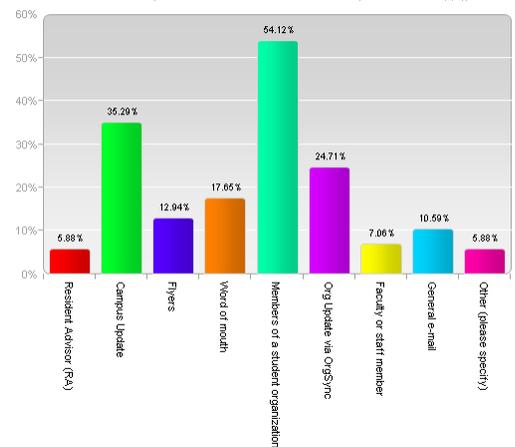
**Key Results**

The majority of student attendees and presenters attended the *Get Involved Fair* for the first time (61%), while 33% reported they had attended two or three times. Most students heard about the *Get Involved Fair* from others members of their student organization, by reading the Campus Update, and from the Org Update via OrgSync.

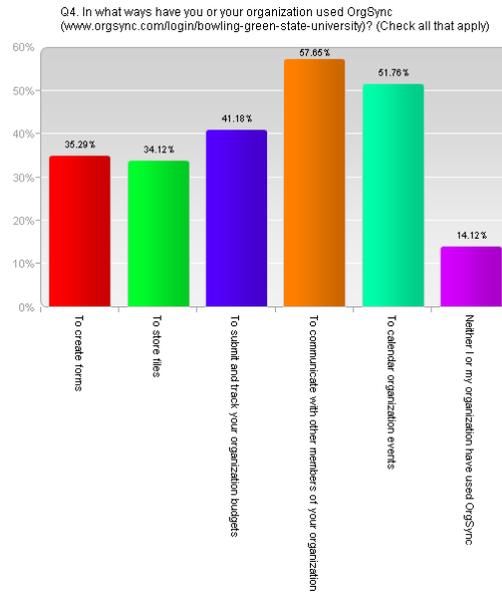
Q2. How many years have you attended the Get Involved Fair?



Q1. How did you hear about the Get Involved Fair? (Check all that apply)

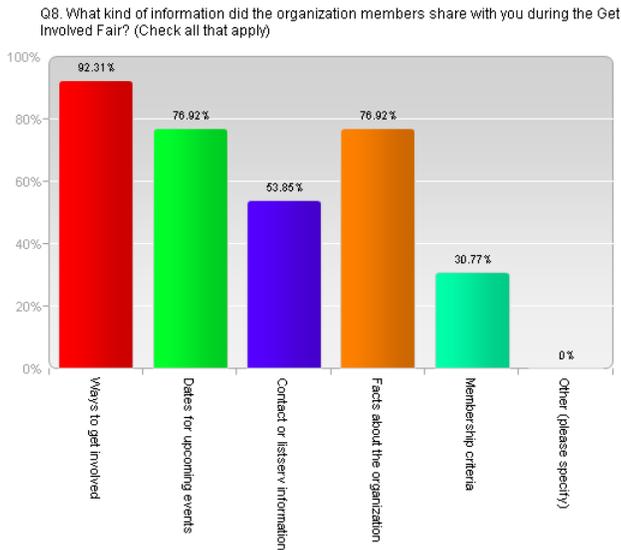


The majority of student attendees and presenters use OrgSync primarily as a tool to communicate with other members of their organization (58%) and to calendar organization events (52%). 14% of attendees and presenters reported never having used OrgSync before.

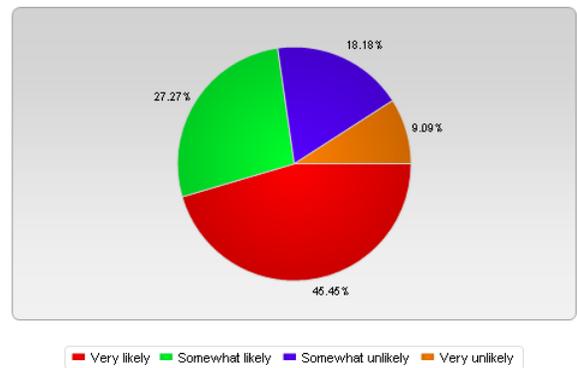


**Student Attendees**

Almost half of the students (46%) visited between 4 and 8 tables and received information about the organizations they visited, dates for upcoming events, and ways to get involved. The majority were moderately or very satisfied with the quality of presentation at each of the tables they visited (76%) and quantity of presentations available (85%). As a result of the information they received while attending the event, most (72%) are somewhat or very likely to join a student organization.



Q11. As a result of the information you received at the Get Involved Fair, how likely are you to join a student organization?

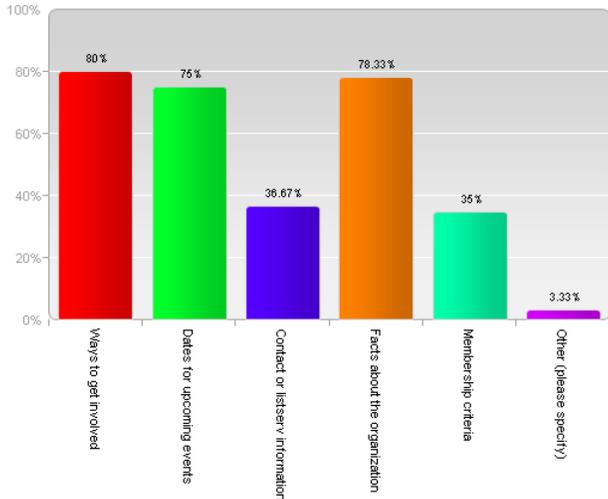


Most student attendee respondents (71%) were able to identify three ways to get involved in the BGSU community as a result of what they learned at the *Get Involved Fair* and could also identify at least two benefits of being involved in a student organization.

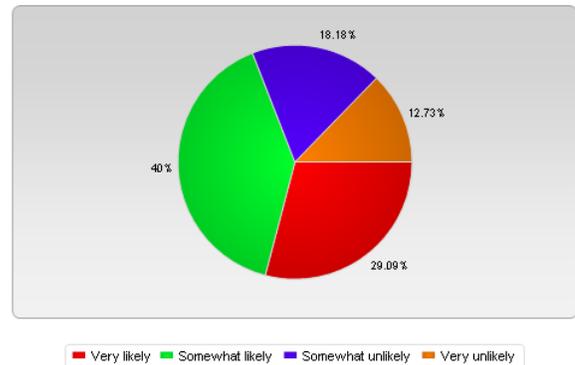
**Student Presenters**

The majority (62%) visited between 1 and 3 tables and received information about the organizations they visited, dates for upcoming events, and ways to get involved. The majority were moderately or very satisfied with the quality of presentation at each of the tables they visited (88%) and quantity of presentations available (88%). As a result of the information they received while attending the event, most (69%) are somewhat or very likely to join a student organization.

Q18. What kind of information did the organization members share with you during the Get Involved Fair? (Check all that apply)



Q21. As a result of the information you received at the Get Involved Fair, how likely are you to join a student organization?



Most (76%) were able to identify at least two benefits of being involved in a student organization as a result of participating in the *Get Involved Fair* and 73% could identify at least two ways they could use the Office of Campus Activities as a resource. 72% also identified at least two ways their organization could use OrgSync differently.

**Decisions and Recommendations**

- Posts in the Campus Update and communications received from student organizations were indicated as the primary sources for finding out about the *Get Involved Fair*. I recommend increased e-marketing via OrgSync, social media, and Campus Update and discontinuing the use of posters/paper marketing materials.
- Attendees and Presenters overwhelmingly indicated they would like the fair to be on a day when they have fewer classes. After talking with the Registrar's office about what day would have the fewest classes in session, I recommend moving the fair to a Friday.
- While attendees and presenters were able to identify some of the resources available in the Office of Campus Activities, I would like to see the OCA staff take a more active approach in communicating resources and engaging student organizations.
- Attendees and presenters indicated a general understanding of what they could be doing with OrgSync to benefit their organization. In the next academic year, I would like to see further training to help students learn how to use the tools available to them.
- Finally, I would also recommend collecting data on transfer student participation.

**Submitted By - Name and Title:** Mike Freyaldenhoven / Assistant Dean of Students

**Date:** July 30, 2013

**Department Website URL:** [www.oca.edu/getinvolved](http://www.oca.edu/getinvolved)

**Signature Program/Service Overview**

Sibs N Kids weekend is an annual event coordinated by the University Activities Board (UAO) and the Office of Campus Activities. During the weekend, siblings, friends, and family members of BGSU students are invited to participate in programming that includes musical performances, dining experiences, and athletic events. A committee comprised of elected UAO students coordinates and implements programming during the weekend, collaborating with multiple campus offices and organizations to provide visitors with a diverse range of activities and events. The purpose of the weekend is to encourage engagement between family members with the BGSU community, strengthen ties to the institution, and provide siblings with an opportunity to experience college life. Goals for the weekend include providing quality programming, bringing a significant number of family members to the University, providing opportunities for student leaders to grow and develop, and to strengthen inter-departmental/organizational ties.

**University Learning Outcomes & Student Affairs Learning Outcomes**

Sibs N Kids Outcomes	Student Affairs Learning Outcomes	University Learning Outcomes
Understand & Utilize Complex Communication Skills	Effective Communication	Intellectual and Practical Skills
Connect the Curricular & Co-Curricular	General Knowledge and Specialized Knowledge Synthesis of Advanced Accomplishments	General and Specialized Knowledge Integrate, Apply, and Reflect
Participate and Lead in a Group	Engaging Others in Action Personal Development	Intellectual & Practical Skills Personal and Social Responsibility
Develop and Articulate Critical Thinking skills	Critical and Constructive Thinking	Intellectual & Practical Skills

**Project Sample**

Students participating in UAO as Executive members, Co-Directors, or Program Team members that are elected members of the Sibs N Kids committee. There are 10 students included in the sample, all of which completed the pre-assessment and 7 of which completed the post-assessment.

**Data Collection Timeframe**

The assessment was administered at two different points in the planning and implementation process for Sibs N Kids Weekend. A pre-assessment was administered in early December at the end of the 2012 fall semester and a post-assessment was administered directly following Sibs N Kids Weekend in mid-April 2013 to all members of the Sibs N Kids committee.

**Data Collection Methods**

A paper assessment was used to collect information from each of the student leaders on the Sibs N Kids committee. Participants were asked to rate their level of agreement and confidence from "strongly disagree/not at all confident" to "strongly agree/extremely confident", with a variety of statements related to the learning outcomes. Participants also responded to open-ended questions about their accomplishments, connection of curricular and co-curricular elements, and acquired skills. All responses were anonymous.

**Limitations**

While a majority of UAO members will be engaged in the planning and implementation of Sibs N Kids Weekend, a very small number of those students will participate on the Sibs N Kids Weekend committee. The goal of this assessment is to understand if self-reported differences in communication, leadership, critical thinking skills, or the ability to connect the curricular and co-curricular exist in participants after participating on the Sibs N Kids committee. This sample of the overall UAO population is very small including as few as 10 students with a range of inputs and experience in academia and co-curricular learning. This assessment is limited by the use of indirect measures and by a majority of self-report measures. That being said, the learning and growth that is measured in this assessment will lead to advising changes applied to all of UAO. The Sibs N Kids committee is a microcosm of the larger organization, making it a prime group to assess while coordinating a major event. Additional limitations include a lack of consistency between students that took both the pre-assessment and post-assessment. All 10 students took the pre-assessment while only 8 students completed the first part of the post-assessment and 7 students completed the entire post-assessment. There was representation from each committee and leadership position on the Sibs N Kids committee who completed both the pre-assessment and post-assessment.

**Student Learning Outcome with Target Achievement Level**

Each student participating on the Sibs N Kids committee will be able to:

- a. Communicate effectively as evidenced by participant self-reports on the ability to give oral group presentations, compose professional compositions, share ideas and opinions within a group, lead group discussions, and/or collaborate with offices, departments, and organizations.
- b. Integrate, apply, and reflect on academic and co-curricular learning as evidenced by participant self-reports on the ability to work in a group and with an advisor, to make explicit connections between academics and involvement outside the classroom, and to articulate and discuss reflections of shared and individual experiences.
- c. Demonstrate and role model effective leadership as evidenced by participant self-reports on the ability to lead group discussions, work with professionals, agencies, and student organizations, set individual and group goals, and receive and provide feedback from and to the advisor.
- d. Critically think through the understanding, analysis, evaluation, and creation of ideas, knowledge, and opinions as evidenced by participant self-reports on the ability to share, defend, and critique ideas in a group setting, organize, plan, and implement programming, create a timeline to guide action, consider obstacles to programming, and intentionally reflect.

For each learning outcome theme the pre-assessment average, the average target, and the average current levels (post-assessment average) are outlined. The average target was developed by taking the average current levels from the Sibs N Kids 2012 Signature Assessment Report.

**SLO A: Effective Communication: *Understand & Utilize Complex Communication Skills***

Pre-assessment Average: 7.4

Average Target: 6.3

Post-assessment Average: 8.25

**SLO B: General and Specialized Knowledge: *Connect the Curricular & Co-Curricular***

Pre-assessment Average: 8.1

Average Target: 6

Post-assessment Average: 8.5

**SLO B: Synthesis of Advanced Accomplishments: *Connect the Curricular & Co-Curricular***

Pre-assessment Average: 7.8

Average Target: 6.2

Post-assessment Average: 8.125

**SLO C: Engaging Others in Action: *Participate and Lead in a Group***

Pre-assessment Average: 7.9

Average Target: 6.3

Post-assessment Average: 8.125

**SLO C: Personal Development: *Participate and Lead in a Group***

Pre-assessment Average: 8.3

Average Target: 6.7

Post-assessment Average: 8.5

**SLO D: Critical and Constructive Thinking: *Develop and Articulate Critical Thinking skills***

Pre-assessment Average: 8.4

Average Target: 5.8

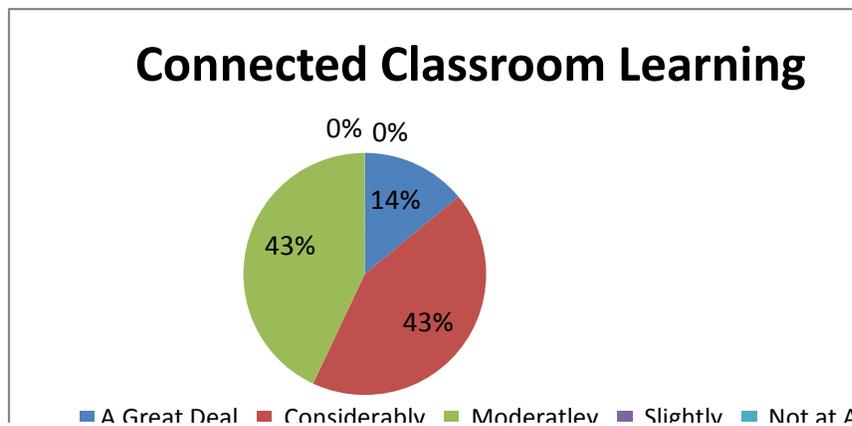
Post-assessment Average: 8.5

### Key Results

- More than 85% of participants reported talking with agencies and/or professional staff members, giving oral presentations, and composing professional communications. This number increased by 10% compared to participant responses from the previous 2012 report.
- More than 85% of participants reported they either "strongly agreed" or "somewhat agreed," that they are able to identify and locate resources on campus for programming as a result of participating on the Sibs N Kids committee. One participant wrote that she learned "how to reach out to programming resources and professionals on campus." from being on the Sibs N Kids committee.
- All participants reported connecting classroom learning to their position on the Sibs N Kids committee, as well as using practical experience to inform their learning in the classroom. This is an increase from last year's response rate of 75%. One participant wrote, "I was able to incorporate my new-found method of offering feedback to my peers in the classroom."

To what extent did you develop your skills as a result of your participation in Sibs N Kids Weekend?

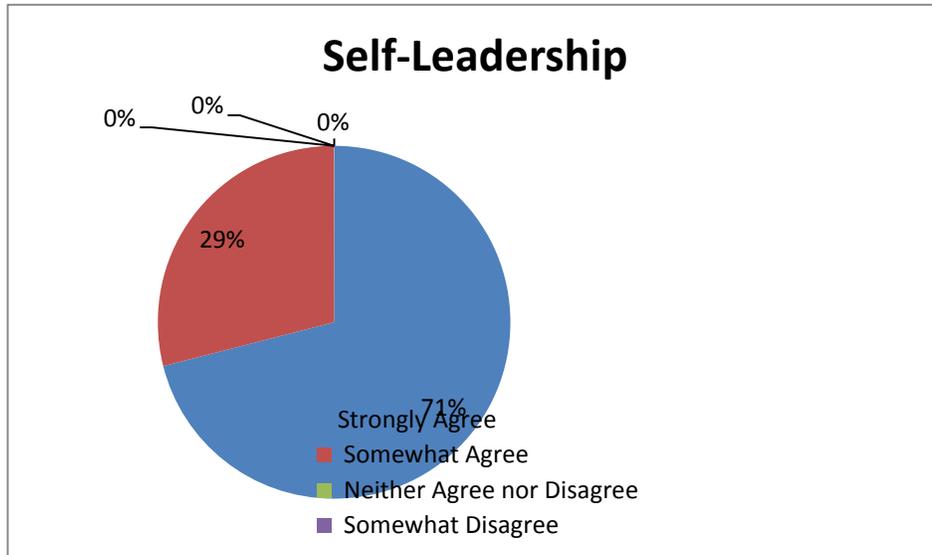
Connected classroom learning with responsibilities on the Sibs N Kids committee, and vice versa



- All participants reported engaging in activities that required communication and critical thinking skills (e.g., working with others to share and improve upon ideas and leading group discussion), as well as engaging others to act (e.g., creating a balanced schedule) and developing self-leadership skills (e.g., setting personal goals). One participant wrote, "I learned to take opinions from everyone and form one answer." Another participant wrote, "Working with SNK has taught me to be more organized with my classes, work, and extra activities."
- All participants reported that being a part of the Sibs N Kids committee provided them with the opportunity to develop leadership skills, and over 85% reported they were able to develop professional skills. Additionally, all participants reported they "somewhat" to "strongly agree" that they view themselves as leaders.

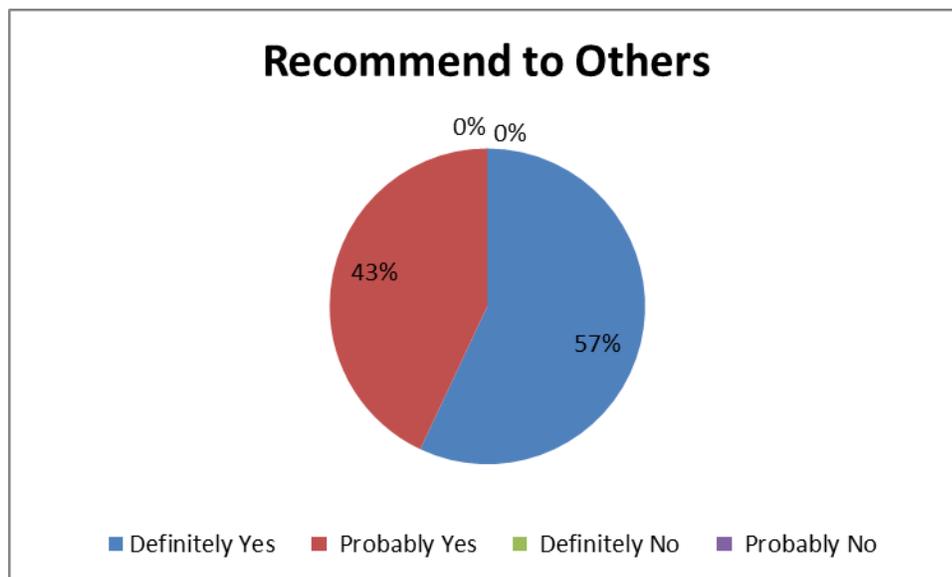
Please indicate your level of agreement with the following:

I view myself as a leader



- All participants reported either being “extremely confident” or “very confident” in presenting their ideas and opinions in a group setting. Over 85% of participants reported being “extremely confident” or “very confident” in justifying their ideas and opinions in a group setting.
- All participants reported that they would “definitely yes” or “probably yes” recommend participating on the Sibs N Kids committee to others, and all reported that if graduation or leaving Bowling Green was not a factor, they would “definitely yes” or “probably yes” participate on the Sibs N Kids committee next year.

Would you recommend this opportunity to others?



### Summary of Results

The Sibs N Kids committee is used for signature assessment because it provides an indirect measure of the learning, growth, and development of students that participate. Student learning, growth, and development are measured through the Sibs N Kids learning outcomes by studying a representation of UAO leadership and programming team members that participate on the Sibs N Kids committee.

The results of this assessment are used to inform advising and make appropriate changes to the Sibs N Kids committee in order to further develop students. Students participating on the Sibs N Kids committee were able to exceed every student learning outcome target. The data revealed that students were most likely to develop in their communication and leadership skills, with all participants engaging in activities that enhanced both communication and leadership skills. Additionally, 85% of participants were able to develop professional skills, and more than 85% of participants reported talking with agencies and professional staff members, as well as giving oral presentations and composing professional communications. As a result of participating on the Sibs N Kids committee, more than 85% of participants can identify and locate campus resources to use in programming planning. Additionally, all participants found being on the Sibs N Kids committee useful for advancing their classroom knowledge and informing their classroom experience, an increase from the previous year. As a result of these experiences, all members of the Sibs N Kids committee would recommend this opportunity to their peers as well as participate again.

### Decisions and Recommendations

Concerning the assessment of student leaders on the Sibs N Kids committee, I would administer both post-assessments in person during the final meeting following the weekend. During the pre-assessment, I would ask students where they would like to be at the end of their experience from a skill perspective. I would also assign values to the responses in the pre-assessment. The Sibs N Kids committee is increasing its member retention tracking, and I would include questions on all future assessments that reveal whether individuals are a returning member to the group. This can be used to indirectly measure learning, growth, and development among members who have chosen to participate in the experience again. It is also important to identify which position students held in the group to see if experiences differ by position. While there was a self-reported increase in critical thinking development this year among members, there needs to be more emphasis placed on reflection and challenging students. This is one area where the directors of Sibs N Kids had more frequent opportunity to develop than general group members working on the committee. Engaging the entire group in critical thinking should be a focus next year, especially with returning members. This will be assessed using direct measures to evaluate the learning outcomes.

Submitted By - Name and Title: Jeff Kegolis, Assistant Dean, Holly Grunn, Coordinator, and Amne Harrington, Graduate Assistant  
 Date: July 1, 2013  
 Department Website URL: [www.bgsu.edu/greek](http://www.bgsu.edu/greek)

**Signature Program/Service Overview**

Name the program/service being assessed. Describe program; include purpose and goals. Limit to one paragraph.

New Member/Neophyte Orientation, formerly known as Greek Challenge, is an orientation program for new members of the fraternity and sorority community. These individuals are required to attend in order to discuss the role of values in the fraternity/sorority experience; be educated on concerns related to hazing, bystander behavior, and alcohol consumption; and receive information about Fraternity & Sorority Life as a functional area. In Fall 2012, New Member/Neophyte Orientation was a day-long experience held on October 14, 2012 and included a session focused on leadership opportunities through the Center and the Social Change Model, led by a Student Leadership Assistant from the Center for Leadership. This program followed the same format from previous years, but added the session with the Center for Leadership based on feedback from previous programs. In Spring 2013, New Member/Neophyte Orientation was changed to be a two-hour long small group session, facilitated by student leaders and council officers, offered a total of 14 times throughout the semester. New members and neophytes were required to attend just one session. Overall, the goals of New Member/Neophyte Orientation include: understanding the role that organizational and personal values play in daily lives; gaining knowledge of the BGSU fraternity/sorority community by learning about the mission, standards, and councils; being equipped with resources to confront relevant risks associated with alcohol consumption, bystander behavior, and hazing within the fraternity/sorority community; and creating connections with members of other fraternities and sororities.

**Infusion of University Learning Outcomes and Student Affairs Outcomes**

NMO LEARNING OUTCOME	STUDENT AFFAIRS LEARNING OUTCOME	UNIVERSITY LEARNING OUTCOME
Participants will understand the role of values in the fraternity/sorority experience;	Critical and Constructive Thinking; Specialized Knowledge; Personal Development	Intellectual and Practical Skills; General and Specialized Knowledge; Personal and Social Responsibility
Participants will be equipped with resources to confront relevant risks associated with alcohol consumption, bystander behavior, and hazing within the fraternity/sorority community;	Critical and Constructive Thinking; Engaging Others in Action; Specialized Knowledge; Personal Development	Intellectual and Practical Skills; General and Specialized Knowledge; Personal and Social Responsibility
Participants will gain knowledge of the mission and councils of the BGSU fraternity/sorority community;	Critical and Constructive Thinking; Engaging Others in Action; General Knowledge	Intellectual and Practical Skills; General and Specialized Knowledge
Participants will identify a plan for creating their ideal fraternal experience;	Critical and Constructive Thinking; Engaging Others in Action; Civic and Community Involvement	Intellectual and Practical Skills; Personal and Social Responsibility
Participants will create relationships with other members of the BGSU fraternity/sorority community.	Engaging Others in Action	Intellectual and Practical Skills

**Project Sample/Participant Overview**

For Fall 2012, 365 students attended the program. In total, 175 students (48%) completed the pre-assessment and 316 students (87%) completed the post assessment. The pre-assessment was administered through an online survey (i.e., OrgSync) while the post-test was a paper survey handed out at the conclusion of the event. For spring 2013, 105 students attended the program. In total, 96 students (91%) completed the post-assessment, which was a paper survey handed out at the conclusion of each session.

**Data Collection Timeframe**

For the fall 2012 program, the pre-assessment was created on OrgSync and emailed to participants on October 9, 2012. The form closed before the start of the program on October 14, 2012. The post-assessment was distributed and collected at the end of the program on October 14, 2012. For the spring 2013 program, there was no pre-assessment; the post-assessment was distributed and collected at the conclusion of each session. Sessions were offered throughout the semester from late January through early April.

## Data Collection Methods

For Fall 2012, the pre- and post-assessment surveys contained both quantitative and qualitative questions. The quantitative questions included multiple choice questions and Likert-scale responses related to level of agreement. The multiple choice questions were designed to measure learning by assessing whether participants selected the correct answer; the questions were reflective of the programs learning outcomes (e.g., A bystander is...). The qualitative questions were open-ended and focused on various aspects of the program, including defining a value and listing a personal value. For spring 2013, the survey contained open-ended questions focused on self-identification of direct learning. These questions included asking participants to list out ways to report hazing or signs of alcohol poisoning; this design allowed us to see if the participants remembered material covered during the session. There were also Likert-scale questions related to level of agreement.

## Limitations

Limitations for this project for both semesters can be divided into two sections: (1) limitations with the program, and (2) limitations with the survey.

### Specific limitations following the Fall 2012 New Member/Neophyte Orientation program included:

- The program included discussions centered on the role of values in the fraternal experience, yet many facilitators reported that participants had a hard time comprehending the material and were not able to contribute much to discussions. Knowing that many of these participants joined their organization within three weeks of the event, and thus, probably had not covered the topic of values during their new member education process, the way in which values are discussed in the program needs to be altered to reflect the cognitive level of those attending.
- The program included large group and small group sessions, but the location of the large group sessions was not large enough to adequately accommodate the activities. Many activities required more space and thus, activities were not as effective had they been carried out in a larger space or with smaller groups.
- Small group discussions had mixed reactions. Specifically, a number of participants identified their experience as awkward or having limited discussion. Overall, the depth in which the curriculum is covered in facilitator training needs to be improved for the Spring '13 program.
- The program received feedback that the length of the program was too long. When planning for the Spring '13 program, shortening the time of the program and potentially moving away from a single day-long experience in order to provide more small group interaction should be considered.

### Specific limitations following the Fall 2012 New Member/Neophyte Orientation survey included:

- The survey largely focused on indirect measures of learning and participant satisfaction with various aspects of the retreat, so minimal direct learning was assessed. For example, instead of assessing a participant's agreement related to his/her understanding of the resources available to report hazing, assess a participant's ability to identify three ways to report hazing. Furthermore, agreeing to statements on understanding the role of values in one's experience or related risks associated with consuming alcohol does not demonstrate learning, because participants are unable to communicate the concepts discussed. By using a different set of questions, our assessment of a member's understanding regarding these critical concepts is greatly enhanced.
- The pre-assessment survey was administered just six days before the program, resulting in a 48% response rate.
- The post-assessment survey was administered during the closing session of the program resulting in an 87% response rate. Since the pre-assessment had a much lower response rate, it was difficult to make a comparison or the data to understand/report on the learning that took place as a result of the curriculum.

### Specific limitations following the Spring 2013 New Member/Neophyte Orientation program included:

- There were significant challenges with buy-in and attendance from chapter members. In mid- April, over 100 members that were required to attend, had not participated.
- The group of student facilitators chosen ranged in facilitation skills, which was not something that could be easily recognized based on the application process. While efforts were made to pair student facilitators based on strength, next year's selection process should be more thorough and selective, including asking more specifically about facilitation skills.
- More thorough training for facilitators is needed. This training should include more in-depth coverage of facilitation best practices and more time spent on practicing the activities in order to ensure each session is providing a consistent experience for participants.
- The size of the sessions ranged greatly, including some sessions with just 4 new members/neophytes and others with 15 new members/neophytes. The registration process allowed new members/neophytes to select sessions based on their availability, which resulted in many of the early and final sessions being less popular, while sessions offered in the middle of the semester were more frequently chosen. As such, when assigning students to groups, more efforts should be made to spread out attendance and equalize group size.
- The registration process could be improved to better ensure all required participants are receiving information about signing up and actually attending. The process this semester included emailing individuals listed on chapter new member candidate rosters, which are turned in to the office within three days of pledging or inducting someone into an organization. Despite the direct communication, many

new members/neophytes did not sign up for the experience and will have to attend in fall 2013. The process for communicating about registration and follow-through needs to be thought through for the upcoming fall.

Specific limitations following the spring 2013 New Member/Neophyte Orientation survey included:

- The survey was administered at the end of each session, which resulted in a high response rate (91%). On one occasion, though, facilitators forgot to administer the survey.
- Based on the learning outcomes related to this program, a pre- and post- administration would be much more beneficial in the understanding/reporting of the learning that took place as a result of the curriculum and experience.
- The assessment focused on direct measures of learning, but would have benefitted from using a rubric for more consistent evaluation of learning. The fall 2013 program should look to add a rubric for both assessing paper survey responses as well as assessing conversations that occur during the actual session.
- In addition to using paper surveys, it would be interesting to host follow-up focus groups with the participants from the previous semester's program (e.g., a focus group in Fall 2013 would consist of participants from the spring 2013 program). The focus group could shed light on whether participants are using the information covered in the program throughout their fraternal experience.

Overall, based on our experiences in Fall 2012, our focus for planning for Spring 2013 included considering limitations related to participants' ability to comprehend curriculum, implementation of large group activities, and training of facilitators. Based on our experiences in Spring 2013, we will ensure planning efforts for future programs consider limitations related to selection of facilitators, data collection methods, and logistics planning based on anticipated audience size.

**Student Learning Outcome with Target Achievement Level**

For fall 2012, learning outcomes were measured using a pre and post-assessment. The pre-assessment was administered via OrgSync from October 9-14, with access to the survey closing at the start of the program. The post-assessment was administered as a paper survey during the closing session of the program on October 14. For spring 2013, learning outcomes were measured using a post-assessment administered as a paper survey at the conclusion of each session.

Primary learning outcomes included:

1. Participants of New Member/Neophyte Orientation will *create relationships with other members of the BGSU fraternity/sorority community*.
  - a. Fall 2012 outcome addressed through small group activities and assessed on post-test by asking participants to rate level of agreement with the statement.
  - b. Spring 2013 outcome addressed through small group activities and assessed on post-test by asking participants to rate level of agreement with the statement.
2. Participants of New Member/Neophyte Orientation will *understand the role of values in the fraternal experience*.
  - a. Fall 2012 outcome addressed through small group discussions and a concluding video adapted from T.J. Sullivan's blog post "You're Always Wearing Your Letters;" the outcome was assessed via post-test by asking participants to rate level of agreement with the statement.
  - b. Spring 2013 outcome addressed in small group discussions and assessed on post-test by asking participants to describe a value that aligns with his/her organization's mission or creed and how his/her fraternity/sorority uses that value in everyday life.
3. Participants of New Member/Neophyte Orientation will *gain knowledge of the mission and councils of the BGSU fraternity/sorority community*.
  - a. Fall 2012 outcome addressed in large group presentation by the four council presidents and assessed on post-test by asking participants to rate level of agreement with the statement.
  - b. Spring 2013 outcome addressed in small group discussions and in program booklet; outcome assessed on post-test by asking participants to rate level of agreement with the statement.
4. Participants of New Member/Neophyte Orientation will *be equipped with resources to confront relevant risks associated with alcohol consumption, bystander behavior, and hazing within the fraternity/sorority community*.
  - a. Fall 2012 outcome addressed through small group activities and discussions and assessed on post-test by asking participants to rate level of agreement with the statement.
  - b. Spring 2013 outcome addressed through small group discussions and information printed in program booklet; outcome assessed on post-test by asking participants to list three ways to report hazing and listing two signs of alcohol poisoning.
5. Participants of New Member/Neophyte Orientation will *identify a plan for creating their ideal fraternal experience*.
  - a. Fall 2012 outcome addressed through small group activity and assessed by asking participants to describe what he/she would like his/her legacy to be.
  - b. Spring 2013 outcome addressed through small group discussion and assessed by asking participants to describe what he/she would like his/her legacy to be.

### Summary of Results

Overall, participants in both semesters' programs demonstrated learning and rated their experience positively. The fall 2012 data focus primarily on self-reported satisfaction with learning statements and themes identified from qualitative results. The changes made to the spring 2013 program and an increased focus on direct learning resulted in members being able to successfully identify correct responses for the report of hazing and the identification of alcohol poisoning.

### Key Results:

#### Fall 2012

The fall 2012 program results include high ratings of agreement with learning statements, including learning about the four councils, being equipped with resources to confront risks associated with hazing and alcohol, and knowing the role of values in fraternities and sororities.

Key results:

- 88.74% of participants strongly agreed or agreed that they made connections with other members of the Greek community (see Table 1)
- 95.18% of students indicated they strongly agreed or agreed that they felt equipped with resources to confront risks associated with hazing and alcohol (see Table 2)
- 95.77% of students indicated they strongly agreed or agreed that they understood the role of values in the fraternal organizations (see Table 3)
- 79.68% of participants strongly agreed or agreed that they learned about the four governing councils that comprise our Greek community (see Table 4)
- 79.04% indicated that they strongly agreed or agreed that small group sessions were beneficial to their experience

Themes identified from the qualitative responses included:

- Ability to identify personal values
  - Examples: education, family, friendships, honesty, passion, respect, and trust
- Ability to articulate ways to positively contribute to their fraternity/sorority
  - Examples: being a good brother/sister, being a role model, being involved in the chapter, taking on a leadership role, doing service, upholding and respecting values of organization
- Ability to articulate benefits of attending New Member/Neophyte Orientation
  - Examples: a better understanding of fraternity and sorority life, a better understanding of the importance of values, meeting new people, and learning more about alcohol and hazing

Overall, 72.03% of participants, through agreement or strong agreement, reported that they personally benefitted by attending New Member/Neophyte Orientation.

#### Spring 2013

The structure of the spring assessment began to incorporate questions with an increased focus on direct student learning, which was a change based off of limitations from the Fall 2012 assessment; the fall assessment had more of a focus on participants' satisfaction and self-reported learning with Likert-scale response choices.

Key results:

Indirect measures

- 85.42% of participants strongly agreed or agreed that they made connections with other members of the Greek community (see Table 5)
- 95.83% of students indicated they strongly agreed or agreed that they knew the mission and standards of the BGSU fraternity and sorority community (see Table 6)
- 95.84% indicated they strongly agreed or agreed that they were more knowledgeable about the BGSU fraternity and sorority community as a result of attending New Member/Neophyte Orientation (see Table 7)

Direct measures

- 95.83% of participants correctly identified three ways to report hazing
- 97.91% of participants correctly identified two signs of alcohol poisoning

Themes identified from qualitative responses included:

- Ability to articulate what a mission statement or creed is
  - Examples: goals for the chapter, values to uphold, something the group strives for, standards to live by, and what the organization stands for
- An understanding of three ways to report hazing
  - Examples: call Hazing Hotline, talk to someone in the Dean of Students Office, talk to Chapter President, talk to Greek House Director, call University Police Department, talk to Fraternity & Sorority Life staff members
- Ability to articulate two signs of alcohol poisoning
  - Examples: vomiting, blacking out, mental confusion, unconsciousness, blue fingertips, seizures, shallow breathing, unresponsiveness, slurred words
- Ability to articulate the legacy he/she would like to leave

- Examples: be a role model, take on leadership roles, make a difference for the chapter, make an impact, make the chapter better, get involved, be a good sister/brother

Table 1

Q20. Please rate your level of agreement with the following statements: Because of New Member Orientation . . . - I have made connections with members of other Greek chapters.

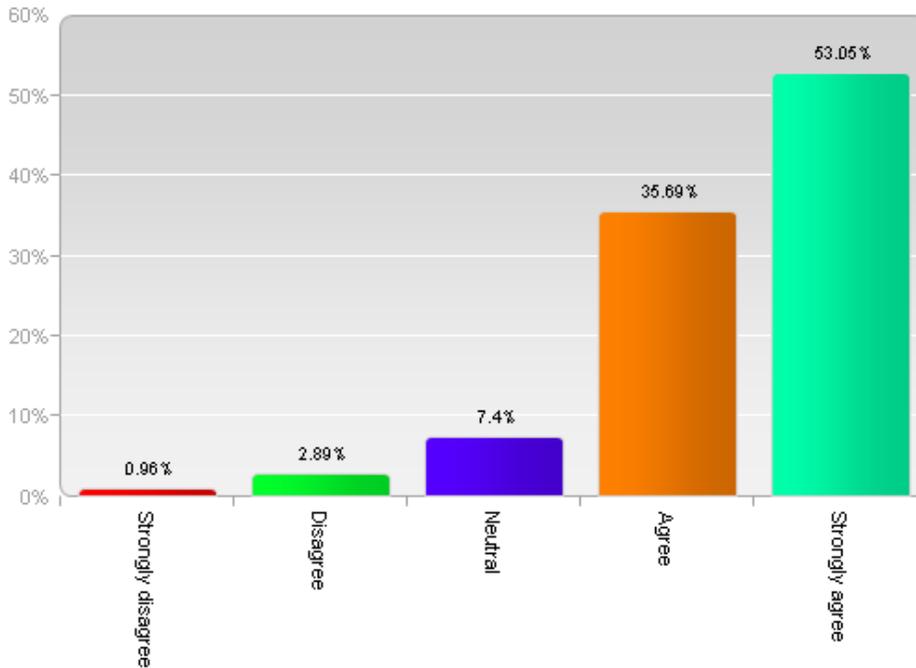


Table 2

Q22. Please rate your level of agreement with the following statements: Because of New Member Orientation . . . - I am equipped with resources to confront risks associated with alcohol and hazing.

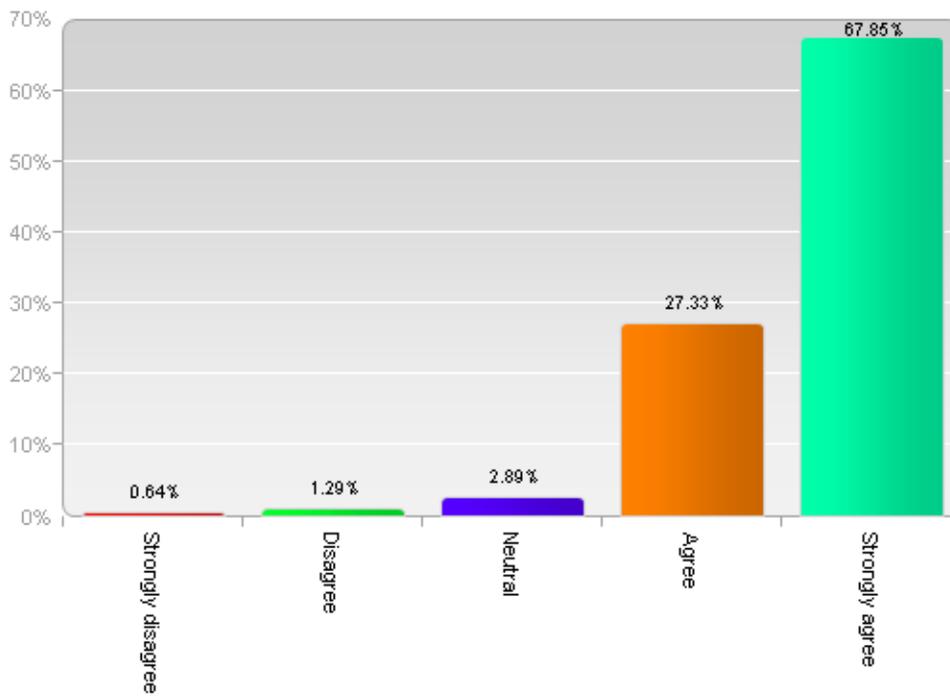


Table 3

Q23. Please rate your level of agreement with the following statements: Because of New Member Orientation . . . - I know the role of values in fraternities/sororities.

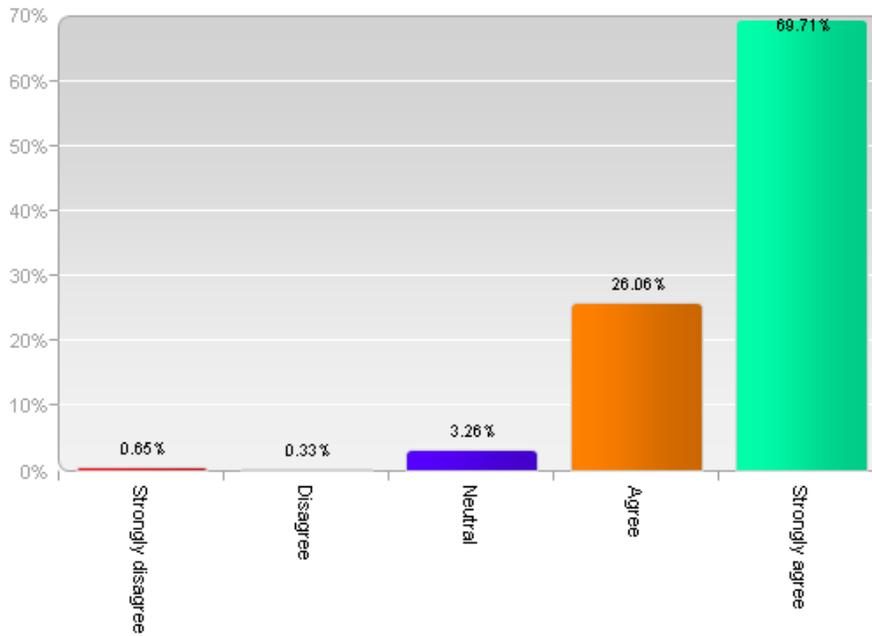


Table 4

Q21. Please rate your level of agreement with the following statements: Because of New Member Orientation . . . - I have learned about the four governing councils that comprise our Greek community.

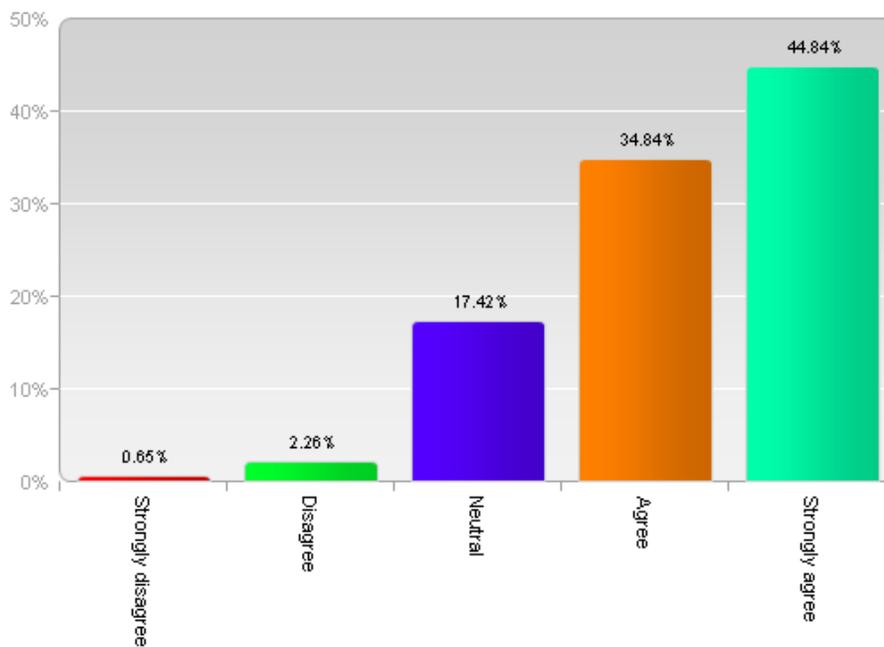


Table 5

Q11. Based on your experience today, to what extent do you agree with the following statements?  
- I made connections with other members of Greek organizations.

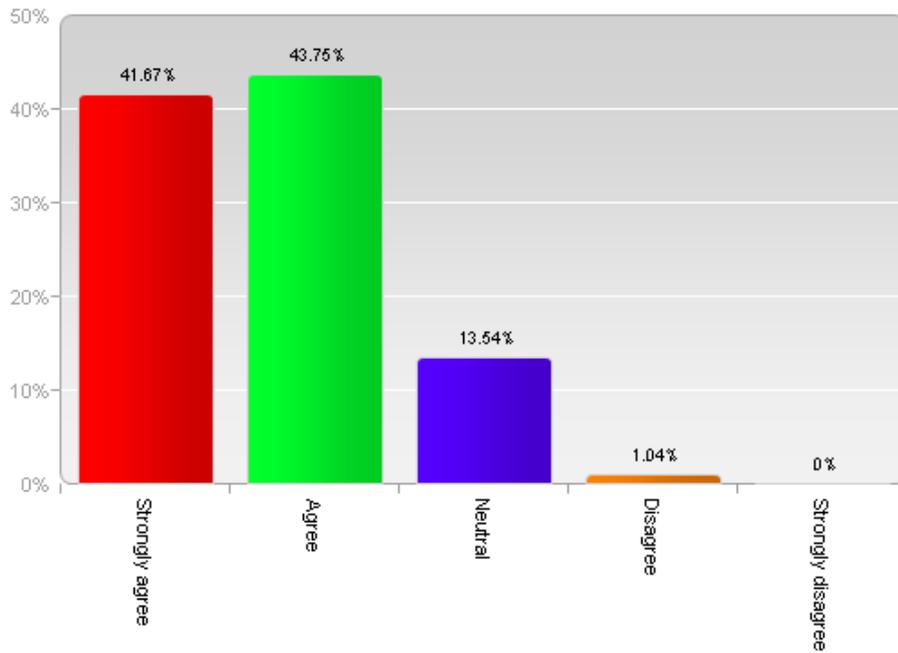


Table 6

Q12. Based on your experience today, to what extent do you agree with the following statements?  
- I know the mission and standards of the BGSU fraternity/sorority community.

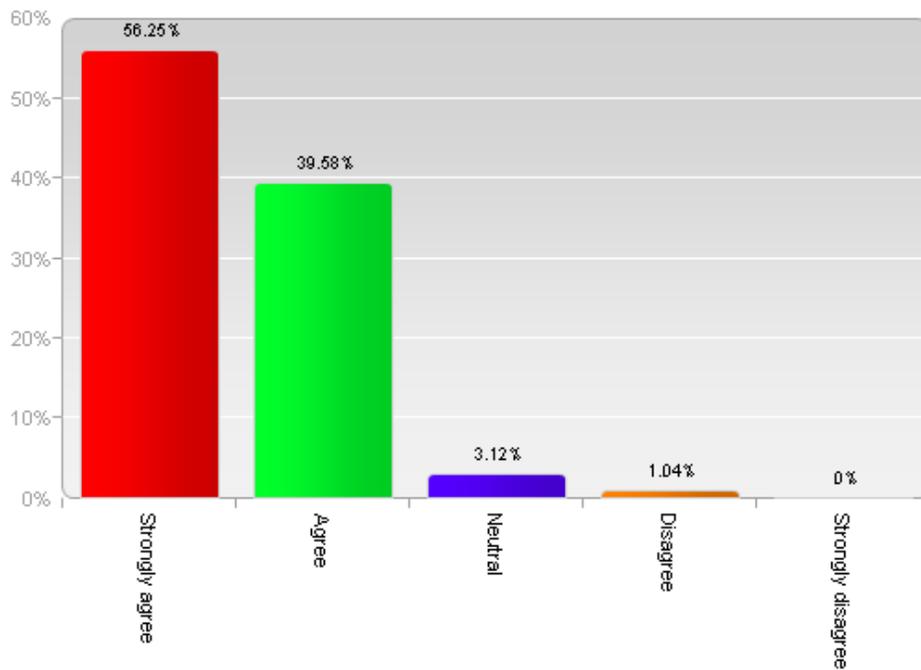
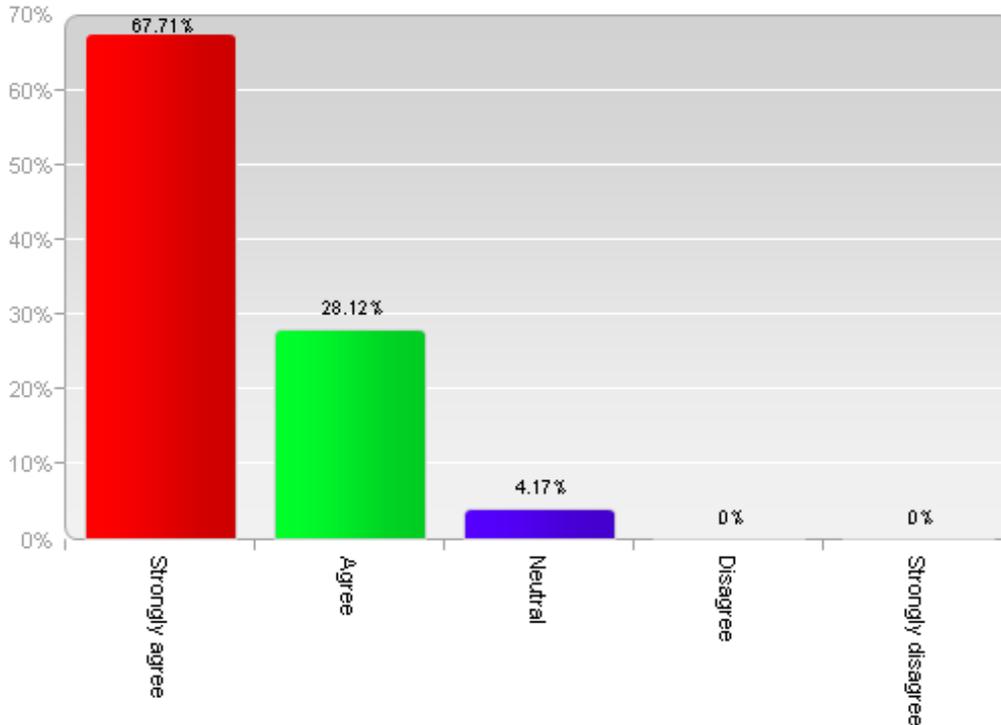


Table 7

Q13. Based on your experience today, to what extent do you agree with the following statements?  
- I am more knowledgeable about the BGSU fraternity/sorority community.



### Decisions and Recommendations

Specific recommendations following the Fall 2012 New Member/Neophyte Orientation were taken into consideration when planning for and implementing the spring 2013 program. The focus of this section will be on recommendations for the fall 2014 program as a result of the spring 2013 program.

Specific recommendations following the Spring 2013 New Member/Neophyte Orientation include...

#### Elements of the program that could have been done differently:

- Again, council leadership was absent from the planning and implementation process. While the curriculum is at a good place, more emphasis needs to be placed on involving council officers in the facilitation component of this program.
- Selection of facilitators could have been improved by selecting fewer facilitators.
- Registration of new members/neophytes required consistent attention and constant communication. Council officers and new member educators/intake coordinators need to have more of a role in ensuring new members/neophytes register in a timely manner.

#### Changes to be made in the future:

- Rely solely on council officers to serve as facilitators.
- Offer more sessions earlier in the semester, as attendance dwindled toward the end of the semester
- Add responsibilities for maintaining program into council officers' job descriptions.
- Continue to assess curriculum to ensure the topics covered and activities included are representative of participants' needs and developmental levels (e.g., a discussion on the role of values in the fraternity/sorority experience may need to be altered for the fall program because the majority of participants are first year students while the majority of participants in the spring program are sophomores and juniors).
- Employ more direct measures of student learning and create a rubric to appropriately measure learning.

Submitted By - Name and Title: Jeff Kegolis, Assistant Dean of Students, and Jon Collier, Graduate Assistant  
 Date: July 1, 2013  
 Department Website URL: [www.bgsu.edu/greek](http://www.bgsu.edu/greek)

**Signature Program/Service Overview**

**Futures Quest**

The Futures Quest Emerging Leaders Retreat held October 19-21, 2012 is the annual emerging leadership retreat offered by Fraternity & Sorority Life in conjunction with the North American Inter-Fraternity Conference for younger, emerging leaders of the BGSU fraternity and sorority community. The three-day retreat, held off campus in 2012 at Camp Wilson in Bellefontaine, Ohio offered a curriculum that rotated between eight small groups and one large group, with an additional session specifically for men and women. The purpose of the retreat is to help participants reflect on their own personal values, understand how they align with their organization values, and to begin developing the confidence and skills to become a leader in their chapter and community. Specific goals for the retreat include: identifying personal strength and challenges, developing leadership and communication skills, exploring personal values and strength of conviction, and making a commitment to Greek ideals. Past participants have left with a plan for their future as a leader for their chapter/community.

**Infusion of University Learning Outcomes and Student Affairs Learning Outcomes**

<b>Futures Quest Outcome</b>	<b>Student Affairs Learning Outcome</b>	<b>BGSU Learning Outcome</b>
Identify and define personal leadership strengths and leadership skills needing improvement	Critical & Constructive Thinking – Examining Values	Intellectual & Practical Skills
Develop effective leadership and communication skills	Engaging Others in Action – Participating & Leading	Intellectual & Practical Skills
Identify and define personal values	Critical & Constructive Thinking – Examining Values	Intellectual & Practical Skills
Define personal commitment to Greek ideals	Civic & Community Involvement – Values-Driven Decision Making	Personal & Social Responsibility
Create a plan of action for one's individual and chapter future.	Critical & Constructive Thinking – Examining Values	Personal & Social Responsibility

**Project Sample/Participant Overview**

For this leadership retreat, 89 students attended including 11 student-facilitators and members from 28 of our 40 chapters. In total, 73 students (93.5%) of the participants completed the pre-test, and 57 (78%) completed the post-test.

**Data Collection Timeframe**

The Futures Quest pre-test was distributed via hard copy to participants during their bus ride down to Camp Wilson on October 19. The pre-tests were then collected from participants as they exited the busses upon arriving at Camp Wilson. The post-tests were also distributed to participants on the bus ride back to BGSU on October 21 and collected as they exited the busses upon returning to campus.

**Data Collection Methods**

The paper surveys included quantitative and qualitative data assessment. The assessment questions focused on leadership ability, confidence, values knowledge and alignment, and leadership style. The post-test also included questions on how the experience impacted the participants and how they plan on using their experience to guide their experience moving forward.

On April 16, a focus group was also conducted from a random sampling of participants. There were a total of eight Futures Quest alumni who were asked a series of questions about their experiences before, during, and after Futures Quest with a primary focus being on how the experience impacted their ability on an individual, chapter, and community level. The focus groups were led by two of the Futures Quest facilitators with two FSL staff members recording.

## Limitations

The limitations for this project can be divided into two sections: limitations with the retreat and limitations with the program evaluation.

### Limitations with the retreat:

- The curriculum is not developed by staff members from BGSU and, as a result, not alterable in any way to adjust for any specific needs or changes that may need to happen.
- Specific learning outcomes have not been created by the NIC staff resulting in a challenge in measuring direct learning. FSL staff created learning outcomes based on their understanding of the curriculum. These learning outcomes can be found in the following section.
- The location and some of the activities can exclude students with disabilities from participating or attending.
- The set-up of small groups and large groups does not allow much time for students to interact or collaborate exclusively with members of their own council.

### Limitation with the assessment methods:

- The assessment did not track specific answers from individual participants. Therefore, individual growth could not be identified through the assessment but rather only a focus on growth from the group as a whole. This led to the creation and administration of a focus group to help gain the perspective of individual growth through this experience and how learning was applied to one's experience following completion of the program.
- Although participants were asked to turn in their pre and post-tests upon exiting the bus, there were still a handful of participants that did not turn their assessments in.
- Assessment is lacking any sort of hard, longitudinal data that could be used to support the belief that these participants are rising into leadership positions for their chapters or within the fraternity/sorority community.

## Student Learning Outcome with Target Achievement Level

All learning outcomes were measured through by the use of a pre-test, administered before participants arrived on October 19 and compared to a post-test, administered immediately following the retreat on October 21. Participants of Futures Quest will:

1. Identify and define personal leadership strengths and leadership skills needing improvement
2. Develop effective leadership and communication skills
3. Identify and define personal values
4. Define personal commitment to Greek ideals
5. Create a plan of action for one's individual and chapter future

## Summary of Results

Overall, the qualitative data identified through the survey conducted following the program, revealed a significant impact on the participants understanding of their own leadership style, their understanding of values-congruency, and their confidence in instilling change within their own chapter. This was also reflected in the quantitative data with significant jumps in 7 out of 8 questions asked and were related to leadership abilities, skills, and commitment to their chapter and the community at large.

The data collected from the focus groups was of particular interest. Across the eight participants, they each universally identified the following themes:

- The experience had a very significant impact on them as an individual. The curriculum provided them with a significant boost in their confidence and feelings of being able to lead a group. It also helped them considerably in identifying their personal values and discovering their personal leadership style. All participants agreed that the experience had the most dramatic impact on them as an individual leader.
- All participants also noted a significant impact on their role in the BGSU Greek community. Several mentions were made about how their participation in Futures Quest lead to an increased collaboration between NPC and IFC groups both within their council and among the two councils. However, there was little to no mention of collaboration between the MGC and NPHC chapters.
- Almost all participants noted that the impact was felt primarily at the individual and community levels but not at the chapter level. When pressed to name a specific impact it had on their chapter, the participants could only note the impact or change it had on themselves and how that may have impacted their entire chapter.

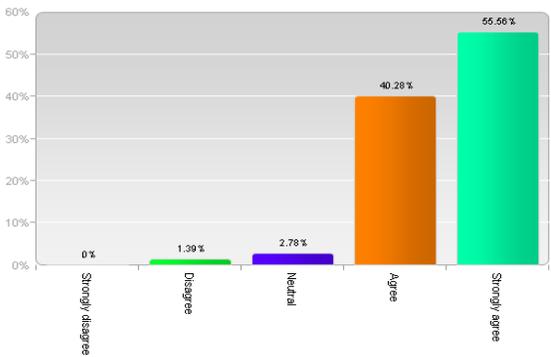
Key Results

Pre and Post-Test Key Findings

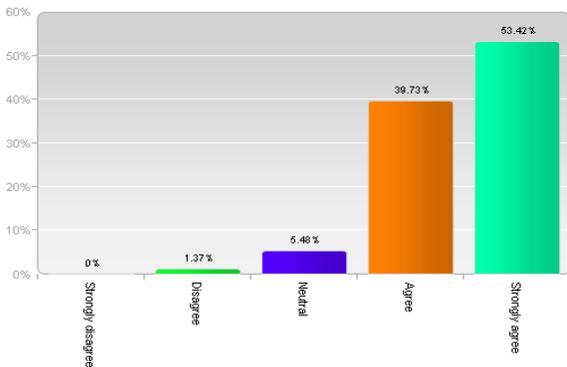
- 1) I would feel comfortable holding one of my brothers or sisters accountable for their actions.  
 Pre: 55.56% of members strongly agreed prior to the program.  
 Post: 63.56% of members strongly agreed following the program.
- 2) I would consider myself a leader.  
 Pre: 53.42% of members strongly agreed prior to the program.  
 Post: 80.7% of members strongly agreed following the program.
- 3) I have the leadership skills to create positive change in my chapter/community.  
 Pre: 50.68% of members strongly agreed prior to the program.  
 Post: 89.47% of members strongly agreed following the program.

Pre-Test

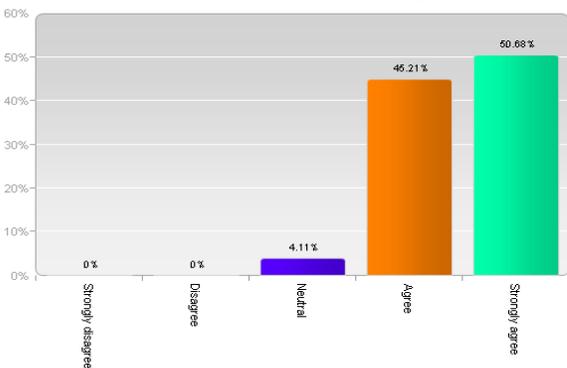
Q15. Please choose the answer to each question below based on your level of agreement with the statement: - I would feel comfortable holding one of my brothers or sisters accountable for their actions.



Q16. Please choose the answer to each question below based on your level of agreement with the statement: - I would consider myself a leader.

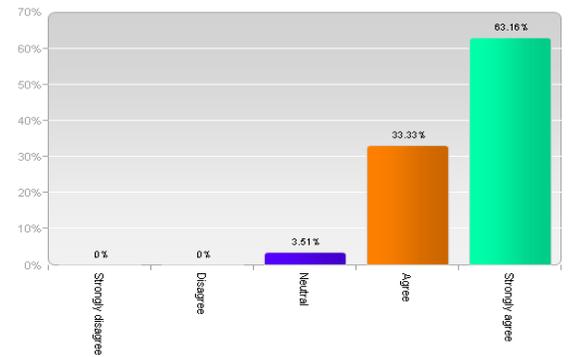


Q17. Please choose the answer to each question below based on your level of agreement with the statement: - I have the leadership skills to create positive change in my chapter/community.

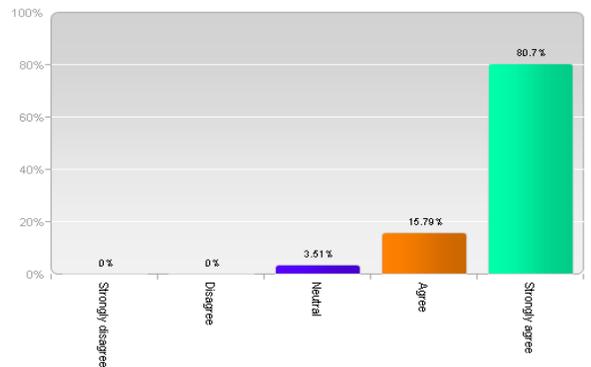


Post-Test

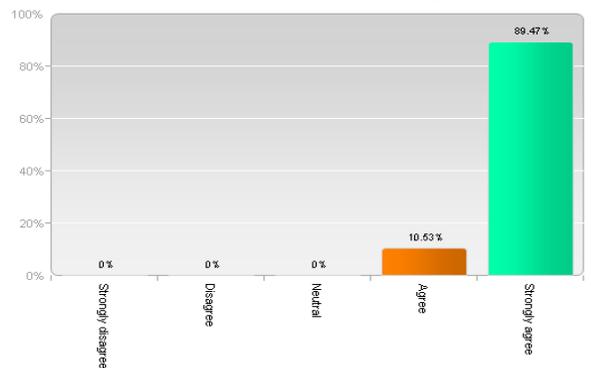
Q15. Please choose the answer to each question below based on your level of agreement with the statement: - I would feel comfortable holding one of my brothers or sisters accountable for their actions.



Q16. Please choose the answer to each question below based on your level of agreement with the statement: - I would consider myself a leader.



Q17. Please choose the answer to each question below based on your level of agreement with the statement: - I have the leadership skills to create positive change in my chapter/community.



### Focus Group Key Findings

- The overall experience has a significant positive effect on individual leadership confidence and skills. One participant mentioned, "Futures Quest made me a more courageous leader in my chapter. People actually look to me now to say the truth to everyone."
- Participants struggled with the "fireside chat" component of the experience. "Just when we finally got talking and working toward a solution, we had to switch and that set us back again."
- Overall, the weekend had its greatest impact from a personal development standpoint. "I learned at Futures Quest that you have to be vulnerable to be a leader. If you want others to open up and be honest, you have to first be honest with yourself and with them. Futures Quest taught me how to do this."

### Decisions and Recommendations

#### Elements of the program that could have been done differently:

- A stronger set of learning outcomes could be considered and created through consultation with the North-American Interfraternity Conference.
- Assessment measures focused on direct learning should be created for the pre- and post- program survey.
- The pre- and post-test assessments could have been number coded per the individual person taking them so that tracking of individual participants could have been done and shown a more in-depth level of assessment.
- The registration process for participants could have been more selective and contain criteria that participants had to meet in order to go on the experience.
- The fireside chats could incorporate a system to gain topics for conversation ahead of time, allowing students to have input on what the discussion itself could be centered around, rather than facilitators or leads trying to push topics. Additionally, providing a longer period of time for these conversations would seem beneficial based on the feedback received from several participants following this year's program. Providing a council fireside chat or keeping with a fraternity focused/sorority focused discussion time may be of help.

#### Changes to be made in the future:

- The overall number of 80 participants allowed for some participants to hide in back and decrease their participation, especially in large group settings. The number should be lowered to 60 in order to insure that all participants are able to and asked to participate equally.
- Gender balance was significantly skewed toward women, with close to 65% female participants. Participant selections should be made with council and gender balance in mind.
- Add a "Futures Quest 2.0" type of experience in mid-January. All participants can easily identify how the experience impacted them on a personal level but felt that there was a piece missing on how to connect it to their chapter. When participants return to campus, there should be an additional session that focuses on tangible, concrete objectives that participants can identify to make positive change within their chapter. Much of the curriculum does focus on leadership and individual values, and participants are taught how to challenge their chapter, but they need an actual game plan or stronger set of goals set to implement their vision. A second experience would be beneficial in January based on the number of elections that have occurred and thus bring these participants together again to discuss and outline what it is they want to change and specifically how they are going to do so during their times as chapter leaders.
- Students showed a strong preference toward having peer facilitators. Increasing the number of peer facilitators while decreasing the number of staff facilitators would seemingly enhance the conversation and experience.
- The overnight facilities at Camp Wilson leave something to be desired and could discourage participants from attending. A change of location could be considered if it offers the same amenities at a similar cost.
- Long-term tracking of Futures Quest alumni would be useful to have (i.e. leadership positions in and out of chapter, retention rates, potentially conduct, etc.).
- In addition to the points above regarding assessment, another shift to incorporate would be questions that are more geared toward participants identifying specific issues or struggles they are having with their chapter/community (i.e. Please identify the issues in your chapter that you would most like to address) and how they would confront it (i.e., What are specific skills you gained from Futures Quest that you can utilize to address these concerns?).

Submitted By: Jeff Kegolis, Assistant Dean, Holly Grunn, Coordinator and Liz Rader, Graduate Assistant  
 Date: July 1, 2013  
 Department Website URL: [www.bgsu.edu/greek](http://www.bgsu.edu/greek)

**Signature Program/Service Overview**

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**January Leadership Retreat – January 4-5, 2013**

The January Leadership Retreat (JLR) is the annual leadership experience offered to fraternity and sorority chapter presidents and council officers. This year however, the experience was held exclusively for chapter presidents on campus at the Bowen-Thompson Student Union and offered a cohesive curriculum, alternating between small and large group activities and discussions. The purpose of the retreat is to provide practical tools to assist chapter leaders, many of whom are just beginning their roles, in goal-setting for their term. The curriculum utilized the Social Change Model of Leadership as a foundation and asked students to evaluate their own self, move on to examine their organization, and then the wider fraternity and sorority community at BGSU. Specific goals for this retreat included providing participants with means to brainstorm and implement ideas in their chapters/councils; offering strategies for leaders to address behaviors in their chapters and the number of external constituents with whom they work; and helping students understand the applicability of Social Change Model of Leadership to their work with their chapter. The JLR signature program included staff small group facilitators, original curriculum created by program staff based on best practices aimed at supporting student need, and assessment to understand student learning of intended outcomes.

**University Learning Outcomes and Student Affairs Learning Outcomes**

JLR LEARNING OUTCOME	STUDENT AFFAIRS LEARNING OUTCOME	UNIVERSITY LEARNING OUTCOME
Participants will apply practical skills gained in at least three of the following areas: Delegation, Accountability, Risk Reduction, Motivation, Emotional Intelligence, and OrgSync/Campus Resources to their role as chapter president.	Engaging Others in Action	Intellectual and Practical Skills
Participants will identify their own personal leadership style in relation to working with others;	Critical and Constructive Thinking	Intellectual and Practical Skills
Participants will apply the social change model of leadership to their role as chapter president;	Engaging Others in Action	Intellectual and Practical Skills
Participants create an action plan that includes goals for themselves as President, their chapter, and/or the BGSU Fraternity/Sorority Community;	Engaging Others in Action	Intellectual and Practical Skills
Participants will distinguish congruencies and incongruence between their organizational mission and chapter operations/behaviors.	Critical and Constructive Thinking	Intellectual and Practical Skills
Participants will understand their role as President in creating an environment of shared responsibility amongst themselves, their organization, their council, and the community.	Engaging Others in Action	Intellectual and Practical Skills

**Project Sample/Participant Overview**

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In total, 35 students attended the January Leadership Retreat. These students signed up for the retreat based on their position as chapter president. Chapters who were not able to send a chapter president due to national organization conflicts were able to send another officer.

CLASSIFICATION	COUNCIL	POSITION
First Year Student 0%	Inter-Fraternity Council 36%	President 75%
Sophomore 32%	Panhellenic Council 35%	Officer 14%
Junior 41%	Multicultural Greek Council 20%	Other 10%
Senior 28%	National Pan-Hellenic Council 6%	

**Data Collection Timeframe**

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The program evaluation was broken down into three separate paper surveys that were distributed to participants throughout the experience, in addition to the use of a rubric that was used to assess a specific activity entitled "The Great Debate." The surveys distributed were intended to measure student learning and gain understanding of the impact the experience had on participant skill set and attitude. The first survey was distributed after the first full day of programming and included 14 direct learning questions and a place for open ended comments. The second survey, also in paper format, was distributed at the conclusion of the second day and asked culminating experience questions. It included fifteen direct learning questions and a place for comments. The final paper survey was a short assessment for each break out session that included nine direct learning questions and a place for comments. Since participants attended three breakout sessions, participants completed one assessment for each breakout session attended. Additionally, as the small group experience is so valuable, after the retreat small group facilitators were sent an online Orgsync survey after the retreat to assess their experience and observations of student learning.

**Data Collection Methods**

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The surveys that were distributed throughout the retreat contained opportunities for participants to respond in qualitative formats that asked direct learning questions. Respondents answered the questions and were allowed to write their thoughts to the open-ended items. The survey focused on the measurement of direct learning. The first assessment asked questions related to the day's programming, the second survey asked new questions based on sessions from the second day. Questions in the day two survey also asked questions about the overall experience of the participant. In total, 35 students completed learning assessments during the experience, yielding a 100% response rate. Students also completed surveys for breakout sessions they attended with a 91% response rate.

The "Great Debate" rubric scores were also uploaded and used to assess our presidents' skill sets based on a demonstration of ability: beginning, developing, accomplished and advanced. The specific skill sets evaluated included: Critical and Constructive Thinking, Communication, General and Specialized Knowledge, and Personal and Social Responsibility. Data from all surveys and the rubric scores were uploaded to Campus Labs for reports and analysis.

**Limitations**

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The limitations for this project can be divided into two sections: (1) limitations with the retreat and (2) limitations with the program evaluation.

Limitations with the retreat:

- The retreat programming was based on best practices gathered from previous retreat material and activities using the Social Change Model of Leadership. Choosing this model limits other theories or models that could have been utilized for this retreat.
- For the most part, the curriculum was developed for chapter presidents who are newly elected. Any chapter presidents who had held office for a longer amount a time may have found the experience more reflective on their experience and a time to set new goals rather than develop new ideas. Additionally, the curriculum was based on the assumptions that since the participants were presidents, that they had a base foundation of leadership knowledge and skills. However, some students were more advanced than others.
- Not all chapter presidents were in attendance at the retreat and not all students in attendance were chapter presidents. Due to national conferences or other conflicting circumstances for participants, it is difficult to confirm attendance by all 40 chapter presidents. It would have been beneficial for all chapters if their president was present for the retreat.

- Having a limited time for break-out sessions is a challenge. Attendees chose their respective break-out sessions based on perceived need. Unfortunately, participants who are newly elected presidents also may not know what can be used in their role.
- This version of the "Great Debate" activity was done for the first time during the retreat. Participants struggled with the idea of providing critical thought in a debate format. Consequently, there is a need for the instructions to be modified with more defined instructions for the participants from the moderator.
- The retreat site at the Bowen-Thompson Student Union was a great setting for business but may not have allowed students to open up and feel like they were on a 'retreat.' The location was nice for cost savings but may have not added to a retreat environment.

Limitation with assessment and rubrics:

- The survey was administered during the retreat and completion of the survey was required from participants. Therefore, data was collected directly from attendees, but based on lack of depth in responses it appeared participant had not taken enough time to properly complete the survey. Additionally, the participants who did respond in the fullest way with complete answers appeared to have the strongest positive or negative opinions or strongest learning from the retreat.
- All surveys were not thoroughly completed. It appeared that certain participants were tired or were mentally checked out resulting in surveys that were rushed.
- Some facilitators who used the rubric did not fully understand the instrument used to score "The Great Debate." Consequently, there may be a lack of consistency in the assessment of the abilities of the presidents/participants.

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**Student Learning Outcome with Target Achievement Level**

**Student Learning Outcomes:**

As a result of attending January Leadership Retreat, participants will:

1. Apply practical skills gained in at least three of the following areas: Delegation, Accountability, Risk Reduction, Motivation, Emotional Intelligence, and OrgSync/Campus Resources to their role as chapter president;
  - a. Outcome assessed through breakout session survey.
2. Identify their own personal leadership style in relation to working with others;
  - a. Outcome was assessed using a leadership inventory and then activity with leaders sharing similar traits.
3. Apply the social change model of leadership to their role as chapter president;
  - a. Outcome addressed in large and small group activities, assessed with end of the day two survey.
4. Create an action plan that includes goals for themselves as President, their chapter, and/or the BGSU Fraternity/Sorority Community;
  - a. Outcome assessed by the small and large group activity involving the creation of an action plan to address areas of concern.
5. Distinguish congruencies and incongruences between their organizational mission and chapter operations/behaviors;
  - a. Outcome addressed in large group activity and assessed using retreat survey.
6. Understand their role as President in creating an environment of shared responsibility amongst themselves, their organization, their council, and the community.
  - a. Outcome addressed in "Great Debate" activity, action planning session, and assessed using survey.

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**Summary of Results**

Overall, the participants reported gaining new skills and knowledge, and a high satisfaction with the experience. Our data revealed that students were not only able to articulate the learning they had achieved, but were able to link their retreat experience to new ideas and strategies they could use in their role as chapter president.

Other findings show participants enjoyed the practical activities housed within the small-group sessions and appreciated the diversity of activities and discussion offered during the retreat. Students suggested via qualitative responses that more opportunities to gain practical leadership tools specific to fraternity or sorority membership be added and that students have more opportunity to engage in "choose your own adventure" track programming.

Several students recommended that some kind of leadership inventory remain in future iterations of this program because the opportunity to engage in self-reflection was valuable. Ultimately, the variety within the curriculum and the practical skill development sessions were strong elements of the program.

## Key Results

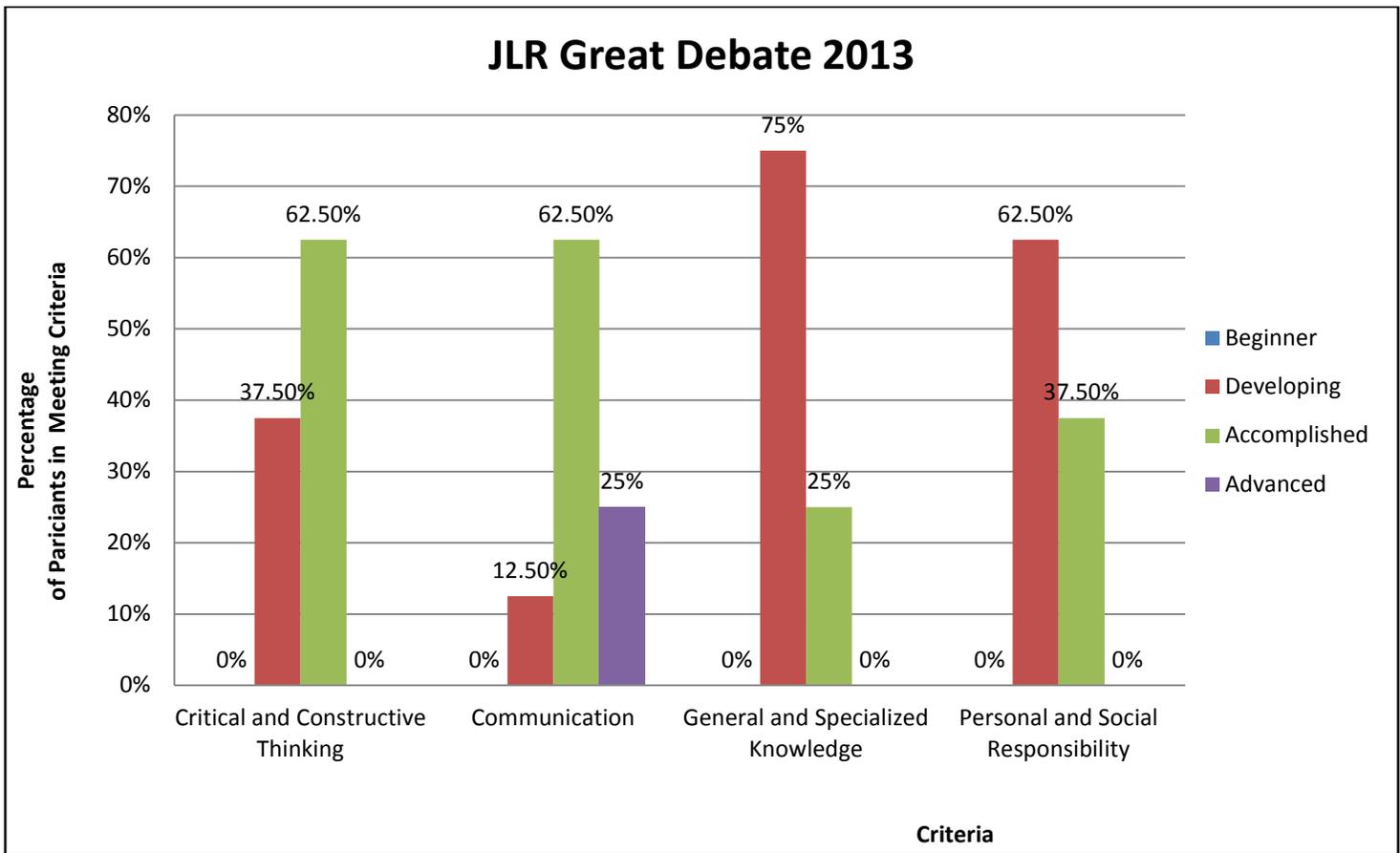
### Results per Learning Outcome:

1. Apply practical skills gained in at least three of the following areas: Delegation, Accountability, Risk Reduction, Motivation, Emotional Intelligence, and OrgSync/Campus Resources to their role as chapter president.
  - a. Based on breakout session results, participants reported the sessions as:
    - i. 51% Extremely beneficial to my role
    - ii. 44% Beneficial to my role
    - iii. 4% Average
2. Identify their own personal leadership style in relation to working with others;
  - a. 82% of participants reported they Agreed or Strongly Agreed they had learned something new about their leadership style during the retreat.
  - b. 100% of participants were able to identify their preferred dimension of behavior based on the I-Sight Inventory and relate it to their leadership style.
  - c. 100% of participants were able to identify and describe their own personal leadership style.
3. Apply the social change model of leadership to their role as chapter president;
  - a. 88% of participants could accurately describe the social change model of leadership.
  - b. 97% of participants described at least one way they could use the social change model of leadership as a chapter president.
4. Create an action plan that includes goals for themselves as President, their chapter, and/or the BGSU Fraternity/Sorority Community;
  - a. During the retreat all participants created an action plan and were able to leave comments and ideas on other participant's plans (See Photo A).
5. Distinguish congruencies and incongruencies between their organizational mission and chapter operations/behaviors;
  - a. 100% of participants were able to identify the role mission plays in any organization.
  - b. 100% of participants identified ways their organization was congruent with its mission and values.
  - c. 100% of participants were able to outline areas or examples of incongruencies in chapter mission and values.
6. Understand their role as President in creating an environment of shared responsibility amongst themselves, their organization, their council, and the community.
  - a. 100% of participants were able to describe what it means for a leader to be congruent with their values.
  - b. 97% of participants were able to accurately describe what it means to be part of a community, beyond a basic explanation.



### "Great Debate" Results

A notable activity during the first night of the retreat called "The Great Debate" empowered participants in groups to make the case for fraternal relevancy at BGSU. The participants of the activity were placed into small groups and asked to debate how their organizations contribute to academic excellence, positive relationships, civic engagement, and leadership, which are the four standards of the BGSU fraternity/sorority community. Their debate answers were assessed using a rubric that was completed by staff who observed the activity presentations. The activity gave participants an opportunity to examine chapter actions and their role as leaders while allowing members of the FSL staff to evaluate student understanding and ability to articulate thought out arguments.



Criteria	Beginner	Developing	Accomplished	Advanced
<b>Critical and Constructive Thinking</b>	0%	37.50%	62.50%	0%
<b>Communication</b>	0%	12.50%	62.50%	25%
<b>General and Specialized Knowledge</b>	0%	75%	25%	0%
<b>Personal and Social Responsibility</b>	0%	62.50%	37.50%	0%

Results of the "Great Debate" activity show that 0% of participants fall under a "Beginner" level of criteria in all categories. Most groups in the debate fell between the "Developing" and "Accomplished" categories. Only 25% of groups were able to show they had an advanced level of Communication during the activity. Based on the findings, these results allow FSL staff to see how well participants are able to understand and critically examine the issues facing the fraternity/sorority community. The findings reveal that students only have developing to accomplished understanding of Personal and Social Responsibility and only a developing understanding of General/Specialized knowledge. This informs our staff on how to move forward in providing effective experiences for students in order to increase their development in those areas.

#### Small Group Sessions:

- a. 94% of participants reported they agree or strongly agreed they had benefited from their small group experiences.

A few quotes from the surveys about the small group experiences:

*"Enhanced the overall experience by allowing us to build closer relationships with other presidents."*

*"Helped to discuss more in depth issues and ideas. Provided more details and thinking time to reflect."*

*"Loved my small group, was really good at helping each other figure out what we need to do and helped each other realize we can be great leaders."*

#### As a result of the January Leadership Retreat...

- a. 88.23% of participants reported feeling comfortable using fellow presidents for help when needed in their role.
- b. Based on their overall experience at the retreat 97% of participants stated they agree or strongly agree they feel confident in their leadership abilities.
- c. Based on their overall experience at the retreat, 64% of participants reported they were strongly satisfied with the retreat, 23% reported they were satisfied, and 11% reported they were neutral.

#### Decisions and Recommendations

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After the retreat, the planning group of professional and graduate staff met to evaluate the retreat itself and outcomes from the experience. The data collected during the retreat was uploaded in to the Campus Labs system and then analyzed. The following are recommendations from the results and from the planning team.

Based on collected data from the participant surveys, here are some of the main suggestions for next year's program:

- "Mix up the small groups to meet more people and gain more ideas from other chapters."
- "More small group time!"
- "Shorter days and more breakout sessions giving presidents opportunities to learn."

#### Elements of the program that could have been done differently:

1. Large group session topics, examples, videos, and case studies can be changed from year to year.
2. Great Debate session could be structured and timed differently.
3. Data from the Great Debate shows low levels of competency in some criteria area. Curriculum for the next year could focus on ways to improve student learning in the areas of General and Specialized Knowledge and Personal and Social Responsibility.

#### Suggestions for the future:

1. Evaluate retreat location and schedule.
2. Create and enhance activities for large group sessions.
3. Design a retreat theme.
4. Create more time for small groups and time with facilitators building connection.
5. Offer more breakout sessions with skill based topics useful for students in leadership positions.
6. Determine if the assessment instrument can be tied to a specific participant or facilitator.
7. Determine an assessment instrument that can yield more mixed methods results.
8. Work to improve activities that enhance learning outcome #4 and #6.

Submitted By - Name and Title: Jeff Kegolis, Assistant Dean, and Haley Seeley, Graduate Assistant

Date: July 1, 2013

Department Website URL: [www.bgsu.edu/greek](http://www.bgsu.edu/greek)

### Signature Program/Service Overview

#### Greek Community Standards of Excellence (GCSOE)

The Greek Community Standards of Excellence program was piloted during the 2012-2013 academic year. The GCSOE program was created in an effort to evaluate fraternity and sorority chapters' performance under the four community standards of Academic Excellence, Civic Engagement, Leadership, and Positive Relationships. This two-part process required each fraternity and sorority chapter to complete a submission packet demonstrating how their chapters meet the four community standards on December 3, 2012. The second part of the process took place in February of 2013 when each chapter was given a one-hour interview time with an evaluation team comprised of students, faculty, advisors, and staff from Bowling Green. Each evaluation team member compiled feedback and recommendations for their respective chapters and comprehensive feedback was condensed and distributed to each chapter in March of 2013. Chapters who achieved excellence (Level 3 designation) in any and all of the four community standards were recognized at Greek Awards on March 24, 2013. For chapters identified with having severe operational concerns, chapter representatives met with members of the Fraternity & Sorority Life staff to discuss goal-setting procedures.

### Infusion of Student Affairs Learning Outcomes and University Learning Outcomes

GCSOE Learning Outcome	Student Affairs Learning Outcome	University Learning Outcome
Critically examine one's experience as a member of a fraternity/sorority	Critical and Constructive Thinking	Intellectual and Practical Skills
Analyze the operations of one's chapter through the use of values/standards	Critical and Constructive Thinking	Intellectual and Practical Skills
Synthesize how one's individual growth and chapter experiences have influenced one's development as a person (i.e., learning, experiences, and skills)	Synthesis of Advanced Accomplishments	Integrate, Apply, and Reflect
Enhance chapter operations/experience based on feedback that is received	Engaging Others in Action	Intellectual and Practical Skills
Create a fraternal experience that is rooted in the standards of the community and the values of their respective organization	Personal Development	Personal and Social Responsibility
Articulate how one's personal priorities and values have evolved through reflection on one's fraternal experience	Synthesis of Advanced Accomplishments	Integrate, Apply, and Reflect

### Project Sample/Participant Overview

39 chapters turned in submission packets, 37 chapters participated in interviews, and approximately 185 students participated in interviews. Four evaluation teams conducted interviews for the 37 chapters, with 23 total evaluators serving on those teams. During the feedback portion of the process, we conducted two sets of focus groups. The first focus group consisted of 18 total students, the second focus group consisted of 16 evaluators.

### Data Collection Timeframe

Individual post-surveys were distributed to chapter members by hard copy and completed immediately following their chapter's interview during February. Evaluation and scoring of the chapters occurred during interviews in February as well. Focus groups with students and evaluators were held on April 16<sup>th</sup> and 19<sup>th</sup>, 2013.

## Data Collection Methods

The post-interview individual surveys asked chapter representatives six qualitative open-ended questions. The survey (see addendum #1), completed by 112 chapter representatives, asked participants to identify their knowledge of the GCSOE program and process, as well as their perceptions of the process before and after the interview. Following each chapter interview, evaluators scored the chapter on their performance using the Standards of Excellence document (see addendum #2), providing a score between 0 and 3 for each "standard" (i.e., Academic Excellence, Civic Engagement, Leadership, Positive Relationships). In all of our scoring, 0 represented "Beginner," 1 represented "Developing," 2 represented "Accomplished," and 3 represented "Advanced" as well as signifying that the chapter achieved excellence in that category. Two staff members also evaluated the abilities of chapter representatives displayed during the interview using a rubric (see addendum #3) with various Student Affairs learning outcomes (i.e., Critical and Constructive Thinking, Communication, General and Specialized Knowledge, Personal and Social Responsibility), providing a score between 0 and 3 (similar to the evaluators' scores of standards). Three different focus groups occurred during April to assess student and evaluator participants' critiques and opinions of the process. The first focus groups took place on April 16, 2013 to assess student participant reactions to the process. Two groups of 11 students and 7 students, selected through an open invitation to all chapters, met and answered 12 qualitative open-ended questions (see addendum #4) about their experience, preparation, interviews, and interpretations of the GCSOE process. The focus groups were led each led by a Fraternity & Sorority Life staff member who also recorded the participants' responses. The final focus group took place on April 19, 2013 and was led by Dr. Jeff Kegolis to assess evaluators' interpretations and feedback on the GCSOE process. 15 evaluators answered 15 qualitative open-ended questions (see addendum #5) about their experience, thoughts, suggestions, and critiques of the GCSOE process, which were recorded by a student staff member.

## Limitations

Specific limitations following the February 2013 GCSOE process interviews included:

- Some evaluation teams only had 6 evaluators, compared to other teams with 8 evaluators, and on certain days some evaluators were unable to attend, resulting in fewer scores and feedback for chapters.
- Chapter interviews were limited to one hour and, because some questions ran too long, evaluators did not have enough time to ask other questions necessary for proper scoring.
- Some evaluators had not fully reviewed the chapter's submission prior to conducting the interview and spent time asking chapter representatives questions already answered in the submission, rather than devote time to asking questions to answer parts of the Standards criteria.
- Often times the chapter presidents who prepared the chapter submission and was most knowledgeable about the process was not present for the interview or its preparation.
- Some evaluators struggled to prepare and ask thorough and complex questions of the chapter representatives that would have provided the team with more in depth information on which to score.

Specific limitations following the February 2013 GCSOE process data collection included:

- Standards' Scores
  - o Evaluators were unclear on how the scoring process or had not reviewed the different levels within the Standard process (see addendum #2).
  - o Chapters met requirements under two or three different levels and evaluators were unsure how to assess their deserved score.
  - o Some chapters' poor preparation for the interview (e.g., showing up late, missing their interview and having to reschedule, only sending one representative, sending representatives who had no understanding of the process) impacted chapter scores despite interview performance not being a specific criterion.
  - o Interviews running late affected the chapter's speaking time and evaluators' ability to ask certain questions that addressed different levels required for scoring so evaluators had to make assumptions or leave criteria out of the scoring process.
  - o Some evaluators did not fill out the feedback forms and submit scores until weeks after interviews, potentially leading to their inability to fully recall portions of the interview and score appropriately.
- University Learning Outcomes Rubric Scores
  - o The usage of the rubric needs more clarification. For example, should the rubric be used to evaluate the chapter representatives in the interview or the chapter as a whole throughout the year. In 2014, the rubric used by staff will be used to evaluate the abilities demonstrated by members in the interview. All team evaluator forms are being analyzed based on the addition of learning outcomes and the need for longitudinal comparison.
  - o Team evaluators did not have enough prior knowledge of the chapter (e.g., chapter's communication with FSL or their National Headquarters, chapter's interaction with other chapters, etc.) to accurately score where they fall within the rubric.
  - o The interview did not provide appropriate time to discuss all aspects of the rubric's criteria (e.g., how much reflection time is built into chapter time to discuss values, purpose, etc., chapter's understanding of community, what emphasis the chapter places on ritual).

- Post-Interview Individual Surveys
  - o Not every chapter representative from each chapter completed a survey
  - o Students felt rushed to complete surveys because they were taken immediately following interviews when another chapter was waiting to begin their interview.
  
- Student Focus Groups
  - o Chapters sent members who did not participate in the chapter interview
  - o The focus group time was around dinner time, preventing some chapter representatives from attending the focus groups.
  - o Only 16 of the 37 chapters who participated in interviews were represented at the focus groups.
  - o The focus groups were conducted after chapters had received their Standards' scores and some chapter representatives' feedback appeared negative based on resentful feelings associated with receiving low chapter scores.
  - o Some chapter representatives may have withheld criticism about the process if worried that their chapter would receive any sort of punishment or future repercussions in the Standards process if they voiced their real opinion.
  - o Several chapter representatives did not appear to be invested in the process and did not contribute to the conversation in an attempt to wrap the focus group up as soon as possible to leave.
  - o Some chapter representatives have working relationships with the focus group facilitators and might have been nervous to voice their opinions in fear of jeopardizing that relationship.
  - o Chapter representatives may have been influenced by their peers during the focus groups and have contributed feedback based on peers' suggestions rather than their own opinions.
  - o The focus groups occurred almost two months after chapter interviews, meaning that some representatives were unable to recall certain details or criticisms from the process after such an extended amount of time had passed before the focus group.
  
- Evaluator Focus Groups
  - o Not all 23 evaluators could attend the focus group.
  - o Once again, focus groups occurred almost two months after chapter interviews, meaning that some evaluators may have been unable to recall certain details or criticisms from the process after such an extended amount of time had passed.

Specific limitations following the February 2013 GCSOE process included:

- Some evaluators were unknowledgeable about fraternity and sorority life before the Standards process and found it difficult to provide appropriate feedback at times.
- Channels for evaluators to provide chapters with feedback were not properly designed prior to the interview process so some evaluators did not fully submit comprehensive feedback on the chapter's performance.
- Because of the large number of chapters and the feedback each evaluator provided for the chapters they interviewed, feedback summary forms and scores could not be provided to chapters until over two months after the interview, close to the end of the semester.

Based on these limitations, here are some critical components to consider for 2013-2014:

**Elements of the program that could have been done differently:**

- Keeping evaluation teams had a consistent structured size and composition
- Holding focus groups closer to the interview process
- Providing chapters with a structured format for submissions
- Not including evaluators who did not have prior Greek membership and/or advising experience

**Changes to be made in the future:**

- Devote time in evaluator training to better explain the scoring process
- Fully structure chapter interview time to ensure that each discussion section receives appropriate time.
- Immediately collect scores and feedback from evaluators following chapter interviews utilizing an online form created in CampusLabs
- Compile and distribute feedback to chapters in a timely fashion (i.e., early March before Spring Break)
- Providing evaluators with concrete, mandatory questions for each interview
- Create learning outcomes to be utilized for longitudinal comparisons

### Addition of Learning Outcomes

Following the pilot run, and in consultation with CampusLabs on how to improve assessment of this critical program, Program Learning Outcomes were created in June 2013. Through participation in the *Greek Community Standards of Excellence* program, participants will:

- 1) Critically examine one's experience as a member of a fraternity/sorority
- 2) Analyze the operations of one's chapter through the use of values/standards
- 3) Synthesize how one's individual growth and chapter experiences have influenced one's development as a person (i.e., learning, experiences, and skills)
- 4) Enhance chapter operations/experience based on feedback that is received
- 5) Create a fraternal experience that is rooted in the standards of the community and the values of their respective organization
- 6) Articulate how one's personal priorities and values have evolved through reflection on one's fraternal experience

### **Student Learning Outcome with Target Achievement Level**

For the purpose of this signature program, learning outcomes were not created. However a rubric (see addendum #3) was utilized in assessment of students during the Standards interviews in accordance with a variety of BGSU Student Affairs learning outcomes: Critical and Constructive Thinking, Communication, General and Specialized Knowledge, Personal and Social Responsibility. Those rubrics were completed for each chapter by Fraternity & Sorority Life staff members. Please see addendum #6 that captures how chapters did in regards to the four learning outcomes. Additionally, please see the summary of levels each chapter received as a result of their chapter interview for Academic Excellence, Civic Engagement, Leadership, and Positive Relationships (see addendum #7). Note that Level 0 represents beginner or poor performance, Level 1 represents developing or fair performance, Level 2 represents accomplished or average performance, and Level 3 represents advanced performance signifying that the chapter has achieved excellence in that area.

### **Summary of Results**

When reviewing the results of our assessment from the chapter interviews, the following can be summarized:

- 2 chapters achieved Level 3's in all 4 categories
- 2 chapters achieved Chapter of Excellence designation
- 23 chapters achieved at least one Level 3 in a category
- 2 chapters did not receive any Level 1 designations
- The category with the highest community average score was Civic Engagement
- The category with the lowest community average score was Academic Excellence
- The community's averages scores for all four categories were all below 1.8

When reviewing the results of our assessment during surveying and focus groups, the following can be summarized:

- Chapters struggled with ambiguity about the submission format and had some anxiety prior to the interview process
- Chapters want a formal structure and format for the submission
- Chapters who elected new presidents immediately following the submission due date had concerns about the outgoing president transitioning the incoming president about the submission and preparation for the interview
- Chapters were mixed on whether or not it was beneficial to include non-affiliated team members on the evaluation teams
- Most chapters prepared before the interview by having all chapter representatives meet and discuss the submission and the four different standards
- Chapters left the interviews feeling relieved, explaining it wasn't as stressful as anticipated, and felt as though their interview went well
- Chapters thought that the interview process gave their chapter members valuable time to reflect and appreciate their experience, while also noticing what weak areas the chapter needed to improve in
- Chapter members enjoyed the opportunity to speak about their personal experiences
- Chapters wanted questions that required representatives to dig deeper and expand upon items in the submission, not reiterate things already documented
- Chapters have taken suggestions and feedback seriously and have begun implementing changes in their chapter
- Chapters want more transparency in the scoring process
- Chapters want feedback summaries earlier in the semester so they can do more before summer starts
- Chapters want stronger, more substantial feedback from evaluators

## Key Results

- Staff's assessment of chapters meeting university learning outcomes mirrored the chapters' scoring of the four standards (i.e. there was a correlation between learning outcomes and scores. Chapters who showed a congruence between their values and actions were more likely to receive higher Standards scores).
- IFC: Highest average category-Leadership (1.71), Lowest average category-Positive Relationships (1.36)
- Panhellenic: Highest average category-Civic Engagement (2.15), Lowest average category-Academic Excellence (2.00)
- NPHC: Highest average category-Civic Engagement (2.00), Lowest average category-Academic Excellence (0.50)
- MGC: Highest average categories-Academic Excellence and Leadership (1.80), Lowest average categories-Civic Engagement and Positive Relationships (1.40)

## Decisions and Recommendations

Based on the key results, the following decisions have been made regarding the 2013-2014 process:

- Chapters will be provided with a structured format for submissions that mirrors the Standards document; which will be evaluated by an FSL staff member or team evaluators in December prior to the interviews beginning.
- Chapters will be required to submit a document with their submission that outlines their statistics for the year (e.g. GPA, philanthropy dollars raised, service hours completed, etc.). This document will be utilized in the interview process to provide evaluators with a snapshot of chapter performance.
- In the document, which should account for approximately 30% of a chapter evaluation, the following will be gauged:
  - Critical examination by the chapter of its operations.
  - How was last year's feedback utilized to enhance operations will be added.
  - Overall consideration to how the operations have improved or worsened during the past year.
- Consideration of a blog could be added to a chapter's reflective process. If not, questions that could be added to the submitted document or the actual interview may include:
  - How do you apply your Greek experience to everyday life?
  - How do your values play a role in your decision-making? What has been a challenge with living your values consistently?
  - How do you hold your peers accountable?
- Prior to the interview, a preparation time by the team should be added and focus on the following questions:
  - What did we see with this packet?
  - Are there specific questions that people are interested in asking?
- Interviews will focus more on learning outcomes related to the Synthesis of Advanced Accomplishments and Personal Development.
- Interview time will be devoted to questions related to members' ability to articulate the strengths and weaknesses of their chapter's experience and how it is congruent with their mission, purpose, and values
- In the interview, which should account for approximately 70% of a chapter evaluation, the following will be gauged:
  - Is the chapter doing the standard or not?
  - Do the members and the chapter understand/comprehend the standard?
  - Is the standard part of the experience or not? (e.g., what does civic engagement mean to AXiD?, How do members show they value it in their individual lives?)
- Evaluators will be provided with a comprehensive list of critical and reflective questions to ask chapter representatives.
- Evaluation teams will be balanced more appropriately with affiliated and non-affiliated evaluators
- Previous evaluators will be firmed up earlier in the academic year. New evaluators will be added by Fall break.
- Feedback will be compiled immediately following each chapter interview and sent to each chapter within two weeks of their interview or immediately following the conclusion of all interviews. As part of this process, more time for the team to discuss critical observations related to what members communicated will be added.
- Overall, as this program continues to evolve, we must continue to provide an experience where members are challenged to make meaning of their experiences as a member of a fraternity/sorority.



Addendum #2:

## Academic Excellence

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Fraternities and sororities at BGSU must provide academic support for their individual members and be committed to the highest ideals of academic achievement. To do this, chapters will develop and maintain an academic program that will promote growth, recognition, and accountability for the organization and individual members.

### **Chapter Standards:**

#### ❖ *Level One:*

- Chapter GPA is at or above a 2.6 term GPA for both fall and spring semesters within the calendar year of evaluation
- Each organization has a designated chapter leader focused on academics/scholarship
- Chapter includes scholarship/academics programming within new member education/intake process
- Chapter has a written scholarship plan

#### ❖ *Level Two:*

- Meets/exceeds all criteria within Level One
- Chapter is above the all men's/all women's term GPA respectively for both fall and spring semesters within the calendar year of evaluation
- Chapter hosts programming related to academic success for members (i.e. time management, campus resources, study skills, etc.) **\*\*Does not include study hours**
- Chapter has a written scholarship plan that includes incentives/recognition for those who achieve academically

#### ❖ *Level Three:*

- Meets/exceeds all criteria within Level Two
- Designated chapter leader meets regularly with chapter support representative from FSL regarding scholarship
- Chapter has a written scholarship program with an academic probation/intervention policy, term GPA requirements, and higher standards set for chapter officers
- Chapter has goal setting program in place to assist all members with improving their grades

### **Chapter Development Questions:**

- ❖ How does membership in your fraternity/sorority foster academic growth for chapter members?
  - ❖ What do you do if members are not meeting chapter academic standards?
  - ❖ How do you recognize both improvement and excellence in members' academic performance?
  - ❖ What does your chapter do to ensure the academic success of new members/line members?
-

## Civic Engagement

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Fraternities and sororities at BGSU must promote and encourage a lifelong commitment to philanthropic endeavors, direct service, and practicing responsible citizenship among its members.

### Chapter Standards

#### ❖ Level One:

- Chapter sponsors at least one event per year that supports its national philanthropy or local cause
- Chapters educates members and community members on national philanthropy or local cause
- Chapter raises\* enough money for a philanthropic cause(s) that is equivalent to at least \$25 per member per calendar year
- Chapter member must perform 10 hours of community service per member per calendar year
- Chapter can demonstrate how it supports other Greek chapters service and/or philanthropic events/causes
- Service chair/position is subscribed to BGSU Office of Service Learning newsletter
- Chapter organizes at least one direct service event for members per semester
- Chapter can demonstrate how it incorporates service/philanthropy in its new member/intake process

#### ❖ Level Two:

- Meets/exceeds all criteria within Level One
- Chapter can demonstrate an ongoing effort to incorporate the idea of civic engagement to its members (e.g., workshops, guest speakers, programs, etc.) on various topics including but not limited to sustainability, voting, local/global issues, etc.
- Chapter raises\* enough money for a philanthropic cause(s) that is equivalent to at least \$50 per member per calendar year
- Chapter provides multiple opportunities for its members to participate in direct service
- Chapter members perform 20 hours of community service per member per calendar year
- Chapter can demonstrate how it supports the greater Bowling Green community through philanthropic or service support
- Chapter can demonstrate how it incorporates civic engagement in its new member/intake process

#### ❖ Level Three:

- Meets/exceeds all criteria within Level Two
- Chapter hosts multiple direct service opportunities for its members and has a formal reflection/discussion about the experience after each event
- Chapter has co-sponsored service and/or philanthropic events with other student organizations/departments on campus
- Chapter raises\* enough money for a philanthropic cause(s) that is equivalent to at least \$100 per member per calendar year
- Chapter members perform 40+ hours of community service per member per calendar year

### Chapter Development Questions

- ❖ How are you educating members on your service/philanthropy?
- ❖ What kind of service events has your chapter held and what type of reflection was done on these events?
- ❖ How does your chapter encourage members to be involved in their communities after graduation?
- ❖ How have these events helped your chapter engage in the community?
- ❖ How have you engaged the Greek community to raise awareness or educate your peers on various issues/causes?

\*Raised: Chapter is in charge of organizing/leading an effort, (be it through single event or multiple events) to raise money. Does not include donations made by the chapter or individual members to another's event.

## Leadership

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Fraternities and sororities at BGSU encourage, support, and foster leadership among their members. We define leadership not by the position one holds, but rather by values congruent actions that members take to contribute positively to the chapter and greater communities for which they are a part.

### ***Chapter Standards:***

#### ❖ *Level One:*

- More than half of chapter members are involved in organizations other than their own chapter
- Chapter hosts one leadership-related program for all members once per semester
- Chapter can demonstrate how it incorporates leadership development in the new member education/intake process
- Chapter sends all new members/Neophytes to New Member Orientation each semester with the expectation that remain for the entire length of program
- Chapter hosts at least one program to educate members on the values and purpose of the organization
- Chapter officers set goals and objectives for the chapter

#### ❖ *Level Two:*

- Meets/exceeds all criteria within Level One
- Members hold officer positions/leadership roles within organizations other than their own chapter
- Chapter has some type of transition retreat for outgoing and incoming officers after each election cycle
- Chapter can articulate how leadership opportunities are consistently provided to the chapter (e.g., Pledge Class Officers, Committee Chairs, Assistant Chairs)
- Chapter hosts ongoing programming to educate members on the values and purpose of the organization
- Chapter supports having its members participate in leadership development opportunities (e.g., Leadership Certificate Program, Futures Quest, Leadership Academy, UIFL, headquarters-based activities, etc.)
- Chapter officers have at least one retreat per semester that includes chapter evaluation and goal setting activities

#### ❖ *Level Three:*

- Meets/exceeds all criteria within Level Two
- Chapter has a consistent leadership development program that incorporates a formal reflection process to help members develop as leaders
- Chapter can articulate how chapter programming, decisions, and behaviors are congruent with their organization's values
- Chapter officers continually revisit and reevaluate goals and objectives, making changes accordingly
- Chapter has a thorough understanding of and can articulate its organization's values and the meaning behind them

### ***Chapter Development Questions***

- ❖ How does your chapter cultivate leadership in its newer members?
- ❖ How does the chapter's leadership programming reflect the chapter's values?
- ❖ Describe how your chapter defines leadership on campus and within your chapter.
- ❖ What do your chapter members gain from being a part of other organizations?
- ❖ How does your chapter promote its values both internally and externally?

## Positive Relationships

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Fraternities and sororities at BGSU must contribute positively to the various communities for which they are a part, such as the Greek community, BGSU community, and city of Bowling Green. To do this, chapters must develop and uphold a healthy and safe environment that promote brotherhood and sisterhood, while creating and maintaining partnerships with various constituents.

### **Chapter Standards**

#### ❖ *Level One:*

- Chapter maintains regular communication with FSL throughout the year
- Chapter hosts a minimum of two structured, substance free brotherhood/sisterhood events each semester
- Chapter hosts a minimum of two substance free socials each semester with another fraternity or sorority
- Chapter can articulate how it supports other fraternities/sororities on campus
- Chapter hosts at least one event per year for alumni
- Chapter's new member/intake program incorporates education around alcohol consumption, hazing, and other high risk behaviors

#### ❖ *Level Two:*

- Meets/exceeds all criteria within Level One
- Chapter's new member/intake program incorporates education on the various councils within the Greek community (i.e., Panhellenic, IFC, NPHC, and MGC)
- Chapter can articulate how brotherhood/sisterhood is achieved within the organization and how members build/foster positive relationships internally
- Chapter hosts another alumni event in addition to Homecoming and engages alumni with the use of communication (e.g., newsletters, emails, etc.) at least once per calendar year
- Chapter hosts a structured risk management program, utilizing a source outside of the chapter, once per calendar year to inform members on various elements of risk management

#### ❖ *Level Three:*

- Meets/exceeds all criteria within Level Two
- Chapter actively collaborates with other offices and/or student organizations on programs/events
- Chapter is knowledgeable about and has developed relationships with chapters from all four councils
- Chapter hosts/attends programming on topics relating to health and wellness at least once per semester
- Chapter actively engages alumni throughout the calendar year through programming and ongoing communication

### **Chapter Development Questions**

- ❖ What has the chapter and its members gained as a result of interactions with alumni, University offices, other chapters, and other student organizations?
- ❖ How does your chapter define and foster brotherhood/sisterhood within the organization and the Greek community?
- ❖ How does the chapter incorporate what is learned from various risk management and wellness programming into its daily operations?
- ❖ Is the chapter effectively communicating and establishing relationships within Fraternity & Sorority Life?
- ❖ How does your chapter promote a safe and healthy environment?
- ❖ How does your chapter contribute positively to the Greek community? To BGSU?

Addendum #3:

**The Greek Community Standards of Excellence, FOCUS - Learning Outcomes** \*\*\*FSL STAFF ASSESSMENT ONLY\*\*\*

**Evaluator Name:** \_\_\_\_\_ **Chapter Name:** \_\_\_\_\_

**Purpose:** In connection with the BGSU University Learning Outcomes, the following rubric has been designed to assess the chapter representatives of the BGSU Greek community through the following criteria: intellectual and practical skills (i.e., critical and constructive thinking, and communication), general and specialized knowledge (i.e., of a strong Greek experience), and personal and social responsibility (i.e., community contributions, and values-driven decision-making).

**OVERALL Group Score:** \_\_\_\_\_ / 12

	Beginner 0	Developing 1	Accomplished 2	Advanced 3	Comments
<b>Critical and Constructive Thinking</b>	*Chapter has not given any thought to the <i>Standards</i> process nor made an attempt to make meaning of their experience in their organization.	*Chapter has minimally examined their organization and given thought to the <i>Standards</i> process.	*Chapter has taken some time within their organization for reflection and given time to understand their organizational values and ritual.	*Chapter has a clear idea of who they are as an organization and who they are trying to become. Reflection time is built in to their programs and members understand their ritual.	
<b>Communication</b>	*There is little or no communication between chapter and FSL, other chapters, alumni, HQ, etc.	*The minimum amount of communication is kept up between constituencies in order to remain in good standing.	*The chapter reaches out for support to FSL, their HQ ad alumni, and maintains a good working relationship with all. Presentation is clear and concise.	*Communication is excellent with all groups and presentation is well prepared and delivered. The chapter values their relationships.	
<b>General and Specialized Knowledge</b>	*The chapter does not have an understanding of the Greek experience. No importance placed on values, standards, etc.	*The chapter minimally identifies the importance of ritual, values, standards, or qualities considered worthwhile and critical to the Greek experience.	*There is some importance placed on ritual, values, principles, or standards, and programming reflects it. Presenters are able to articulate well their experience.	*Chapter is able to clearly identify and speak to the importance of ritual, values, principles, standards, or qualities considered worthwhile and critical to the Greek experience.	
<b>Personal and Social Responsibility</b>	*The chapter maintains no working relationship with other chapters and sees little to no value in establishing it.	*There is an understanding of community and what it means to be a part of it. Presenters can speak to comm., but not identify importance.	*Chapter can provide examples of their contribution to the community and presenters can articulate why their organizations values it.	*Presenters can comprehensively identify that their organization values community and how their group supports in multiple ways.	

Addendum #4:

Greek Community Standards of Excellence  
Student Feedback Focus Groups  
4/16/13

Focus Group Discussion Questions

1. What impressions did you or your chapter have about the Standards process before attending your chapter interview in February?
2. Standards' evaluation teams included combinations of affiliated and non-affiliated students, faculty members, staff from across campus, Greek House Directors, and chapter advisors—do you feel as though those evaluators were appropriate for providing chapters with feedback? If not, what kind of representation would you like to see on the teams?
3. How did chapters prepare chapter members before the interview?
4. How did chapter members feel about their performance in the chapter interview? What went well for you? What would you do differently?
5. During the interview, how appropriate were the questions evaluators asked? How did the questions allow you to focus on your chapter's strengths and weaknesses?
6. In what ways did the chapter interview provide you with an opportunity to reflect on your fraternity/sorority experience?
7. (If you have received your chapter feedback) Do you feel as though your interview feedback was fair and accurate? Why or Why not?
8. Changes you anticipate regarding chapter operations? Actions you've put in place regarding chapter operations?
9. If you could change the Standards process (including the submission in December and interview in February), how would you change it and why?
10. If you could add anything to the standards document for next year, what would it be and why?
11. If you could delete anything from the standards document, because of its lack of relevance, what would it be and why?
12. Any additional points about the standards process that you would like to add?

Addendum #5:

Greek Community Standards of Excellence  
Evaluator Feedback  
4/19/13

Focus Group Discussion Questions

1. How clear of an understanding did you have of the Standards process when you were invited to serve as an evaluator?
2. How do you feel the evaluator training (or individual meeting if you could not attend training) prepared you for the chapter interviews?
3. How did you feel your role on campus either enhanced or detracted from your ability to provide appropriate feedback to the chapters you evaluated?
4. What suggestions would you provide to chapters for preparing their submissions for next year?
5. Did you feel as though the documents you were provided with for evaluations (i.e., the rubric, Greek report, feedback packet, etc.) were easy to understand?
6. What thoughts do you have about the interview format (e.g., 45-60 minute time frame, number of evaluators, number of chapter representatives, discussion of 4 standards and then personal questions, allowing evaluators to ask their own questions)?
7. Were there any general themes you saw across the chapters you interviewed in terms of strengths or weaknesses in the Greek community? What about a certain council?
8. What comments do you have about the different students you spoke to during the chapter interviews?
9. How did you feel about the feedback process? Were the documents provided and time frame appropriate for you to give thorough and encompassing feedback to each individual chapter?
10. What aspects of the process did you take into consideration while assigning scores to chapters?
11. Would you consider returning next year as an evaluator?
12. If you could change the Standards, how would you change it and why?
13. If you could add anything to the standards document for next year, what would it be and why?
14. If you could delete anything from the standards document, because of its lack of relevance, what would it be and why?
15. Any additional points about the standards process that you would like to add?

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Addendum #6:

IFC Fraternities	Critical & Constructive Thinking		Communciation		General & Specilized Knowledge		Personal & Social Responsibility		Overall Total		Combined	Breakdown Average
	Jeff	Haley	Jeff	Haley	Jeff	Haley	Jeff	Haley	Jeff	Haley		
Alpha Sigma Phi	3	3	3	3	3	2	2	2	11	10	21	2.625
Alpha Tau Omega	0	0	1	0	0	0	1	1	2	1	3	0.375
Delta Chi	2	2	2	2	2	2	2	2	8	8	16	2
Delta Tau Delta	2	2	2	2	3	3	1	2	8	9	17	2.125
Kappa Sigma	3	2	2	2	2	2	2	1	9	7	16	2
Lambda Chi Alpha	1	1	1	0.5	1	1.5	1	1	4	4	8	1
Phi Delta Theta	1	0	1	1	0	0	1	1	3	2	5	0.625
Phi Gamma Delta (Fiji)	0	1	0	1	1	1	0	1	1	4	5	0.625
Phi Kappa Psi	1	2	3	1	1	2	2	2	7	7	14	1.75
Pi Kappa Alpha	1	1	1	1	1	1	1	2	4	5	9	1.125
Pi Kappa Phi	1	2	2	2	1	1	0	1.5	4	6.5	10.5	1.3125
Sigma Alpha Epsilon	0	0	0	0	0	0	0	0	0	0	0	0
Sigma Nu	1	2	2	1.5	1	1.5	1	1	5	6	11	1.375
Sigma Phi Epsilon	2	1	2	2	2	2	2	1	8	6	14	1.75
Tau Kappa Epsilon	2	2	2	2	3	3	3	3	10	10	20	2.5
		1.367		1.500		1.433		1.350		5.650		1.413
<b>Panhellenic Sororities</b>												
Alpha Chi Omega	3	2	3	3	3	2	3	3	12	10	22	2.75
Alpha Omicron Pi	3	2	2	3	2	2	3	3	10	10	20	2.5
Alpha Phi	2	1	2	2	2	3	1	1	7	6	13	1.85714286
Alpha Xi Delta	2	2	2	2	1	2	1	1	6	7	13	1.625
Chi Omega	2	2	3	2	3	3	2	1	10	8	18	2.25
Delta Gamma	1	1	1	2	1	1	1	1	4	5	9	1.125
Delta Zeta	3	3	2	3	3	3	3	2	11	11	22	2.75
Gamma Phi Beta	1	3	1	2	1	3	1	2	4	10	14	1.75
Kappa Delta	2	3	3	3	3	3	2	2.5	10	11.5	21.5	2.6875
Kappa Kappa Gamma	1	2	1	3	0	2	1	2	3	9	12	1.5
Phi Mu	1	1	1	1	1	1	2	1	5	4	9	1.125
Pi Beta Phi	2	1	2	2	2	2	2	2	8	7	15	1.875
Sigma Kappa	1	1	2	0	2	0	1	1	6	2	8	1
		1.846		2.038		1.920		1.827		7.558		1.908
<b>NPHC Chapters</b>									0	0	0	0
Alpha Phi Alpha Fraternity, Inc.	0	0	0	0	0	0	1	1	1	1	2	0.25
Delta Sigma Theta Sorority, Inc.	3	3	2	2.5	3	3	2	1	10	9.5	19.5	2.4375
Phi Beta Sigma Fraternity, Inc.	2	1	1	1	1	1	2	2	6	5	11	1.375
Zeta Phi Beta Sorority, Inc.	0	0	2	2	0	1	0	1	2	4	6	0.75
Sigma Gamma Rho Sorority, Inc.	NA - Suspended from operating by HQ								#VALUE!	0	#VALUE!	0
		1.125		1.313		1.125		1.250		#####		1.203
<b>MGC Chapters</b>									0	0	0	0
Delta Lambda Phi	3	2	2	2	2	2	3	1	10	7	17	2.125
Delta Xi Phi Multicultural Sorority	1	0	1	1	0	1	2	1	4	3	7	0.875
Omega Phi Alpha Service Sorority	1	0	1	1	0	0	1	1	3	2	5	0.625
Phi Mu Alpha Sinfonia	1	2	1	2	3	2	2	1	7	7	14	1.75
Sigma Lambda Beta Fraternity, Inc.	NA - were late to interview; followed up w HQ; HQ determining status mo								#VALUE!	0	#VALUE!	0
Sigma Lambda Gamma Sorority, Inc.	1	1	2	2	1	1	0	0	4	4	8	1
		1.200		1.500		1.200		1.200		#####		1.275

Addendum #7:

IFC Fraternities	Academic Excellence	Civic Engagement	Leadership	Positive Relationships
Alpha Sigma Phi	3	2	3	2
Alpha Tau Omega	1	1	1	1
Delta Chi	2	2	3	2
Delta Tau Delta	1	1	2	1
Kappa Sigma	1	2	2	1
Lambda Chi Alpha	1	1	1	1
Phi Delta Theta	1	1	1	1
Phi Gamma Delta (Fiji)	2	1	1	1
Phi Kappa Psi	2	2	3	2
Pi Kappa Alpha	1	1	1	1
Pi Kappa Phi	1	2	1	1
Sigma Alpha Epsilon	0	0	0	0
Sigma Nu	2	1	2	1
Sigma Phi Epsilon	1	2	2	2
Tau Kappa Epsilon	2	3	3	3
	<b>1.33</b>	<b>1.47</b>	<b>1.73</b>	<b>1.33</b>
<b>Panhellenic Sororities</b>				
Alpha Chi Omega	2	2	3	2
Alpha Omicron Pi	3	3	2	2
Alpha Phi	1	2	2	2
Alpha Xi Delta	2	2	1	2
Chi Omega	2	2	3	2
Delta Gamma	1	1	2	2
Delta Zeta	3	3	3	3
Gamma Phi Beta	2	2	2	2
Kappa Delta	3	3	3	3
Kappa Kappa Gamma	2	2	1	2
Phi Mu	1	2	1	1
Pi Beta Phi	2	2	2	2
Sigma Kappa	2	2	2	2
	<b>2</b>	<b>2.15</b>	<b>2.08</b>	<b>2.08</b>

<b>NPHC Chapters</b>				
Alpha Phi Alpha Fraternity, Inc.	0	0	0	0
Delta Sigma Theta Sorority, Inc.	1	3	2	2
Phi Beta Sigma Fraternity, Inc.	1	3	2	2
Zeta Phi Beta Sorority, Inc.	0	2	1	1
Sigma Gamma Rho Sorority, Inc.	Suspended at the time and did not participate			
	0.5	2	1.25	1.25
<b>MGC Chapters</b>				
Delta Lambda Phi	2	2	3	2
Delta Xi Phi Multicultural Sorority	2	1	1	1
Omega Phi Alpha Service Sorority	1	2	1	1
Phi Mu Alpha Sinfonia	2	1	3	2
Sigma Lambda Beta Fraternity, Inc.	did not participate in the Standards process			
Sigma Lambda Gamma Sorority, Inc.	2	1	1	1
	1.8	1.4	1.8	1.4
<b>TOTALS</b>				
	AE	CE	L	PR
IFC	1.33	1.47	1.73	1.33
PHC	2	2.15	2.08	2.08
NPHC	0.5	2	1.25	1.25
MGC	1.8	1.4	1.8	1.4
<b>Total Averages</b>	1.4075	1.755	1.715	1.515