

2015-2016 Assessment Final Report

Department: Student Involvement & Leadership Center

Greek Advance 2016

Introduction

Assessment Project Description

To learn if Greek Advance curriculum meets our desired student learning outcomes. Post-retreat surveys sent via email in the first week of February. Retreat is only 24-hours in length so efficacy of dosage is relatively limited. The results will help determine need for additional interventions throughout the year and us to revise the curriculum for next year. The survey contained both Likert scale questions and open ended questions. Demographic data was collected on the front end, and questions were tailored to the specific retreat experience. Things like “After participating in Greek Advance I am more knowledgeable about inclusive practices and my role in creating a more inclusive Greek community.” As well as “Identify one way you will use the ideas, concepts, resources and/or relationships acquired at Greek advance?”

Service/Program Student Learning Outcome(s)

1. To create meaningful relationships between presidents and council officers across chapters and governing councils.
2. To examine organizational and community values and determine how we individually and collectively live these values.
3. To engage in dialogue about critical issues facing the entire Greek community.
4. To develop individual, chapter, council, and community-level action plans to address issues and build community.

Population/Sample:

Fraternity/sorority chapter presidents (48 16F/32 M) and Greek council officers (26).

Assessment Method(s): Post-retreat surveys sent through CampusLabs email in the first week of February.

Summary of Key Findings/Results

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Based on how they answered using a Likert scale, students Strongly Agreed or Agreed the most with the following questions:

After participating in Greek Advance:

- I have a better understanding of my personal, organizational, and community values (19/21)
- I recognize the importance of living my values and ritual and holding my peers to the same standard (19/21)
- I have a more aware of how diversity and social justice relate to leadership in a fraternity or sorority (18/21)
- I am more knowledgeable about inclusive practices and my role in creating a more inclusive Greek community (20/21)
- I have a better understanding of fraternities and sororities outside of my own governing council (20/21)
- I have a better understanding of my role as a leader in addressing critical issues facing the Greek community (18/21)
- I am more knowledgeable of strategies for addressing critical issues facing the Greek community (20/21)

Themes from the open ended questions:

1. Identify one way you will use the ideas, concepts, resources, and/or relationships acquired at Greek Advance. (19)
 - Said teaching about or educating on cultural competence to peers and members (4/19)
 - Creating or utilizing systems of accountability (3/19)
 - Building relationships, gaining support for and with other chapters and councils (10/19)
2. Name one reason why cultural competence is important to the success of your organization? (19)
 - “inclusion” helping members and non-members feel like they belong, are included, are supported, and heard (8/19)

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- “Awareness” understanding of a changing society, gaining life skills to be prepared to enter a diverse society, being under a microscope as Greeks and using our status for good, to breakdown walls with other councils, being of aware of issues people are facing (9/19)
3. Name a strategy that can help you effectively address critical issues facing the Greek community? (19)
- Relationships. Building relationships with council officers and other presidents, meeting with my members one on one who need to be held accountable (5/19)
 - Communication. Seek feedback, communicate across all levels of membership, create a team among my board, speaking openly and transparently (6/19)
 - Leadership. Being a role model, living values, getting to know my members (3/19)
4. Overall Evaluation of event (19)
- Greek Advance met my expectations: 1 disagree, 13 agree, 5 strongly agree
 - Greek Advance should happen again next year: 3 disagree, 7 agree, 9 strongly agree
 - I would recommend Greek Advance to my organizations incoming president next year: 2 strongly disagree, 7 agree, 8 strongly agree

Conclusions

Impact of Assessment

[How did you (or will you) use the results? Summarize the impact of the assessment project including initiative or steps you have undertaken or intend to undertake.]

Open responses to how this program contributed to participants’ success suggest the program succeeded in meeting several outcomes:

“I believe this program was a great networking opportunity for the individuals in our community. I was able to interact with people I may not have otherwise crossed paths with on campus. It showed me a new perspective on Greek life, and inspired me to aid our community in becoming more unified” (Outcome 1, Outcome 4).

“It challenged me but it helped me grow. The small group conversations helped a lot. It was effective and impactful” (Outcome 3).

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“I really enjoyed this event because it forced me out of my comfort zone. I'm not normally one to speak up, but it allowed me to think of ideas of my own and all the critical issues we face here on campus. It has contributed to my success as a student because I am more knowledgeable, I feel like more of a leader, and I feel more confident moving forward in my position. I am now more comfortable and aware of my goals moving forward” (Outcome 3, Outcome 4)

The results of this assessment suggest that the curriculum increased awareness of diversity within the Greek community and gains in cultural competency among the majority (84.7%) of respondents. This curriculum was added to the retreat this year and, based on these results should be retained for next year.

The assessment questions regarding the participants' ability to identify and address critical issues facing the community were favorable but show opportunity for improving the curriculum and program planning. Several participants noted a desire for “more time” to discuss issues and that the program was “tightly packed.” One potential solution for this issue would be to expand Greek Advance by one day. In doing so, the curriculum can be stretched out over two days and supplemental curriculum can be added.

Lessons Learned

Although responses for assessment questions related to Outcome 2 (examining organizational and community values) were positive, the number of responses that were neutral or in agreement but not in strong agreement suggest room for improvement. For next year's program, curriculum and instruction should be adjusted to better reach this intended outcome or the outcome should be changed.

Next year, more needs to be done to increase the response rate. Although we had a significant number of participants respond (31%), responses were not inclusive of all identities represented at the retreat. The response rate for participants that were people of color (4%) was extremely low. Despite having participants from National Pan-Hellenic Council and Multicultural Greek Council that identify as African American/Black, Hispanic/Latino/a, and Asian American/Pacific Islander, only one respondent of color responded (Asian American/Pacific Islander). As these students are in the minority at the retreat, it is vital that we find ways to assess their experiences and learning in the future.