Final Assessment Plan Project

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Fraternity and Sorority Life Office
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Assessment Philosophy

Assessment is able to accomplish several aspects in higher education. These aspects include student-centered , teaching and learning, consumer/ reporting, and measurement. We believe the number one thing assessment should accomplish is understanding the students and their learning that is being assessed and the way to go about teaching them most effectively. Our group values student-centered learning and teaching. Student- centered specifically has a multitude of opportunities to reflect and engage in the content of courses. We value students as who they are and what their experiences entail. We prioritize getting to know our students, not *just* checking off boxes to meet the various requirements within assessment. We want to know what the students are learning and experiencing, going above and beyond the set standard.

Accomplishing this in assessment is important because it ensures the students and faculty are incorporated in the assessment process. This helps Higher Education Professionals make sure their assessment focus is not just on them. The focus needs to be shifted to ensure as professionals we push ourselves to better help those we are serving. Having more focus on the students will serve as a benefit in the classroom, and it will allow students to be more involved within the assessment process.

A focus on students and faculty helps make sure there is a continuous push towards improvement and accountability. If our focus is to better serve those around us, we will continue to do everything in our power to better understand the groups we work with to properly address their needs and meet them with the resources they need to improve into the best version of themselves through assessment. This continuous push will hold us accountable to take the proper steps to provide equity as well as to effectively promote an improvement. This leads to larger attention to detail and a more personalized approach to assessment.

A focus on student and faculty leads to a very ethical treatment of participants and data for a few different reasons. First, dealing with students and faculty makes data come to life because the assessment being done has a real impact on real people. Dealing with real people and thinking about their thoughts and feelings, allows for students and faculty, reflecting on a real human experience and to be more than a number. Each data set will tell a story about the students, staff, faculty, and process of assessment in higher education. As data collectors and assessors, we are given the opportunity to tell this story. This ensures through our assessment that we put a human lens on each piece of data and we approach it from a side of empathy to better ethically serve our stakeholders. Our stakeholders are the students, the staff, the faculty, and others involved in higher education.

Finally, there are a few ways we will deal with failure. It is understood when working with many different variables and many different people that sometimes data will not give researchers the desired outcome. As many know, there is no effort without error or shortcoming. As assessors, it is expected with continued effort that failure will happen. It is how a person pushes past failure where true results are made and where true character is built.

Looking at the aspects that assessment is able to accomplish, the importance of those accomplishments, accountability and continuous improvement, and failure, it is important to recognize that the core purpose of assessment is to look at real human experiences and how that applies to those in higher education. We will use our ethical code, as well as the other items listed above, as guiding principles in our assessment plan.

Kent State's Fraternity and Sorority Life's Description, Mission, Vision, Goals

Unit Description

The Fraternity and Sorority Life (FSL) office advises all 34 Greek-lettered organizations on the Kent State campus as well as The Kent State Integrated Greek Council (IGC), Kent State Panhellenic (Panhellenic), and The Kent State

Interfraternity Council (IFC). The office facilitates the recruiting of new members to the community and organizes and coordinates programming for the entire FSL community. The FSL office serves students and advisors in the FSL community through recruitment and programing planning efforts. They also serve prospective students to the community through creating and managing recruitment efforts. The office also advises FSL organization presidents to ensure organizations are running properly. The stakeholders for the office are fraternity and sorority life students, advisors, national headquarters, and alumni as well as the Center for Student Involvement (CSI). The office has two staff members and a graduate intern. Their office is located within the Leadership Center and the CSI office on the second floor of the student center. The leadership within the office has been the same for 5 plus years.

Unit Mission

"Fraternity and Sorority Life has been in existence on college and university campuses across our country for over 100 years. Their traditions and rich history are examples of the excellence and the contributions they make. Fraternity and Sorority Life is one of the many opportunities for INVOLVEMENT and GROWTH available for students at Kent State University. Many students develop LIFELONG FRIENDSHIPS through Fraternity and Sorority Life. And most important, you'll become a special part of the Kent State community – one that fits your interests and goals. In a sorority or fraternity, you can take part in COMMUNITY SERVICES, PHILANTHROPY, LEADERSHIP, ACADEMIC SUCCESS and much more.
Take time to EXPLORE our Fraternity and Sorority community here at Kent State University by visiting the websites of each of our communities below. Each site will give you information about each fraternity and sorority on campus and will lead you to a calendar of events held throughout the school year. We recommend that you ATTEND COMMUNITY EVENTS to get to know members of the Fraternity and Sorority community. A DECISION to "Go Greek" could be the right decision for you (Kent State University Fraternity and Sorority Life, 2022)"!

Unit Vision

"Fraternity and Sorority Life at Kent State University strives to be the best community in the country by encompassing a nurturing and inclusive environment for everyone to call home. We aim to emulate our five values: brotherhood/sisterhood, scholarship, philanthropy/service, leadership, and community. It is our goal to provide students with unique learning and social environments to enhance the collegiate experience by developing the leaders of tomorrow (Kent State University Fraternity and Sorority Life, 2022)."

Other Relevant Info (Unit)

"At Kent State University, we focus our efforts on promoting our five core values:
Scholarship, Philanthropy & Service, Brotherhood/Sisterhood, Leadership, Community (Kent State University Fraternity and Sorority Life, 2022)."

Mission, Vision, Goals of Hierarchical Units

Unit Name and Upward Divisional Reporting Structure

Fraternity & Sorority Life, Center of student involvement, Student Affairs, Kent State University

Kent State University Mission, Vision, Goals, Strategic Priorities

Mission: We transform lives and COMMUNITIES through the power of discovery, LEARNING and CREATIVE EXPRESSION in an INCLUSIVE environment ("Kent State University").
Vision: To be a COMMUNITY of CHANGE agents whose COLLECTIVE commitment to LEARNING sparks epic THINKING, MEANINGFUL voice, and invaluable outcomes to better our society ("Kent State University").
Goals/Strategic Priorities:
1. Students first: Provide an INCLUSIVE and ENGAGED living-LEARNING environment where all students thrive and graduate as informed citizens committed to a life of impact.
 Initiative 1.1: ENHANCE and expand student success PROGRAMS systemwide to improve retention and graduation rates
 Initiative 1. 2: Adopt a student ENGAGEMENT strategy that ENHANCES LEARNING through increased PARTICIPATION in high-impact experiences

Initiative 1. 3: Align the undergraduate EDUCATIONAL EXPERIENCE to focus on PURPOSEFUL and essential learning outcomes
Initiative 1. 4: Strengthen diversity and the cultural competence of students, faculty, and staff systemwide

2. A distinctive Kent State: Drive innovation, idea generation and national distinction through top-tier academic and research programs including the RECRUITMENT and SUPPORT of talented faculty and staff
Initiative 2.1: Build a culture of research and innovation
Initiative 2.2:Identify, communicate and enhance SUPPORT for prominent academic PROGRAMS
Initiative 2.3:Implement a "Great Place Initiative" that prioritizes attention to the diverse human element of the university
Initiative 2.4:Tell Kent State University's compelling story through execution of a national strategic communications plan

4. Regional impact: Serve as the innovative engine and ENGAGED partner to meet COMMUNITY NEEDS and ENHANCE QUALITY of life in the region and state
Initiative 4.1: Create a systemwide cross-sector educational partnership to strengthen the pre-kindergarten to postsecondary pipeline
Initiative 4.2: ENHANCE and ADVANCE, systemwide, UNIVERSITY/COMMUNITY engagement efforts
Initiative 4.3: Expand and align strategic corporate partnerships systemwide

5. Organizational stewardship: Ensure a culture of continuous IMPROVEMENT and the efficient STEWARDSHIP of UNIVERSITY RESOURCES and infrastructure
Initiative 5.1 Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff
Initiative 5.2: Build ALUMNI and PHILANTHROPIC engagement commensurate with national peer institutions
Initiative 5.3: Establish a culture of sustainability and continuous improvement." (Priorities and University-Level Initiatives, 2021)

Student Affairs Mission, Vision, Goals, Strategic Priorities

Mission: "The Division of Student Affairs intentionally DEVELOPS THE WHOLE STUDENT through transformational experiences. We passionately engage our diverse student population through QUALITY PROGRAMMING and RESOURCES that enhance the educational process to ensure student success. STUDENTS are the PRIORITY in the Division of Student Affairs. We PROVIDE students with the SKILLS NECESSARY to make a POSITIVE IMPACT in the world. Our staff creates an inclusive co-curricular experience that supports, challenges, and fosters an optimal learning experience. We offer an array of student organizations and LEADERSHIP opportunities ("Division of Student Affairs")."
Vision: N/A
Goals/Strategic Priorities:
1. At the Division of Student Affairs, our goal is to set the golden standard when it comes to TRANSFORMATIVE LEARNING EXPERIENCES. This not only serves as a springboard to immediate success, but in the future by way of EXPLORATION AND ENGAGEMENT.
2. Our mission purposefully develops the entire student through metamorphic experiences. We passionately engage our diverse student population through exceptional resources that do nothing but enhance the educational process which, in turn, ENSURES OPTIMUM STUDENT SUCCESS.
1. STUDENTS FIRST - Cultivate an exceptionally designed, inclusive and ENGAGING STUDENT
2. EXPERIENCE that taps into the intellectual, emotional, physical, and spiritual development of all students. ……

5. Regional Impact - PARTNER with LOCAL civic leaders to POSITIVELY ENGAGE STUDENTS within the community by way of area neighborhood activities and COMMUNITY SERVICE**.**
6. Organizational Stewardship - Sustain a culture committed to the CONSTANT IMPROVEMENT including professional standards review; PROMOTE CONTINUOUS STAFF DEVELOPMENT and fiscal responsibility while recruiting and retaining talented professionals ("Strategic Roadmap")."

Center for Student Involvement Mission, Vision, Goals, Strategic Priorities

Mission: "The Center for Student Involvement (CSI) FORSTERS STUDENT ENGAGEMENT through various INVOLVEMENT OPPORTUNITIES. In addition to providing FUN and diverse programming, we are dedicated to LEADERSHIP DEVELOPMENT through student organizations, Fraternity and Sorority Life, and Undergraduate Student Government. The experiences offered through the Center for Student Involvement will BROADEN your academic experience and ASSIST you LATER IN LIFE ("Center for Student Involvement").

Vision: "The Center for Student Involvement is here to help students GET INVOLVED outside of the the classroom. From events and student organizations to leadership development we have something to engage students almost every night of the week ("Center for Student Involvement")."

Goals/Strategic Priorities: N/A

Stakeholders

There are many different stakeholders who are interested in the success of Kent State Fraternity and Sorority Life. First of all, the first stakeholders to identify is the department of student affairs. This is because Fraternity and Sorority life fall under the umbrella of student affairs so they have a vested interest to see one of the departments below them succeed. The next stakeholder would be the Kent State Fraternity and Sorority Life Is national headquarters. These organizations want to see FSL succeed because without the office and without being recognized on campus they would be unable to function and continue providing service to their chapters on-campus. Also, the office of fraternity and sorority life gives them vital information to keep them informed on what is happening with their groups on campus. The next stakeholders are the students themselves that are involved in fraternity and sorority life. These students have a vested interest in the success of the office because they want to ensure their chapters can still be recognized. Also, the office makes rules and regulations to ensure their chapters can succeed within the campus. The last stakeholder with interest in the office is the institution itself. Kent State has an interest in fraternity and sorority life because FSL has tended to bring many negative news stories to campus. This makes Kent State have an interest in the office to ensure they are enforcing rules and regulations to ensure they do not become the next negative FSL story.

Unit Functions and Outcomes

Function 1) Programming

Professional full-time advisors organize and coordinate programming efforts with the various chapters on campus. This is done through one on one meetings with chapter presidents and providing workshops to help build programming skills and knowledge. The advisors also create programming with the three overarching councils: Panhellenic, IFC, IGC. This is done through engaging in group advising, workshops, one on one meetings with various positions, and outreach to other departments on the Kent State campus. This programming is done to help the community work towards achieving all the community pillars including scholarship, leadership, community, brotherhood/sisterhood, philanthropy, and services.

- OO1: Staff will create workshops and educational learning opportunity programs.
- OO2: Staff will advise and train students on university and fraternity and sorority life programming procedures.
- LO1: Students will CREATE programming for the fraternity and sorority life community. (CM)
- LO2: Students will CRITIQUE previous programming. (EP)
- LO3: Students will EXPLAIN the steps to make an effective program. (UP)
- CO1: Students' self-reported confidence with creating programs will increase.
- CO2: Satisfaction in programming in the FSL community will increase.

Function 2) Advising FSL organizations

Professional full-time advisors mentor chapter executive boards to assist in decision making, problem-solving, recruitment, philanthropy, service, brotherhood/sisterhood, and community building. This is done through one on

one with the chapter president and executive board members. The advisors facilitate goal setting with chapters and hold chapters accountable to said goals.

- OO1: Staff will ensure student organizations are following proper standards for FSL policies and rules.
- OO2: Staff will conduct outreach to student organizations to enhance student leadership.
- LO1: Students will be able to EXPLAIN FSL policies. (UP)
- LO2: Students will REFLECT on leadership styles. (EM)
- CO1: The number of policy violations by FSL organizations will decrease.
- CO2: Student confidence of leadership in FSL organizations will increase.

Function 3) Coordination/recruitment

Professional full-time advisors organize recruitment efforts for panhellenic chapters by creating a space to fairly recruit all eligible women. Professional full-time advisors oversee IFC chapters recruitment to ensure all chapters are correctly following rules and regulations. For the FSL community, they advertise recruitment to all unaffiliated men and women through the creation of flyers, social media posts, and email.

- OO1: Staff will plan and conduct sorority primary recruitment.
- OO2: Staff will ensure prospective members are eligible for recruitment
- LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)
- LO2: Students will CRITIQUE previous recruitment plans. (E, P)
- LO3: Students will CREATE a marketing strategy for their organization. (C, M)
- CO1: Amount of potential new members going through recruitment will increase.
- CO2: Students' satisfaction in the FSL community of the recruitment process will increase.

Data Collection Tools

Year-End Survey	
Associated Outcomes ● F1 OO1: Staff will create workshops and educational learning opportunity programs. ● F1 CO1: Students' self-reported confidence with creating programs will increase. ● F1 CO2: Satisfaction in programming in the FSL community will increase. ● F2 CO2: Student confidence of leadership in FSL organizations will increase. ● F3 CO2: Students' satisfaction in the FSL community of the recruitment process will increase.	
Collected From: Students **Collected by:** Staff	**When Analyzed:** Annually
Frequency of collection: Annually	**Data Type:** Indirect, Summative, Both
Source: Suskie, 2018, p. 269	**Appendix** A
Process/Approach: A staff member will send out a Qualtrics survey to all the FSL community at the end of the academic year. The survey will focus on confidence and satisfaction on a 1-10 scale within the student population with topics such as programming, leadership, and recruitment. The staff will also ask students open-ended questions about their experience. The survey will be sent to all undergraduate students in the FSL community, through their Kent State email. The survey will close at the end of the academic year, being sent out at the start of April. Responses will only ask for the chapter affiliation, it will not collect any full names. Chapters with 80% participation will receive a 10% discount on dues for one semester. **Tool Fit:** Surveys can be used to collect information about experiences and are usually indirect in nature (Suskie, 2018, p. 269). The survey will be beneficial as it can gather information about different aspects of both satisfaction and confidence, and it will serve to how many workshops are created by staff members for students. **Data Analysis:** Data will be collected at the end of an academic year. The student's responses from the 1-10 confidence and satisfaction scales will represent the level of confidence and satisfaction a student has within the FSL community. It will be compared to a mean score to all students in the FSL community. The open-text responses will be analyzed by looking at overall themes that are represented in the FSL community.	

Year-End Interview

Associated Outcomes
- F1 OO2: Staff will advise and train students on university and fraternity and sorority life programming procedures.
- F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)
- F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M).

Collected From: Students Collected by: Staff	When Analyzed: Annually
Frequency of collection: Annually	Data Type: Indirect, Both, Qualitative.
Source: Suskie, 2018, p. 268-269	Appendix B

Process/Approach: A staff member will sit in on a one-on-one interview with a student leader to discuss thoughts on advising, training, and recruitment. To recruit student leaders to complete an interview, we will ask chapter presidents and their executive board to participate. Staff will interview those who are willing to participate. Staff will attempt to recruit 15-20 student leaders to participate. Staff will listen to students' opinions on advising styles, as well as how to improve those styles. Staff will also ask open-ended questions. The staff will let students know it is a confidential interview, so students feel comfortable speaking their mind. Interviews will begin at the start of the semester and conclude at the end of the semester.

Tool Fit: Interviews can be used to collect information based on experiences and behaviors and are usually indirect in nature (Suskie, 2018, p. 268-269). The students will demonstrate the knowledge of procedures, marketing strategies, and formal recruitment plans.

Data Analysis: Data will be collected at the end of the academic year as interviews for fall and spring semester conclude. Data on the overall rating for recruitment will be scored to see students overall feel about it. Statements will be collected from the student and evaluated to find common themes to better improve recruitment Responses on questions related to advising and training will be analyzed for common themes and to determine aspects with which students were satisfied or dissatisfied.

FSL Test

Associated Outcomes
- F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)
- F2 OO1: Staff will ensure student organizations are following proper standards for FSL policies and rules.
- F2 LO1: Students will be able to EXPLAIN FSL policies. (UP)

Collected From: Students Collected by: Staff	When Analyzed: Annually
Frequency of collection: Annually	Data Type: Both, Summative, Quantitative.
Source: Suskie, 2018, p. 215- 229	Appendix C

Process/Approach: A staff member will conduct a test through Qualtrics at the end of the academic year. The test will be about how to make an effective program (F1 LO3) and the policies and rules within the community. The test will include multiple choice items for students to show their understanding of policies and end with short answer responses for explaining effective programs and FSL policies.

Tool Fit: Tests can have a variety of answers because the staff will have both open responses and multiple choice. The correct open response will be determined by the staff. Tests are usually quantitative in nature, that being said, tests can be used as tools to find both aspects of data as being done in this test (Suskie, 2018, p. 215-229). The FSL test will demonstrate the student's ability to explain steps for programming, ensure students know proper standards and policies, as well as be able to explain those policies.

Data Analysis: Data will be collected at the end of the academic year once the test is completed. Multiple choices will be scored through Qualtrics, and short answers will be scored by staff members on a list of terms and ideas that could possibly be the best answer for the question.

CAT: Focused Listing	

Associated Outcomes
    ● F1 LO1: Students will CREATE programming for the fraternity and sorority life community. (CM)
    ● F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)	

Collected From: Students **Collected by:** Staff	**When Analyzed:** Annually
Frequency of collection: Annually	**Data Types:** Indirect, Formative, Qualitative
Source: Center for Teaching (2022)	**Appendix** D

Process/Approach: A staff member will conduct a focused listing and ask student leaders to participate. The student leaders will be asked by staff to write on an index card at the end of the year at the year-end celebration. The focused listing will consist of 10 questions. The first 5 questions will relate to creating a program for the FSL community, and the second 5 questions will relate to explaining the steps of making programs for the FSL community. This will be given to both FSL leadership and chapter members who conduct programming within their respective chapters.

Tool Fit: Center for Teaching (2022) noted that focused listing can be used to generate class discussion, when lists are compared, they can form the best overall description of a topic (Center for Teaching, 2022). Using focused listing, students will demonstrate that they can explain and create programs.

Data Analysis: Data will be collected at the end of the academic year once the listing is completed. Staff will evaluate common themes and then discuss with all students after the listing is completed to talk about the common themes and their thoughts.

CAT: One Page Reflection	
Associated Outcomes ● F2 LO2: Students will REFLECT on leadership styles. (EM)	
Collected From: Students **Collected by:** Staff	**When Analyzed:** Annually
Frequency of collection: Annually	**Data Type:** Direct, Formative, Qualitative
Source: Center for Teaching (2022)	**Appendix** E

Process/Approach: Students will write a one-page paper reflecting on leadership styles they have learned about. This will be done at the end of the Fraternity and Sorority leadership retreat. This will be the final activity of the retreat.

Tool Fit: Center for Teaching said that the minute paper can gauge if students are gaining knowledge or not and are usually direct in nature (Center for Teaching, 2022). The one-page reflection will demonstrate that students are learning about leadership styles.

Data Analysis: Data will be collected at the end of the academic year once the reflection is completed. Staff will evaluate common themes and then discuss with all students after via zoom about the common themes and their thoughts and talk about how to engage these leadership styles.

Counts
Associated Outcomes

- F1 LO1: Students will CREATE programming for the fraternity and sorority life community. (CM)
- F1 OO1: Staff will create workshops and educational learning opportunity programs.
- F1 OO2: Staff will advise and train students on university and fraternity and sorority life programming procedures.
- F2 OO2: Staff will conduct outreach to student organizations to enhance student leadership.
- F2 CO1: The number of policy violations by FSL organizations will decrease.
- F3 CO1: Number of potential new members going through recruitment will increase.

Collected From: Staff Collected by: Staff	When Analyzed: Annually
Frequency of collection: 1x Semester	**Data Type:** Both, Summative, Quantitative
Source: Suskie, 2018, p. 306 & Eckert & Jenks Module 5 Video, 2022, 45:55	**Appendix** N/A

Process/Approach:
- Programs created (F1 OO1, D); This will include any workshop, social, or educational learning programs put on by staff for students in the FSL community.
- Training (F1 OO2, D); This will include student-related training given to students by staff members. These training sessions will include knowledge on the steps to create programs as well as information on the policies and procedures in the FSL community.
- Contacts per organization (F2 OO2 D); This will include the number of times a professional FSL staff member engages with a chapter through meetings or one-on-one throughout the year. This information will be stored in google drive.
- Policy violations year to year (F2 CO1 D); This will include any time a chapter violates or breaks a policy during the year and an incident report is filed to the office of fraternity and sorority life.
- New members year to year (F3 CO1 D); This will count all members that joined FSL during that semester recruitment process.
- New members year to year divided by newly enrolled students (F3 CO1 I); This will count all members that joined FSL during that year's recruitment process divided by any student that enrolled in Kent State that year.
- Students create programs (F1 LO1 D); This will include the number of programs students in the FSL community create on their own without staff help. A program can be any workshop, social, or educational learning event.

For all counts listed above, data will be stored in the designated FSL google drive. Data will be collected from and by staff at the end of each semester, and will be analyzed annually.

Tool Fit: Tallies are straightforward counts, and are usually direct (Suskie, 2018, p. 306). Gathering the number of programs that were held will demonstrate that workshops and other programming is happening. In lecture module 5, participation counts are used heavily in student affairs, it can be direct if the outcome involves an increase in count. (Eckert & Jenks, 2022, 45:55). Gathering the amount of new members will demonstrate if there is an increase in new members each year. Gathering the amount of policy violations year to year will be evidence for demonstrating that policy violations are decreasing. Gathering the amount of new member information and dividing the amount of new members by newly enrolled students will mitigate issues pertaining to general enrollment of the institution. Collecting the number of student programs will show that students are actually creating programs.

Data Analysis: Data will be collected at the end of each semester for programs (F1 OO1), trainings (F1 OO2), contacts (F2 OO2), policy violations (F2 CO1), new members and newly enrolled students (F3 CO1), as well as student created programs (F1 LO1) that occurred and the staff will compare data from semester to semester.

Meeting Minutes
Associated Outcomes

● F1 LO2: Students will CRITIQUE previous programming. (EP) ● F3 LO2: Students will CRITIQUE previous recruitment plans. (E, P)	
Collected From: Staff **Collected by:** Staff	**When Analyzed:** When Collected (Rotating Years)
Frequency of collection: After every council/ presidents meeting, Daily/ On-going	**Data Type:** Direct, Formative, Qualitative
Source: Suskie, 2018, p. 239, 261, 322-324, Eckert & Jenks, 2022, 45:33	**Appendix** N/A

Process/Approach: Staff will look at the meeting minutes from FSL president meetings and council meetings to ensure recruitment plans are being discussed and reviewed. The staff will be looking for minutes that critique and discuss programs that were put on throughout the year as well as recruitment put on the previous year. Data will be collected via google drive at the end of each meeting.

Tool Fit: Documents/logs are useful when looking to see the effectiveness of assessment practices, they show records of students meeting traits (Suskie, 2018, p. 322- 324). Work logs can be used as evidence of learning process, growth, and improvement (Suskie, 2018, p. 239). In lecture video 5 from Eckert & Jenks (2022), there is mention of document analysis being part of meeting minutes. Having meeting minutes will show how meetings are conducted and demonstrate that organizations are looking at previous recruitment and programming.

Data Analysis: Staff will use this data to pick out common critiques on recruitment events as well as programming events that happen through the years. They will then give that data back to students so next time the event is put on it can use those adjustments.

Critiquing Program Rubric	
Associated Outcomes ● F1 LO2: Students will CRITIQUE previous programming. (EP)	
Collected From: Students **Collected by:** Staff	**When Analyzed:** When staff attend programs
Frequency of collection: 1x Semester	**Data Type:** Direct, Formative, Both
Source: Suskie, 2018, p. 191	**Appendix** F

Process/Approach: Staff will critique FSL programming they put on the past year through a program rubric. This will help give students vital feedback on how their events went. The staff will use the rubric to give each student a rating on each aspect of the program, then they will leave comments on how to improve the event. The Staff will use this to evaluate any events they attend through the year. The feedback will be given to the student in charge of the event and will be asked to take feedback into consideration when their chapter puts the event on the following year.

Tool Fit: Rubrics are useful when faculty and staff need to make an overall judgment about the quality of work and rating scale rubrics show the frequency or quality of each trait that should be present (Suskie, 2018, p. 191). The rubric will show how students are using previous programming.

Data Analysis: Data will be collected via Qualtrics. Staff will select a scale of 1 to 4 and will give comment feedback on why the student received the rating they did and how they can improve the event. The staff will use the data from semester to semester to understand how well students are performing. The staff will also give students a chance to give feedback on their rubrics and use this information for future events the students put on.

Recruitment plan Rubric
Associated Outcomes   ● F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)   ● F3 LO2: Students will CRITIQUE previous recruitment plans. (E, P)   ● F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M)

Collected From: Students Collected by: Staff	When Analyzed: Annually
Frequency of collection: 1x Semester	Data Type: Direct, Formative, Quantitative
Source: Suskie, 2018, p. 190	Appendix G

Process/Approach: Students will self-evaluate through the checklist by going through each part to ensure they completed every aspect to have all the steps to create an effective recruitment. Once complete they will give the completed checklist to staff. Data will be collected via qualtrics.

Tool Fit: Checklist rubrics are useful to see if students have followed a procedure as well as to self-assess (Suskie, 2018, p. 190). The checklist will show that students did construct a recruitment plan, critique previous plans, and create marketing strategies.

Data Analysis: This gives staff the chance to observe which organization completed each aspect and which did not. This makes sure organizations are following each of the steps to an effective recruitment plan. It also lets students complete a self-evaluation of their chapters to ensure they complete each step of the recruitment process.

Logs

Associated Outcomes
- F2 OO1: Staff will ensure student organizations are following proper standards for FSL policies and rules.
- F3 OO1: Staff will plan and conduct sorority primary recruitment.
- F3 OO2: Staff will ensure prospective members are eligible for recruitment

Collected From: Staff Collected by: Staff	When Analyzed: Semesterly
Frequency of collection: 1x Semester	Data Type: Both, Summative, Qualitative
Source: Suskie, 2018, p. 322- 324, 239	Appendix N/A

Process/Approach:
- Policy Outline (F2 OO1, I) Staff will collect all of their policy materials regarding recruitment and punishment. Data will be collected via google drive. All significant changes should be highlighted so changes from semester to semester can be made very evident.
- Materials and Documents of Recruitment Occurring (F3 OO1, D); Staff will look at the written documentation as well as materials involved with recruitment to ensure that it is occurring. These documents can include what happened during recruitment, the recruitment schedule, recruitment notes, and chapters report. This will allow staff to fully understand how recruitment was carried out each year and if there were any differences over time. They will all be stored via google drive.
- List of Procedures for eligibility (F3 OO2, I) Staff will look at a list of the proper standards and procedures for FSL eligibility to accurately assess if students are eligible to participate in recruitment. This will ensure there are procedures being put in place to evaluate each member that joins the community.

Tool Fit: Work logs can be used as evidence of learning process, growth, and improvement (Suskie, 2018, p. 239). Collecting the policy outline is necessary to show proper standards for FSL policies and rules. Documents/logs are useful when looking to see the effectiveness of assessment practices, they show records of students meeting traits (Suskie, 2018, p. 322- 324).. These materials will show that recruitment is occurring, they will also be beneficial to ensure eligibility. .

Data Analysis: They will review the documents for changes from year to year. This will be done to show which policies changed and why they were changed throughout (F2 OO1, I). Data will be looked at during the end of semester. To observe if recruitment is occurring then observe to see the time and the number of days to see if any changes are occurring. This gives staff the chance to see which sets of dates and times occurred in the past and use those dates for the following year (F3 001, D). Data will be collected at the end of the semester via google drive. Staff will summarize any changes in the policies or any additions. (F3 OO2, I)

Semester End Focus Groups	

Associated Outcomes
    ● F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)
    ● F1 CO1: Students' self-reported confidence with creating programs will increase.
    ● F1 CO2: Satisfaction in programming in the FSL community will increase.
    ● F2 OO2: Staff will conduct outreach to student organizations to enhance student leadership.
    ● F2 LO2: Students will REFLECT on leadership styles. (EM)
    ● F2 CO2: Student confidence of leadership in FSL organizations will increase.
    ● F3 CO2: Students' satisfaction in the FSL community of the recruitment process will increase.	

Collected From: Students **Collected by:** Staff	**When Analyzed:** When Collected (Rotating Years)
Frequency of collection: 1x Semester	**Data Type:** Indirect, Summative, Qualitative
Source: Suskie, 2018, p. 268- 269	**Appendix H**

Process/Approach: Fraternity and sorority life staff will work with two focus groups, each split up between alumni and student leaders. Focus groups will have between 5-10 participants and will be purposefully composed based on experience and role. Students will be told this is a confidential discussion and none of their answers will be seen by anyone outside of the room besides FSL staff. Participants will be asked via email to participate.
    1. Staff: Description above explained how focus groups will be conducted, notes taken by the staff.
    2. Students: The participants involved will share ideas on programming, connection with the FSL office, and leadership styles.
 	
Tool Fit: Focus groups can be used to collect information based on experiences with a small group of people and are usually indirect in nature (Suskie, 2018, p. 268-269).
 	
Data Analysis: Data will be collected at the end of the focus group. Staff will evaluate notes and look for common themes for each topic. Staff will then evaluate the confidence and satisfaction based on responses each student gave for each topic.	

Plans

Data Review

        The data will be reviewed by the committee of FSL assessment. These are full-time staff members in the office that do data review on top of their responsibilities. This will be done in the summer months when they have time to dedicate to this. This will be divided by function for each staff member to review then they will come together with the outcomes of each function.

        The data for the survey will be collected from the responses of the survey. Within the survey each person responds with a 1-10 answer on their satisfaction and confidence. These numbers will be composed and put into bar charts to demonstrate overall satisfaction and confidence in the items the staff are looking for. They will also pull out common themes in open ended responses and type a short summary of common themes.

        For the year and interview and the focus group data will be collected after they occur. From each response staff will pick out common themes and make a chart showing how many times these common themes are mentioned as well as make a short summary of the common themes within each question. This will ensure the staff can understand the overall thinking of each of the students.

        The FSL test will be graded after completion. The test taking software will autograde the test and the staff will have the responsibility to grade the open-ended questions. Once the grading is complete staff will create a bar chart for all the students that participated. They will also compare fraternities versus sororities in this bar chart as well through a line.

The data for the focus listed will be collected after it finishes. The staff will create a chart to show how many times common words were used. This will show the common themes within the the focus list. For the one page reflection staff will read through each and pull out overall common themes in each then write a short summary describing what the common themes are.

The logs and meeting minutes will be reviewed by staff and they will put out common themes and important information from large portions of each. They will then write a small summary detailing all of these themes and ideas.

The counts will be reviewed in a few different ways. Staff will collect all the data from the various reports done through the year. They will then create a bar chart representing the data they collected versus the previous four years of data. This will show the changes that have occurred over the years. It will also give the staff the chances to compare the variables the staff is looking for.

The rubrics will be collected after they are finished. Once they are finished final scores from each will be talled. These final scores will be placed into a bar chart to show the overall scores of all students that year and will compare the amount of students that fell into each scoring category. This data could be compared year to year also.

Communication Plan

Addressing different aspects and techniques for discussing the evaluation results:

The staff in the FSL Office will hold committee time meetings post-summer months to reflect on the results of the data. To communicate these findings there will be a newsletter sent from the FSL office with the data findings, this will also state the date and location of an annual town hall meeting where the campus community will meet to discuss feedback, findings, as well as the purpose of the office. The findings will be compressed into an accessible document such as microsoft powerpoint where the audience will be able to effectively and efficiently review the results no matter their experience with assessment.

The document or powerpoint presentation will include data represented through charts or visuals. This will provide those with limited assessment knowledge with a way to fully contribute to the town hall meeting. The feedback received from this meeting will be discussed in a committee time held one week after the presentation.

Guiding process for sharing evaluation results:

There are several steps to ensure the committee will meet, the newsletter will be sent, the town hall will be conducted, and feedback will be received. The first step includes the responsibility of the Assistant Director of the FSL office to formally gather the staff within the committee, where an agenda will be formed prior to the meeting and sent to the staff to prepare. The newsletter will be conducted by the staff, where key components of benchmarking as well as communication with other institutions, and the data from the previous academic year will be addressed. The staff will be held accountable for this completion through the weekly meetings with the FSL Office as a whole, setting a timeline and dates for upcoming events. The location and time of the town hall meeting will be stated in the newsletter, and will be planned prior to the newsletter being sent to the community. Feedback will be received through the staff including suggestions, or concerns, in a document accessible to the office. The feedback will be addressed in the meeting in which is designated one week after the town hall meeting occuring. The Assistant Director and the staff will then create a timeline, as well as an action plan with considerations of the data and feedback.

Key staff:

The key staff will be the assistant directors of the FSL Office and the staff on the committee. This is because they have a very large hand in ensuring all aspects of the communication plan properly happens in the most efficient way. The inclusion of stakeholders, and the community will also have an immense impact on the office.

Communication Goals:

The goals of the communication within the Fraternity and Sorority Life Office is to ensure FSL staff, division of student affairs staff, and the FSL community is informed on the assessment occurring within the office to properly understand the reason changes are being implemented as well to the overall state of the community as a whole. Another goal the office has is to communicate effectively within the office itself. The Assistant Director, as well as the staff need to communicate effectively to ensure proper decision making and coordination is happening efficiently. This office also holds the goal to assist the office of student affairs to be more equipped to understand assessment within the lens of fraternity and sorority life, as well as a student affairs community as a whole to participate in assessment.

Target Audiences:

There is multiple target audience within the plan. The first audience will be the FSL staff, it needs to be made clear to them this assessment is important and it can be used to help improve the department as a whole. The next target is the division of student affairs, this plan will ensure the division of student affairs can see FSL is properly conducting assessment and takes a great deal of care doing so. This may influence other departments to do more. The main target audience is the FSL community because the goal is to get students this data so they can understand why changes and improvements are being made within the community. It is a great way for chapters to self assess their sleeves as well as the community as a whole. This understanding of the reason changes are being made with the data to back it will make chapters a lot less willing to argue when new decisions are made.

Culturally-Relevant Practices and Promoting Equity

There are a few ways this plan will work towards promoting equity and culturally-relevant practices. First of all, with the Kent State Greek community already having a strong foundation of an integrated Greek council, this plan can help further this push forward. This plan can identify specific struggles these groups face with programming, recruitment and staff support. This can help staff identify the support they need to give to ensure these groups can succeed to the best of their abilities. Integrated Greek councils have different recruitment processes and this data collection can help the university understand how to best serve their community with the process that at times can be confusing to those not directly involved. This can also be said about programming because many times these groups put on programming the rest of the community may not be as active as they should be in, the overall push in this plan to help improve student programming could help these groups improve attendance and bring in a diverse group of students. Lastly, it also helps give the staff more ideas they may have initially been missing from these groups.

This plan gives staff the opportunity to promote equity amongst the entire fraternity and sorority community, not just the predominantly white groups many think of when it comes to fraternity and sorority life. The data collected will lead to a stronger understanding of and inclusion of the historically black fraternity and sorority community as well as the latio communities because many times these groups can get lost within traditional conversation of Greek Life. This push for inclusion of these groups within the data ensures the whole community is being served not just the largest groups on campus.

Lastly, it is a hope this plan can help with unifying events within the community. There has been an active push within the community to unite all the councils and work together to improve overall diversity. This plan will help evaluate many of these events and programs to ensure they are actively working to bridge this gap within the community and serving the community in a way to promote diversity, equity and inclusion. The evaluation of the data of this event will ensure the Integrated Greek Council feels heard within the community and makes sure these groups feel the events are making a difference and positive efforts towards bringing their voice into the community as a whole.

Closing the Loop/Continuous Improvement

Reviewing Assessment Data

The Fraternity and Sorority Life Office will use data each year to seek improvement. The ways in which this will occur are reviewing data consistent with set timelines, and efficiently ensuring that the office is continuously up-to-date. The office and Assistant Director will provide a checklist each year to staff members to ensure that each aspect of the data is being reviewed. The office will be given roughly two weeks time during the summer months when the academic year is over to take time to reflect and evaluate the data they are presented with. Another two weeks will be designated in the same summer months by the office to benchmark and consistently communicate with other institutions and their findings for that year.

Discuss Findings

The Assistant Director will coordinate the review and assessment process. This entails the Assistant Director to conduct all assessments necessary, heading committees within FSL, being part of the assessment team at the institution, as well as holding the individuals within that office accountable towards the completion of the review. Findings will be discussed through multiple channels. After the two weeks to review, and the two weeks to benchmark in the summer months, the staff will be required to participate in a meeting to discuss the findings. The meeting will also include stakeholders and others involved for feedback. After this meeting, the Assistant Director will present these findings to the FSL community as well as the student affairs office. Once presented to the FSL

community, and the student affairs office, the Assistant Director is to receive feedback on these findings to initiate the next phase for continuous improvement.

Examining Whether Or Not To Implement Change

After receiving and reviewing feedback from the initial presentation, the Assistant Director will recognize common themes, weaknesses, or suggestions for improvement. There will be a committee meeting after this review, where items regarding common themes and weaknesses will be discussed. The staff will then consider the suggestions for improvement, as well as decide which changes will be necessary for the upcoming academic year. The staff will review changes in the previous year to evaluate if they were effective or not. This is necessary to complete to ensure improvements within the office.

Documentation

The process of reviewing assessment data, discussing findings, and examining whether or not to implement change will be documented. This will be through meeting minutes from the committee and FSL Office, spreadsheets that were used for benchmarking, the feedback forms from the FSL community and student affairs office, as well as ensuring that the checklists provided were completed. The changes that were implemented following the revision of data, will be documented within the FSL Office files to ensure that they will be accessible to the office and examined the next academic year.

Keep Assessing

The Assistant Director and the staff will reflect on both the achievements for the current academic year as well as set goals for the upcoming academic year. This will be necessary to keep assessing where improvement is needed within the office and FSL community.

Assessing the Assessment Process

did what you did go okay for you

Appendices

Glossary

Active member- A person who is currently affiliated and involved in the Greek lettered organization.

Advisor - a full-time staff member who oversees fraternity and sorority life

Affiliation/ Affiliated - A Lettered member of a Greek Lettered Organization is termed to be "affiliated" with the chapter.

Brother/Sister - Once a prospective member joins a Greek Lettered organization and becomes an affiliated member, the other members (including alumni of the chapter) are termed "brothers" or "sisters".

Chapter - A Greek lettered organization recognized by Kent State University

FSL - The abbreviated version of Fraternity and Sorority Life

Interfraternity Council (IFC) - is the governing body of the national fraternities on campus

Integrated Greek Council (IGC) - is an umbrella council for a coalition of the National Pan-Hellenic Council (NPHC) established in 1930 and the National Association of Latino Fraternal Organizations

Member - A person who is affiliated with a Greek lettered organization, can also be an alumni.

Prospective member - A person that could potentially join a Greek lettered organization.

Panhellenic Council - is the governing body of the sororities on campus.

Recruitment - the process of which a prospective student joins a Greek-Lettered Organization.

Matrix: Mission/Vision

Unit Function	Outcome (YOUR UNIT.)	College/Debt. (Next Level Up)	Division/Campus (Level Up)	Institution (Top Level)
Function 1	Staff will facilitate the creation of workshops, philathorphy and educational learning opportunity programs.	"FORSTERS STUDENT ENGAGEMENT through various INVOLVEMENT OPPORTUNITIES." (Mission) "BROADEN your academic experience and ASSIST you LATER IN LIFE" (Mission)	" QUALITY PROGRAMMING and RESOURCES that enhance the educational process to ensure student success. " (Mission) "STUDENT FIRST - Cultivate an exceptionally designed, inclusive and ENGAGING STUDENT"(Priorities 1).	"LEARNING and CREATIVE EXPRESSION in an INCLUSIVE environment"(mission). "Align the undergraduate EDUCATIONAL EXPERIENCE to focus on PURPOSEFUL and essential learning outcomes"(Priority 1, initiative 3). "PHILANTHROPIC engagement"(priority 5, initiative 2).
Function 1	Staff will advise and train students on correct university and fraternity and sorority life programing procedures.	"we are dedicated to LEADERSHIP DEVELOPMENT" (Mission)	"RESOURCES that enhance the educational process to ensure student success." (Mission) "We PROVIDE students with the SKILLS NECESSARY to make a POSITIVE IMPACT in the world." (Mission)	"ENHANCE and ADVANCE, systemwide, UNIVERSITY/COMMUNITY engagement efforts" (Priority 4, initiative 2). "the efficient STEWARDSHIP of UNIVERSITY RESOURCES" (Priority 5)
Function 1	Students will CREATE programming to serve the entire fraternity and sorority life community. (CM)	"FORSTERS STUDENT ENGAGEMENT through various INVOLVEMENT OPPORTUNITIES." "In addition to providing FUN and diverse programming" (Mission)	"We offer an array of student organizations and LEADERSHIP opportunities" (Mission) " by way of EXPLORATION AND ENGAGEMENT." (Goal 2) sustain a culture committed to the CONSTANT IMPROVEMENT (Priorities 6)	"LEARNING and CREATIVE EXPRESSION in an INCLUSIVE environment" (mission). "ENGAGEMENT strategy that ENHANCES LEARNING through increased PARTICIPATION"

				(Priority 1, initiative 2). "Build ALUMNI and PHILANTHROPIC engagement" (Priority 5, initiative 2).
Function 1	Students will CRITIQUE the previous programming put on in the fraternity and sorority life community. (EP)	"BROADEN your academic experience and ASSIST you LATER IN LIFE" (Mission)	"Sustain a culture committed to the CONSTANT IMPROVEMENT ." (Goal 6)	"commitment to LEARNING sparks epic THINKING, MEANINGFUL voice and invaluable outcomes to better our society" (vision). "Establish a culture of sustainability and continuous improvement" (priority 5, initiative 3).
Function 1	Students will EXPLAIN the steps to properly make an effective program for the fraternity and sorority life community. (UP)		"We passionately engage our diverse student population through QUALITY PROGRAMMING" (Misson) We PROVIDE students with the SKILLS NECESSARY to make a POSITIVE IMPACT (Mission)	"Identify, communicate and enhance SUPPORT for prominent academic PROGRAMS" (Priority 2)"INCLUSIVE and ENGAGED living-LEARNING environment where all students thrive" (Priority 1).
Function 1	Students' confidence with creating programs will increase.	"we are dedicated to LEADERSHIP DEVELOPMENT " (Mission)	"DEVELOPS THE WHOLE STUDENT through transformational experiences." (Mission) "Our mission purposefully develops the entire student through metamorphic experiences" (Goal 1)	"We transform lives and COMMUNITIES through the power of discovery, LEARNING and CREATIVE EXPRESSION in an INCLUSIVE environment" (mission).
Function 1	Effectiveness in programming in the FSL community will increase.	"to help students GET INVOLVED outside of the the classroom" (Vision)	"We passionately engage our diverse student population through QUALITY PROGRAMMING and RESOURCES that enhance the educational process to ensure student success. STUDENTS are the PRIORITY" (Mission) "STUDENTS FIRST - Cultivate an exceptionally designed,	"To be a COMMUNITY of CHANGE agents whose COLLECTIVE commitment to LEARNING sparks epic THINKING, MEANINGFUL voice and invaluable outcomes to better our society" (vision). "ENGAGED partner to meet COMMUNITY NEEDS and ENHANCE QUALITY of life" (priority

			inclusive and ENGAGING STUDENT" (Priorities 1)	4). "Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff" (Priority 5, initiative 1)
Function 2	Staff will ensure organizations are following proper FSL policies and rules.	Click here to enter text.	"Our staff creates an inclusive co-curricular experience that supports, challenges and fosters an optimal learning experience. " (Mission)	" Provide an INCLUSIVE and ENGAGED living-LEARNING environment where all students thrive and graduate as informed citizens committed to a life of impact" (priority 1)
Function 2	Staff will conduct outreach to organization's presidents and advisors to have one on one meetings and enhance student leadership.	"we are dedicated to LEADERSHIP DEVELOPMENT" (mission) "will BROADEN your academic experience and ASSIST you LATER IN LIFE " (Mission)	"We PROVIDE students with the SKILLS NECESSARY to make a POSITIVE IMPACT in the world." "We offer an array of student organizations and LEADERSHIP opportunities" (Mission)	"Identify, communicate and enhance SUPPORT " (Priority 2, initiative 2). "ENHANCE and ADVANCE, systemwide, UNIVERSITY/COMMUNITY engagement efforts" (priority 4, initiative 2).
Function 2	Students will EXPLAIN leadership qualities. (UP)	" we are dedicated to LEADERSHIP DEVELOPMENT" (Mission)	"We offer an array of student organizations and LEADERSHIP opportunities " (Mission)	"Align the undergraduate EDUCATIONAL EXPERIENCE to focus on PURPOSEFUL and essential learning outcomes" (priority 1, initiative 3)
Function 2	Students will REFLECT on leadership styles. (EM)	"we are dedicated to LEADERSHIP DEVELOPMENT" (mission)	"EXPERIENCE that taps into the intellectual, emotional, physical and spiritual development of all students." (Priorities 2) " CONSTANT IMPROVEMENT" (Priorities 6)	"Adopt a student ENGAGEMENT strategy that ENHANCES LEARNING through increased PARTICIPATION in high-impact experiences' ' (priority 1, initiative 2). "Ensure a culture of continuous IMPROVEMENT" (priority 5)
Function 2				

Function 2	Students breaking policy in FSL organizations will decrease.	"BROADEN your academic experience and ASSIST you LATER IN LIFE" (Mission)	"PROVIDE students with the SKILLS NECESSARY to make a POSITIVE IMPACT in the world." (Mission)	"COLLECTIVE commitment to LEARNING sparks epic THINKING, MEANINGFUL voice and invaluable outcomes to better our society" (vision). "where all students thrive and graduate as informed citizens committed to a life of impact" (priority 1).
Function 2	Student leadership confidence in FSL organizations will increase.	"we are dedicated to LEADERSHIP DEVELOPMENT" (mission)	"STUDENTS FIRST - Cultivate an exceptionally designed, inclusive and ENGAGING STUDENT" (Priorities 1) "TRANSFORMATIVE LEARNING EXPERIENCES. This not only serves as a springboard to immediate success, but in the future by way of EXPLORATION AND ENGAGEMENT." (Goals 1)	"Adopt a student ENGAGEMENT strategy that ENHANCES LEARNING through increased PARTICIPATION in high-impact experiences" (priority 1, initiative 2). "Ensure a culture of continuous IMPROVEMENT" (priority 5) "Build ALUMNI and PHILANTHROPIC engagement"(priority 5, initiative 2)
Function 3	Staff will conduct and plan sorority primary recruitment.	"here to help students GET INVOLVED outside of the classroom. " (Vision)	"QUALITY PROGRAMMING and RESOURCES" (Mission)	"Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff" (priority 5, initiative 1). "Establish a culture of sustainability and continuous improvement" (priority 5, initiative 3)
Function 3	Staff will conduct grade checks on prospective members to ensure recruitment eligibility is met.	"BROADEN your academic experience and ASSIST you LATER IN LIFE" (Mission)	"DEVELOPS THE WHOLE STUDENT " (Mission) "that supports, challenges and fosters an optimal learning experience." (Mission)	"RECRUITMENT and SUPPORT of talented faculty and staff" (priority 2). "Identify, communicate and enhance SUPPORT for prominent academic PROGRAMS " (Priority 2, initiative 2). "Ensure a culture of continuous IMPROVEMENT and

			the efficient STEWARDSHIP" (priority 5).
Function 3	Students will CONSTRUCT a formal recruitment plan. (A,P)	"FORSTERS STUDENT ENGAGEMENT through various INVOLVEMENT OPPORTUNITIES" (Mission)	"TRANSFORMATIVE LEARNING EXPERIENCES" (Goal 1) "EXPERIENCE that taps into the intellectual, emotional, physical and spiritual development of all students." (Priorities 2)	"Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff" (priority 5, initiative 1). "Establish a culture of sustainability and continuous improvement" (priority 5, initiative 3)
Function 3	Students will CRITIQUE previous recruitment plans. (E,P)	"we are dedicated to LEADERSHIP DEVELOPMENT" (Mission)	" committed to the CONSTANT IMPROVEMENT" (priorities 6)	"Ensure a culture of continuous IMPROVEMENT and the efficient STEWARDSHIP of UNIVERSITY" (priority 5).
Function 3	Students will CREATE a marketing strategy for their organization. (C,M)	"FORSTERS STUDENT ENGAGEMENT through various INVOLVEMENT OPPORTUNITIES" (Mission)	"DEVELOPS THE WHOLE STUDENT " (Mission) "that supports, challenges and fosters an optimal learning experience." (Mission)	"To be a COMMUNITY of CHANGE agents whose COLLECTIVE commitment to LEARNING sparks epic THINKING, MEANINGFUL voice and invaluable outcomes to better our society" (vision). "ENGAGED partner to meet COMMUNITY NEEDS and ENHANCE QUALITY of life" (priority 4). "Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff" (Priority 5, initiative 1)
Function 3	Amount of potential new members going through recruitment will increase.	"help students GET INVOLVED outside of the classroom." (Vision)	"EXPLORATION AND ENGAGEMENT." (Goal 1)	"Identify, communicate and enhance SUPPORT for prominent academic PROGRAMS" (Priority 2)"INCLUSIVE and ENGAGED living-LEARNING environment where all students thrive" (Priority 1).

Function 3	Students' satisfaction in the FSL community of the recruitment process will increase.	"help students GET INVOLVED outside of the the classroom" (Vision)	"QUALITY PROGRAMMING and RESOURCES" (Mission)	"We transform lives and COMMUNITIES through the power of discovery, LEARNING and CREATIVE EXPRESSION in an INCLUSIVE environment" (mission).

Matrix: Outcomes/Measures

Outcome	Count	Year-End Survey	Logs	Meeting Minutes Document	FSL Test	Year-End Interview	CAT	Critiquing Program / Recruitment Plan Rubric	Semester End Focus Group
(OK to overwrite) Collected From:	Staff	Students	Staff	Staff	Students	Students	Students	Students	Students
(OK to overwrite) Collected By:	Qualtrics/Google Forms Staff	Qualtrics/Google Forms Staff	Google Drive Staff	Google Drive/ Meeting Minutes Supervisor	Qualtrics/Google Forms Staff	Google Drive/ Meeting Minutes Staff	Qualtrics/ Google Forms Staff	Qualtrics Supervisor	Google Drive/ Meeting Minutes Staff
Frequency/Deployed:	1x Semester	Annually	1x Semester	After Every council/ president meeting (meeting minutes), Daily/Ongoing	Annually	Annually	Annually	1x Semester	1x Semester
When Analyzed:	Annually	Annually	1X Semester	Rotating Years	Annually	Annually	Annually	Annually	When Collected (rotating years)
F1 OO1:Staff will create workshops and educational	Number of Programs, D, QN	I, B							

learning opportunity programs.								
F1 OO2:Staff will advise and train students on university and fraternity and sorority life programming procedures.	Number of trainings, D, QN				I, QL			
F1 LO1: Students will CREATE programming for the fraternity and sorority life community. (CM)	Number of student-created programs, D, QN					I, QL		
F1 LO2: Students will CRITIQUE previous programming. (EP)			D, QL				Critiquing Program Rubric D, B	
F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)						I, QL		D, QL
F1 CO1: Students' self-reported confidence with creating programs will increase.		I, B						I, QL
F1 CO2: Satisfaction in programming in the FSL community will increase.		I, B						I, QL
F2 OO1: Staff will ensure student organizations are following proper standards for FSL policies and rules.			Policy outline, I, QL	I, B				

F2 OO2: Staff will conduct outreach to student organizations to enhance student leadership.	Number of contacts per org, D, QN							I, QL
F2 LO1: Students will be able to EXPLAIN FSL policies. (UP)					D, B			
F2 LO2: Students will REFLECT on leadership styles. (EM)							One-Page Reflection D, QL	I, QL
F2 CO1: The number of policy violations by FSL organizations will decrease.	Policy Violation year to year, D, QN							
F2 CO2: Student confidence of leadership in FSL organizations will increase.		I, B						I, QL
F3 OO1: Staff will plan and conduct sorority primary recruitment.			Recruitment Materials, D, QL					
F3 OO2: Staff will ensure prospective members are eligible for recruitment			list of procedures for eligibility, I, QL					
F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)						I, QL	Recruitment Plan Rubric (Checklist) D, QN	
F3 LO2: Students will CRITIQUE previous				D, QL			Recruitment Plan Rubric D, QN	

recruitment plans. (E, P)									
F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M)						I, QL		Recruitment Plan Rubric D, QN	
F3 CO1: Amount of potential new members going through recruitment will increase.	New Members year to year, D, QN & Number of new member/ number of newly enrolled students I,QN								
F3 CO2: Students' satisfaction in the FSL community of the recruitment process will increase.	I, B								I, QL

Tools

Appendix A - Year-End Survey

Associated Outcomes

- F1 OO1: Staff will create workshops and educational learning opportunity programs.
- F1 CO1: Students' self-reported confidence with creating programs will increase.
- F1 CO2: Satisfaction in programming in the FSL community will increase.
- F2 CO2: Student confidence of leadership in FSL organizations will increase.
- F3 CO2: Students' satisfaction in the FSL community of the recruitment process will increase.

Please respond to the questions below openly and honestly. All responses will be confidential and only shared with the FSL office.

Three demographic questions: (name, email, chapter affiliation)

1) On a scale from very dissatisfied to very satisfied, how satisfied are you from staff created workshops and educational learning opportunities? (F1 OO1) and scale (very dissatisfied, dissatisfied, neutral, satisfied, very satisfied)

2) How many workshops and educational learning opportunities put on by the office of student life have you attended? (F1 OO1) (Drop down numbers)

3) What is something you would want to see changed from staff created workshops and educational opportunities? (F1 OO1) (Open Text)

4) How confident are you in creating programming for the FSL community (F1 CO1) (Scale extremely not confident, somewhat not confident, neutral, somewhat confident, confident)

5) What programs have you created for the FSL community and how many programs did you create? (F1 CO1)

6) On a scale from very dissatisfied to very satisfied, how satisfied are you from the programming in the FSL community by both the FSL office and FSL chapters? (F1 CO2) scale (very dissatisfied, dissatisfied, neutral, satisfied, very satisfied)

7) How confident are you in the FSL leadership within the community? (F2 CO2) scale (Scale extremely not confident, somewhat not confident, neutral, somewhat confident, confident)

8) Why did you rate your confidence at this level and what is going well and what could be improved? (F2 CO2) (open text)

9) One a scale from very dissatisfied to very satisfied, how satisfied are you in the recruitment process for FSL? (F3 CO2) scale (very dissatisfied, dissatisfied, neutral, satisfied, very satisfied)

10) Is there anything you want to see changed within FSL Recruitment? Why? (F3 CO2) (Open text)

11) Do you feel your confidence in programming has improved each year you have been in the FSL Community (F1 CO1)

Appendix B- Year-End Interview

Associated Outcomes
- F1 OO2: Staff will advise and train students on university and fraternity and sorority life programming procedures.
- F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)
- F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M).

Instructions to respondent (I ask for the interview to be done in a one on one private setting. I ask for the person being interviewed to be kept confidential within the notes. I ask that the person interviewing be as open and honest as possible so the staff can get accurate feedback to improve the FSL community as a whole.)

1) How supported do you feel when creating programming by FSL Staff? In what ways do you feel supported when creating programming? (F1 OO2)

2) How prepared did the training make you feel? How could the staff improve? (F1 OO2)

3) What training did you receive for programming FSL events? (F1 OO2)

4) How prepared did the training make you feel? (F1 OO2)

5) What training did you wish you would have received for FSL programming? (F1 OO2)

6) How does your chapter start planning for recruitment? (F3 LO1)

7) What steps does your chapter do to make sure they are ready for recruitment? (F3 LO1)

7) What media do you use for recruitment? (F3 LO3)

8) Did you feel your advertising helped your chapter recruit better? (F3 LO3)

Appendix C - FSL Test

Associated Outcomes
- F1 OO2: Staff will advise and train students on university and fraternity and sorority life programming procedures.
- F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)
- F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M).

Demographic questions (name, email, chapter affiliation)

1) How do staff advise and train students?(F1 OO2)
- (Open Text)

2) Which are programming procedures? (Select all that apply) (F1 OO2)
- Creating an outline for the program
- Proposing a budget for the program
- Keeping receipts and documentation that the program occurred
- Tracking attendance at the program
- Ensure students are completing an exit survey
- Asking students what they want

3) What can you **not** do when creating programming? (Select all that apply) (F1 OO2)
- Have alcohol at an event
- Invite the whole community
- Fine chapters for not attending

4) What are the steps of making a formal recruitment plan? (Select all that apply) (F3/LO1)
- Market appropriate dates and times for potential new members to attend recruitment events
- Communicate recruitment process to designated council (IFC, IGC, Panhellenic)
- Ensure there is a location either approved by the FSL Office or on Kent Campus to hold recruitment
- Ensure all new members complete an affiliation agreement

5) What are marketing strategies for making a formal recruitment plan? (Select all that apply) (F3 LO3)
- Make flyers
- Go door to door asking students
- Slide flyers under doors in the resident halls
- Go to Kent State events
- Use social media

6) What are common mistakes when it comes to recruitment? (Select all that apply) (F3 LO1)
- Reaching out to a lot of students
- Recruiting through drinking and partying
- Force someone into FSL that is unsure
- Using Social media to recruit

Appendix D - Focused Listing

Associated Outcomes
- F1 LO1: Students will CREATE programming for the fraternity and sorority life community. (CM)
  - Prompt: What are effective programs or ideas for the FSL community?
- F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)
  - Prompt: What are things you have to do to create effective programming in the FSL community?

Appendix E - One-Page Reflection

Associated Outcomes
- F2 LO2: Students will REFLECT on leadership styles. (EM)

Students will be sent a test form on Canvas to fill out a one page reflection. Staff will ask the students to be open and honest so the staff can get feedback that can benefit the community in the future. This will help us build stronger leaders within the community and understand what leadership skills the staff need to build within our community.

Student prompt: Please write one page reflecting on your experiences in the Fraternity and Sorority Life Community. How have your experiences impacted your approach to leadership? What do you think are some ways you can improve within your leadership? What are your strengths in leadership?

Appendix F Critiquing Program Rubric

Associated Outcomes
- F1 LO2: Students will CRITIQUE previous programming. (EP)

Instructions to evaluator: Staff will look at each topic and give the program a score of 1 to 4 on each aspect. Staff will review the goal set by the FSL office for attendance prior to each event and the steps to making effective programming to properly evaluate each event. Staff will be aware of the budget given by the FSL Office, and will be given a written report after an event to provide evidence of how much money was spent. Provided in the written financial report, students will also provide details regarding satisfaction of the event. Staff will Total up the overall score for the program. After this the staff please leave comments explaining why you gave each score and how students can improve in the future. It is expected that students will use this feedback to critique future programming.

Exceptional 24-21, Proficient 20-15, Developing 14-10, Emerging 9-6

	Emerging (1)	Developing (2)	Proficient (3)	Exceptional (4)
Attendance of event (F1 LO2)	Number of participants did not meet the prior goal set by the FSL Office by 50% or more.	Number of participants missed the prior goal set by the FSL Office by 30% or less	Number of participants met the prior goal set by the FSL Office.	Number of participants exceeded the prior goal set by the FSL Office.
Marketing/ Outreach (F1 LO2)	Organizations did not market through channels efficiently and did not market any content.	Organizations marketed through channels somewhat efficiently and or provided some content.	Organizations marketed through channels efficiently and/or provided some content.	Organizations marketed programs efficiently with detailed content.

Preparation (F1 LO2)	No effective steps to programming were completed.	Some effective steps to programming were completed.	Most effective steps to programming were completed.	Organizations completed all effective steps to programming.
Theme/ Idea (F1 LO2)	The event did not align efficiently with the organization's intended purpose.	The event aligned some-what with the organization's intended purpose.	The event aligned efficiently with the organization's intended purpose.	The event aligned with the organization's intended purpose and added value to the overall purpose
Budgeting (F1 LO2)	The event used significantly more resources or money than the intended budget set by the FSL Office to make the event.	The event used slightly more resources or money than the intended budget set by the FSL Office to make the event.	The event used the intended budget set by the FSL Office to make the event.	The event used less resources or money than the intended budget set by the FSL Office to make the event and the event was carried out.
Program satisfaction (F1 LO2)	0-30% of participants were satisfied with the event after taking the exit survey	31% - 60% of participants were satisfied with the event after taking the exit survey	61% - 80% of participants were satisfied with the event after taking the exit survey	80% - 100% of participants were satisfied with the event after taking the exit survey

Appendix G - Recruitment Plan Rubric

Associated Outcomes
- F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)
- F3 LO2: Students will CRITIQUE previous recruitment plans. (E, P)
- F3 LO3: Students will CREATE a marketing strategy for their organization. (C, M)

Instructions to evaluator: Check if the organization did these things or not by receiving the material from each organization.

Evaluate using the documents provided by marking an "x" on completed portions. If the documentation was not provided mark an "x" on the column stating "no". If the documentation was provided though incomplete or missing items, mark an "x" on the column stating "Partial". If organizations provided complete documentation, mark an "x" on the column stating "yes".

A formal recruitment plan is an outline that a chapter provides prior to recruitment detailing steps to recruit, budgets, expectations, and planned events.

Chapters should submit a plan to the FSL office on how they will critique their previous formal recruitment plan to ensure their recruitment this year is done more efficiently.

A marketing strategy is a chapter's overall plan for reaching prospective new members to join the designated chapter as active members. A marketing strategy contains aspects of the chapter's values, brotherhood/sisterhood, scholarship, philanthropy, and social programming.

	No	Partial	Yes
Construct Formal Recruitment plan (F3 LO1)			
Organization critique previous recruitment plan prior to next recruitment (F3 LO2)			
Create marketing strategy (F3 LO3)			

Appendix H - Semester-End Focus Group

Associated Outcomes
- F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)
- F1 CO1: Students' self-reported confidence with creating programs will increase.
- F1 CO2: Satisfaction in programming in the FSL community will increase.
- F2 OO2: Staff will conduct outreach to student organizations to enhance student leadership.
- F2 LO2: Students will REFLECT on leadership styles. (EM)
- F2 CO2: Student confidence of leadership in FSL organizations will increase.
- F3 CO2: Students' satisfaction in the FSL community of the recruitment process will increase.

General Guidelines for Facilitators: Please record the sessions throughout and take notes on common themes you are noticing from question to question and common themes you saw throughout the entire process

Guidelines an Instructions for the Facilitators: Introduce yourself to the group and then have everyone in the group introduce who they are. After that, explain this is a focus group to better understand and improve the FSl community as a whole. This feedback is valuable to help us understand what needs to be changed and what is going well. Feel free to be open and honest in this space. I ask all participants not to share any of the responses outside of this room and I would like to inform you that only myself and the other FSL staff will see these notes and hear the recording. That being said, the staff will be recording the session and taking notes on the session to make sure the staff catch anything. Thank you all for participating and lets begin.

Prompts
1. EXPLAIN the steps to make an effective program in FSL? (F1 LO3)
2. How confident do you feel about creating programming? (F1 CO1)
3. Why do you have this level of confidence toward making programming?(F1 CO1)
4. How satisfied are you with the programming in the FSL community? (F1 CO2)
5. Why are you satisfied with FSL programming? (F1 CO2)
6. How satisfied are you with staff outreach to your organization's leadership and Why do you feel that way? (F2 OO2)
7. What is your leadership style and how has FSL helped it grow or challenged it? (F2 LO2)
8. What is your confidence in the leadership of the different FSL organizations and why do you feel that way? (F2 CO2)

9. How satisfied were you with the recruitment process and why do you feel this way? (F3 CO2)

Closing the session: After the session all FSL staff will debrief and note any common themes they picked out with each question and overall throughout the session and take notes of this.

(Fake) Sample of Findings

Outcome 1: (F1 OO2) Staff will advise and train students on university and fraternity and sorority life programming procedures.

Evidence Piece 1 FSL TEST
Survey question asking which are programming procedures? (Select all that apply) (F1 OO2)
- Creating an outline for the program
- Proposing a budget for the program
- Keeping receipts and documentation that the program occurred
- Tracking attendance at the program
- Ensure students are completing an exit survey
- Asking students what they want

75% of all students selected all correct answers that applied.
80% Selected at least 5 out of the 6 answers that applied.
83% Selected at least 4 out of the 6 answers that applied.
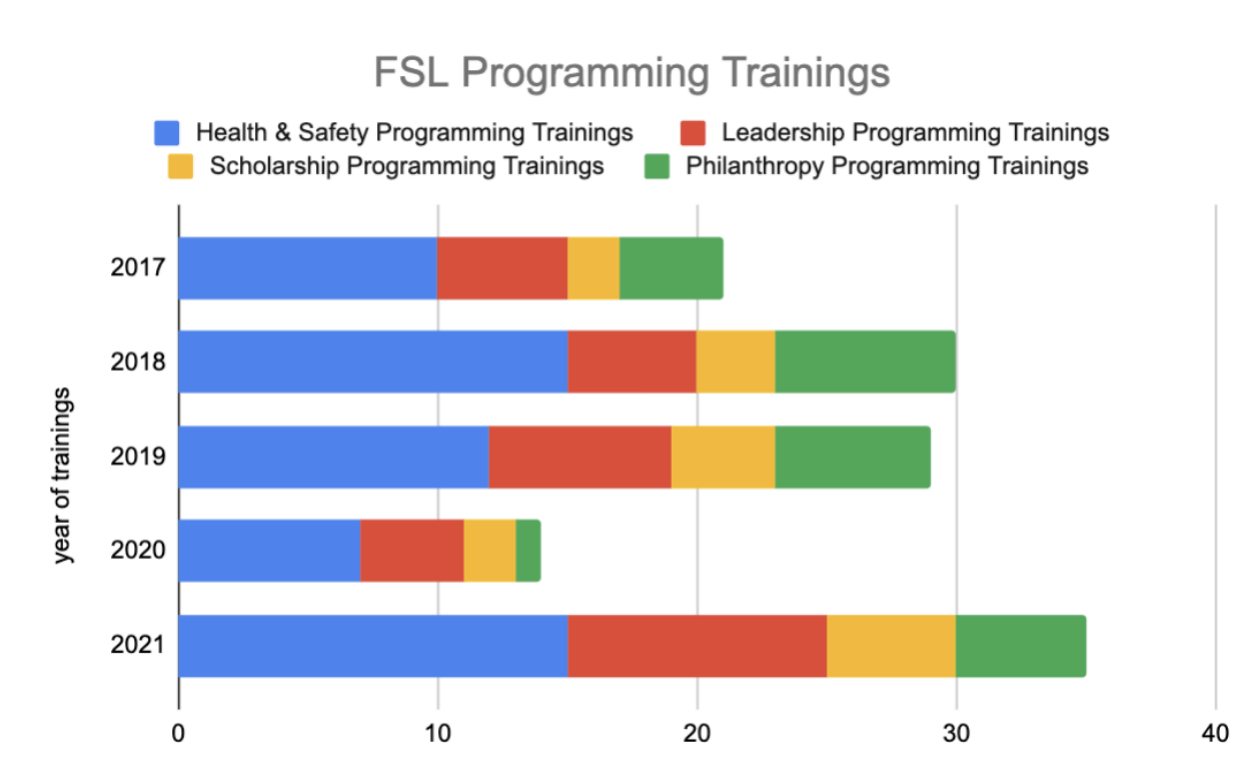87% Selected at least 3 out of the 6 answers that applied.
90% Selected at least 2 out of the 6 answers that applied.
99% Selected at least 1 out of the 6 answers that applied.

Evidence Piece 2 Count
Number of trainings

year of trainings	Health & Safety Programming Trainings	Leadership Programming Trainings	Scholarship Programming Trainings	Philanthropy Programming Trainings
2017	10	5	2	4
2018	15	5	3	7
2019	12	7	4	6
2020	7	4	2	1
2021	15	10	5	5

FSL Programming Trainings

**Outcome 2: F1 LO2: Students will CRITIQUE previous programming. (EP)**

Evidence Piece 3. Rubric
Average scores on the feedback of events

Number of programs	Exceptional 24-21	Proficient 20-15	Developing 14-10,	Emerging 9-6
2017	4	15	7	3
2018	6	12	4	5
2019	5	17	3	3
2020	1	4	2	2
2021	9	13	5	2

Critiquing Program Rubric

■ Exceptional 24-21   ■ Proficient 20-15   ■ Developing 14-10,   ■ Emerging 9-6

Number of programs
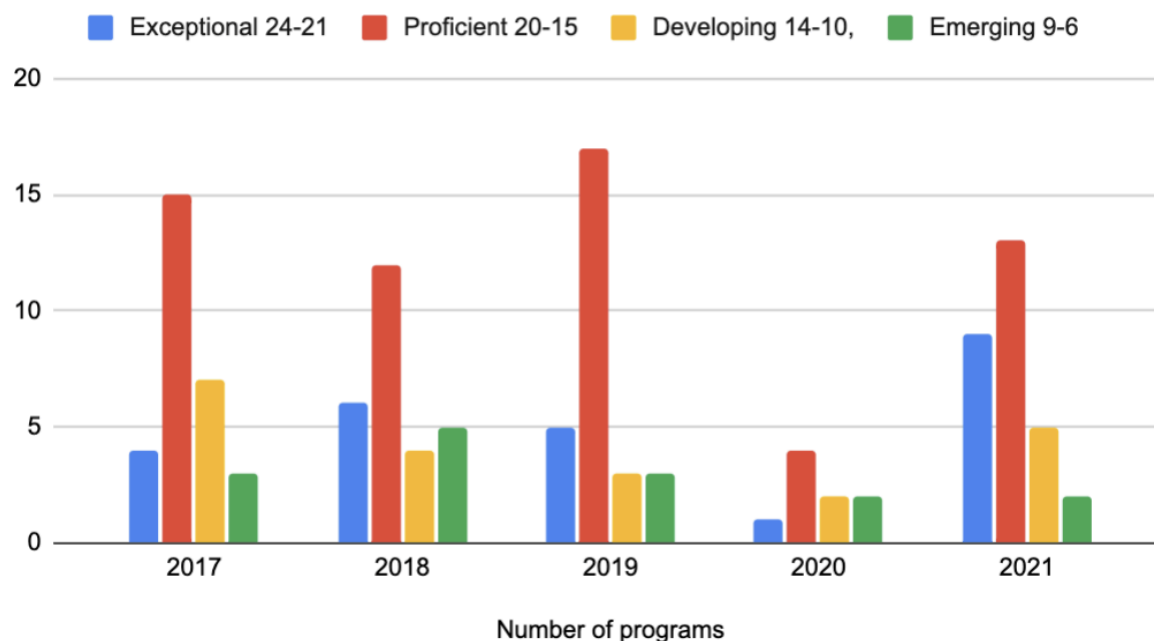
Evidence Piece 4.

This data is pulled from meeting minutes discussing a program.

- NOLR Update
  - What can we improve?
    - Next year schedule needs to be printed
    - Print the forms for participants to work on as a Chapter
    - Service event went well - cut down to a ½ hour or increase the number of blankets made
    - Different speaker topics - identify needs of participants better. Access after evaluation.
    - Find a better time for the Social; or do not start as early on Saturday to have a larger turnout.

  - What went well?
    - Everyone seemed to be engaged
    - Saw value in the retreat
    - Help established as point people for FSL
    - Learned more about issues about the Chapters
    - Everyone found the retreat to be beneficial and helpful
    - Appreciated the time to plan with individual Chapters and connections made with counterparts from each Chapter.
    - People who went to bowling really enjoyed it.
    - People liked the food.
    - Participants felt that the SLC staff was treating them well.

  - Things to consider/Change
    - Breaking up participants into groups to attend breakout sessions to meet their roles.

Outcome 3: F1 LO3: Students will EXPLAIN the steps to make an effective program. (UP)

Evidence Piece 5. - Focus Listing
Prompt: What are things you have to do to create effective programming in the FSL community?

Focus Listing Fall 2021

Number of times	Words/Common Themes
5	Plan
4	Budget
1	Invite people
3	Market
2	Set Goals
3	Set a date
1	Train people
2	Delegate
4	Pick location
2	Ask for feedback

Evidence piece 6. - Focus Group
1. EXPLAIN the steps to make an effective program in FSL? (F1 LO3)

Focus Group Fall 2021

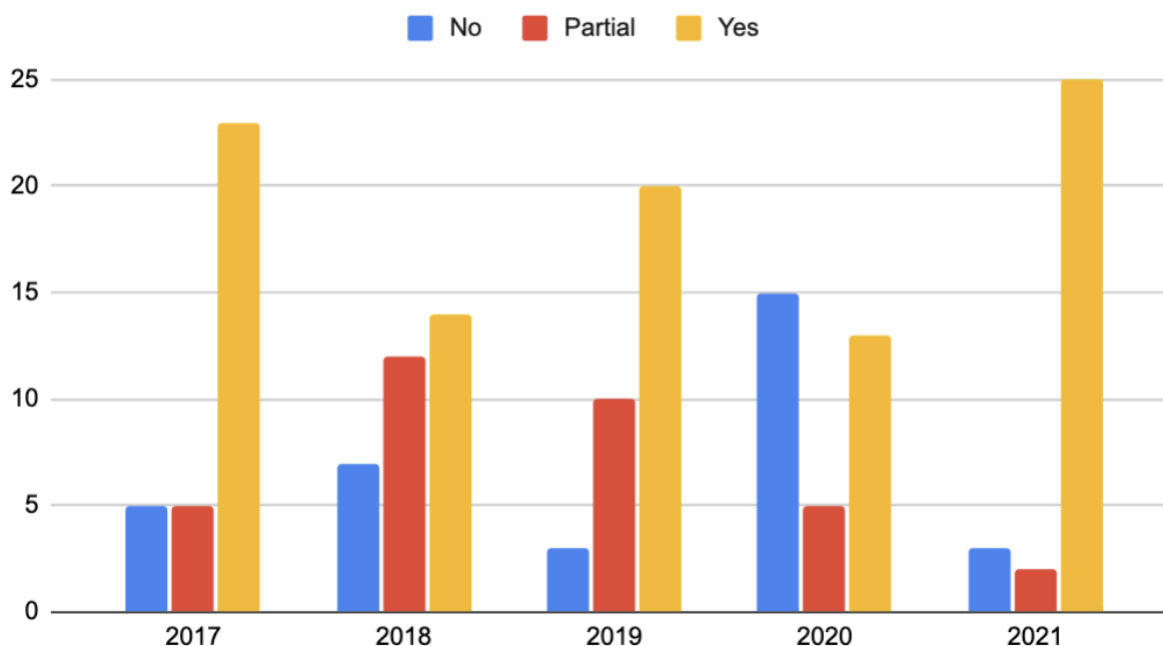| Number of times	Words/Common Themes
2	Marketing
5	Attendance
2	Chapter Participation
1	Budget
4	Planning/Timeline
1	Fun Events
2	Logistics
3	Social Media
4	COVID

Outcome 4: F3 LO1: Students will CONSTRUCT a formal recruitment plan for their own organizations. (A, P)

Evidence piece 7. - Recruitment Rubric

Construct Formal Recruitment plan	No	Partial	Yes

2017	5	5	23
2018	7	12	14
2019	3	10	20
2020	15	5	13
2021	3	2	25

Construct Formal Recruitment plan

Evidence piece 8. - Year End Interview
How does your chapter start planning for recruitment? (F3 LO1)

Number of times	Words/Common Themes
3	Marketing
4	Set Date
6	Set Location / Register Room
5	Budget
3	Planning/Timeline
1	Motivating Chapter
2	Brainstorming ideas
3	Set Goals
4	Tabling

Outcome 5: **F3 CO1: Amount of potential new members going through recruitment will increase.**

Evidence piece 9 - New Members year to year

	Number of new members	Sororities	Fraternities
2017	160	100	60
2018	200	130	70
2019	215	150	65
2020	100	70	30
2021	150	100	50

Number of new members per year
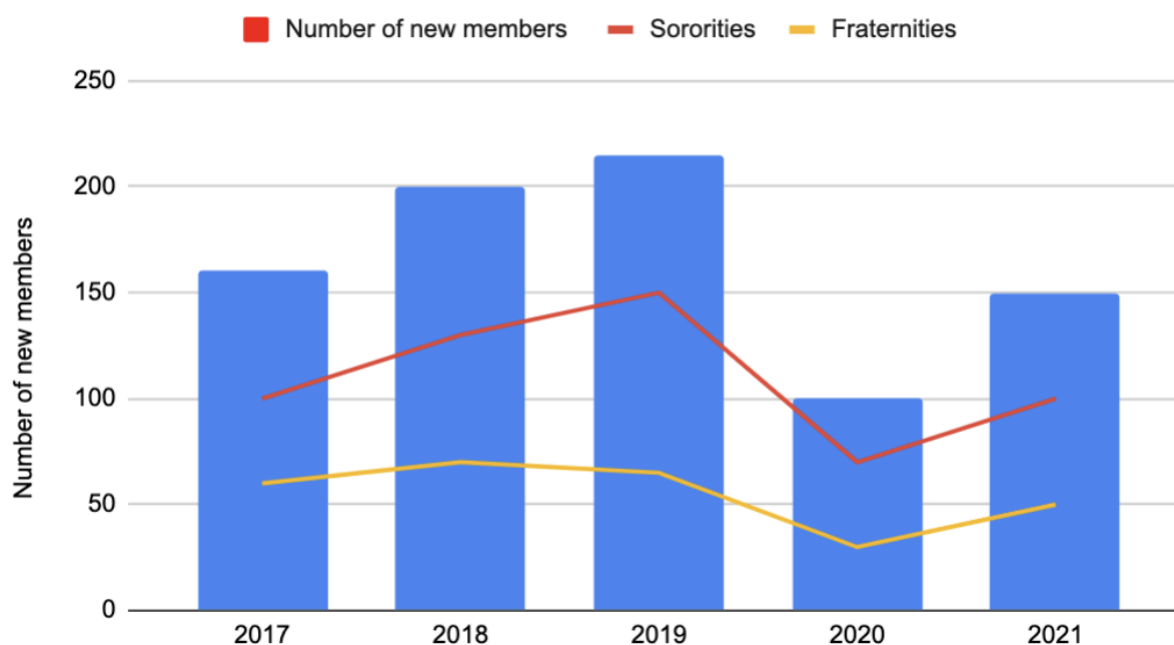
Evidence Piece 10 Number of new member/ number of newly enrolled students

	Number of new members	Newly enrolled students	New members/Enrolled students	Percent of new members / Enrolled Students
2017	160	45000	0.003555555556	0.3555555556%
2018	200	43020	0.004649000465	0.4649000465%
2019	215	38023	0.005654472293	0.5654472293%

| 2020 | 100 | 20140 | 0.004965243297 | 0.4965243297% |
| 2021 | 150 | 39200 | 0.003826530612 | 0.3826530612% |

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