

2017-2018 Assessment Final Report

Department: Student Involvement & Leadership Center

SFL Impact Retreat Assessment

Introduction

Assessment Project Description

Initiated members of the Multicultural Greek Council and National Pan-Hellenic Council participated in our 2nd Annual SFL IMPACT retreat. This program will help us identify key themes and concepts in regards to social justice and gauge where our students current level of understanding is. Participants examined and discusses their individual/organizational privilege, and how to tackle issues of inequity within the Sorority/Fraternity community.

Service/Program Student Learning Outcome(s)

Students participating in SFL Impact Retreat will be able to...

- Identify at least one new concept centered around social justice
- Apply gained knowledge to effect change in their chapter
- Develop an action plan that highlights their individual commitment to create a more inclusive SFL community

Population/Sample:

9 members of MGC and 8 members of NPHC for a total of 17 KU students attended SFL Impact

Assessment Method(s):

To assess the program, we had the students complete an in-person questionnaire that asked the following questions:

- Which council are you a member of?
- What is (1) concept centered around social justice you learned?
- How will you apply this knowledge to your chapter?

2017-2018 Assessment Final Report

Department: Student Involvement & Leadership Center

Summary of Key Findings/Results

After reviewing the responses from the questionnaire, the results conclude that 100% of NPHC and MGC students were able to define concepts centered on social justice. Some examples included:

- “I learned that there are many identities that are considered a minority”
- “Intent vs impact- especially in terms of social justice that while you intend something it could impact someone differently”
- “I learned that KU is not very accommodating to non cis gender people”
- “I learned that none of this is made up! Listening to social justice 101 workshop has really opened my eyes and showed how messed up the system is”
- “A big concept I took away with me is intent vs impact. I hear this all the time but I really got into it with the presentations. This has helped me want to be more conscious of my interactions”
- “I have learned about rape culture and how it is associated with Greek life”
- “We can be a bystander in more cases than we expect. Therefore, being mindful and proactive is the first step to being a positive bystander”
- “I have learned about distract, direct and disrupt”
- “I learned about the need to make a change to the rape culture surrounding our environment and how that has impacted our lives growing up and throughout our educational years”
- “A concept centered around social justice I learned was about bystanders and how important they are to situations. Especially when we went over the active and non-active bystander”

Students were also able to articulate how they would apply the knowledge to themselves and to their chapters. They can be categorized into two categories: programming and action-oriented

Action-oriented (80%)

- “I will be more assertive on promoting the knowledge I have found here and encourage my fraternity to do the same. I will have people that are sober

2017-2018 Assessment Final Report

Department: Student Involvement & Leadership Center

monitoring the parties for suspicious activities. I will have to speak out more if I see anything suspicious”

- “By sharing all that I learned and by backing up my words with action. I want to set the standard on how to become aware of your surroundings in order to make a change”
- “I want to make sure all of my brothers can effectively spot out harassment and know how take care of the situation safely”
- “I want to bring back what I learned from SFL Impact back to the chapter. I want to share these statistics and knowledge with sisters during our chapter meeting. I am very thankful for having the opportunity to come here this weekend, not only did I learn more about the topic of social justice, I see the importance of my role and what I can do for the community”
- “I definitely feel more passionate after this weekend. I think after this weekend, I know how to stand up more and I’ll try my best to speak up when it’s needed. I think that I can confidently say that I will no longer be a passive bystander and that I will think critically about what’s going on around me”
- “Emphasize communication before and during events or incidents where potential crisis might occur; value through preparation; be flexible and proactive in cases of emergencies”

Programming (20%)

- “I would like for my chapter to talk more about sexual violence on campus by having an event of our own”
- “My chapter will have a chapter meeting about what we discussed here at the camp since two of the members from my chapter was not here. I also think it will be helpful to apply a social justice on campus, just so we can give more knowledge to people who are not aware of what the term means”
- “I hope to use this knowledge to share to my chapter and potentially take action on it as our philanthropy has some correlation to this social justice topic”

2017-2018 Assessment Final Report

Department: Student Involvement & Leadership Center

Conclusions

Impact of Assessment

Based off the results of the questionnaire it reflected that students gained a strong understanding of bystander intervention. I would find opportunities to incorporate more SAPEC related topics with the community moving forward.

Lessons Learned

Having the students complete the questionnaire at the end of the retreat prior to leaving helped ensure students completed it. Incorporating the programmatic component worked well for our students, being that they were able to collaborate, create and implement a new initiative on campus. Moving forward we will keep our format the same.