

# 2019-2020 Assessment Final Report

Department: Sorority & Fraternity Life

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## Ignite KU Assessment

### Introduction

#### **Assessment Project Description**

The purpose of the project is to identify the key concepts students gained from participation in Ignite and their application of knowledge as leaders of the SFL Community.

#### **Service/Program Student Learning Outcome(s)**

Students participating in Ignite KU 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:**

Students participating in Ignite KU Retreat

#### **Assessment Method(s):**

##### Assessment Question:

Students will participate in an end of experience assessment question

“Now that you have participated in IGNITE KU, what is one new Social Justice Concept you have learned and how will you apply it to your chapter experience?” A basic rubric will be created to evaluate.

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### Summary of Key Findings/Results:

Students participating in Ignite KU Retreat will be able to...	Average Mean Score
Identify at least one new concept centered around social justice	2.26
Apply gained knowledge to effect change in their chapter	1.93
<b>Overall Score</b>	<b>2.09</b>

*1 = Needs Improvement, 2 = Meets Expectations, and 3 = Exceeds Expectations. (n = 27 students)*

- 96.3% of students were able to identify at least one new concept centered around social justice. Top three (3) response categories:
  - **Privilege (41.7%)**
    - “The biggest thing for me was looking at how much privilege I have even though I am apart of a marginalized group because of the council I am in. I also see what I need to do with that privilege to help others.”
    - “Thinking about my privileges and how I may neglect members of my chapter and community needs. This is like a wake-up call to stop sitting on it and be an accomplice.”
    - “I’ve learned about how necessary it is for those with privilege to educate themselves on social justice issues.”
    - “I have learned of privilege and how it manifests in our councils.”
  - **Personal Identities (25.0%)**
    - “How we don’t think about/forget/don’t know of the numerous other marginalized identities or privileges we hold/don’t hold.”

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- “Going beyond race in terms of marginalized identities and seeing that this needs to be addressed. SFL is exclusive to non-binary, trans, LGBT+, people who are not able bodied and many other identities.”
- “How identities play a huge role in shaping history.”
- **Language (16.7%)**
  - “Although I knew of ableist language, the concept of challenging and actively correcting myself was new. This was definitely something I needed to be reminded of and learn to do because now when I step back, I realize not only in social settings but also business settings, my chapter and its members do use ableist language.”
  - “I learned about how microaggressions can affect minority groups. Though questions may come from a good place, it is important to consider their reactions and feelings over yours.”
- 66.7% of students were able to articulate how they would apply gained knowledge to effect change in their chapters. Responses can be categorized into two categories: action-oriented and programming.
  - **Action-Oriented (76.2%)**
    - “I need to do more to go out of my way to be there for my marginalized sisters and friends. It’s not just enough to be there and be an ally. I will focus on sticking up for my sisters in situations they might not feel comfortable sticking up for themselves.”
    - After being at Ignite KU, one thing I want to bring back to my own chapter is being more aware of non-binary identities within my chapter and being able to have more real conversations about these topics with my sorority sisters.
    - “I plan to not only educate members, but also actively correct and challenge them while simultaneously encouraging them to do the same.”
    - “I want to bring back the education, but also make people critically think about it. And change the language we/I use. So, when we see/hear things said and done in my chapter/council I can correct them.”
    - “I intend on challenging the concepts of elitism, classism, sexism, etc. in my fraternity, and I am willing to apply that to educate my chapter.”
  - **Programming (23.8%)**
    - “I want to create a curriculum for my chapter to teach and implement change on [‘white social justice’ and real social justice].”
    - “I plan to continue this conversation in my chapter to open up the stigma regarding racism and identities. I hope to introduce committees and positions dedicated to continue educating women on how we impact others.”

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“After talking with people in my chapter [in attendance] we agreed we want to debrief more, work with relevant offices and bring a presentation to our chapter and continue programming to help inform people on how to do

### Conclusions

#### **Impact of Assessment:**

The assessment results affirm the belief that this education is critically needed to advance the SFL student population to a place where they are truly more aware and inclusive. The feedback provided by students and staff on site, and after the retreat affirmed that other formats for this education must be explored, as the IGNITE retreat should not be the place members are pushed to have critical conversations on social justice issues, many for the first time.

#### **Lessons Learned**

After several years of learning, reflection and attempted structural changes in order to hold this retreat it has become apparent that it is not the right format to offer this education for the SFL community. Harm is being caused to members with marginalized identities and members of privileged groups are shutting down when pushed. It is also clear when reading the assessment results that students want this education, and want to find ways to further educate their peers. SFL Staff, student leadership, campus partners and stakeholders need to work to develop new formats for education throughout the membership experience.