Building a Culture of Assessment that Supports the Fraternity & Sorority Experience

Wednesday, May 29, 2019 from 2-3:30pm ET

Technical Difficulties?

• Attempt the alternate audio option provided
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Presenter Information & Introductions

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About The Program

• Learning Outcomes for Today's Program
  – Define key assessment terms
  – Identify sources of data available to you
  – Confidence in deciding what to measure and articulating how it matters
  – Identify stakeholders and who can support you
  – Identify steps to develop an assessment plan
What to Expect from Today's Program

- Lots of real-world examples
- Use the provided worksheet to think about how you'll apply this on your campus
- We will pause during the webinar for reflection or group discussion time

Assessment 101
Assessment Mindset

At its heart: organizational learning is core

Reflecting: observing the environment and oneself

Connecting: hypothesizing about possible reasons and solutions

Deciding: choosing a method to determine the best course of action

Doing: Performing your work with an experimental frame

(Love & Estanek, 2004)

What’s the difference between assessment and evaluation?
Assessment vs. Evaluation

- **Assessment** is the work of collecting the data
- **Assessment** asks: How effective is this?

- **Evaluation** is what we do with the data
- **Evaluation** asks: How can we be more effective at this?

Three Purposes

- **Accountability**
- **Problem solving**
- **Outcomes**

- **Fraternity/sorority recognition standards**
- **Changing alcohol consumption behaviors**

- Determining if students are learning intended outcomes from hazing education training

(Barber, 2015)
Assessment and evaluation are often seen as extra, but it is fundamental to the work we do.

- **Assessment efforts MUST:**
  - align with vision/goals/mission
  - contribute to strategic goals
  - have administrative support
  - involve partners
  - have dedicated resources
  - be ongoing
  - be open to new discovery
  - be tailored to the institution
  - result in response—no good if it sits on a shelf

(Love & Estanek, 2004)
Types of Assessment

- Programmatic
- Demographic
- Climate
- Effectiveness

Schlechty & Noblit (1982) suggest that being a good researcher means
- Making the obvious obvious
- Making the obvious dubious
- Making the hidden obvious

What are examples of questions about your work that fall into each of the three categories?
Deciding What to Measure and How to Measure It

What are your strategic goals?

- Existing Strategic Plans
  - Are you meeting goals?
  - What/are you comparing?
  - When do you reassess?
  - Do you have another organization or institution you can grow from/compare?
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• Creating Strategic Goals
  – Set Learning Outcomes as a division or department
  – Ask how you want students and community to develop (or change)
  – Tie to institution or umbrella department goals

Using Data to Assist with Advocacy

• Capturing bias-related data could lead to staffing or programming opportunities (CISI: Commitment to Interracial Social Interaction)
• Capturing demographic data could lead to understanding who is missing from programs and events (user statistics; compare across years)
• Utilizing an existing instrument (e.g., McMahon & Farmer, 2011; rape myth acceptance)
Discussion Questions to Participants

• How are students developing in their various identities?
• What student development theories do you engage with in your work?
• In what ways do you partner to better explore this area (e.g., IR office, student affairs academic program, divisional research teams/expectations)?

Results Based on Accountability

(Friedman, 2005)
Know and Address What You are Seeking to Measure

- promoted diverse ideas
- challenged our thinking
- advocated for our group
- was available for consultation
- served as a mentor

• UMD Advising Survey Example

Identifying Partners and Tools
Tools at Your Fingertips

Potential Stakeholders

• Institutional Research
• Alcohol Education
• Campus Police
• Student Conduct
• Foundation Team/Reports
• Leadership
• Student Activities
• Academic Advising
• Career Development
• Campus Registrar
• Umbrella Groups

Tools at Your Fingertips

Existing Assessments

• Fraternity and sorority experience survey
• National survey of student engagement
• CIRP Surveys
• CAS Standards
• Campus satisfaction or climate surveys
Real Life Example: WPI

Data visualization software

Tools at Your Fingertips

Which fraternity house had the most police calls?

The map below reflects all calls for service for each house over the past year, according to Lawrence police data. Hover on each location for more details.

Calls for service can include any call into dispatch, for any reason, and is not an indicator for the number of crimes that occurred on the property, nor the number of reports taken.
Discussion Time

• Who are the stakeholders you can partner with on your campus?

• What tools are available to you that you could use?

• What skills or expertise do you need and who can help you?

Putting Your Plan Into Action
Creating an action plan

What do you want to assess?

Is it measurable?

A case study looking at alcohol data from Dartmouth College

Discussion Time

1) What are your next steps to get started on assessment?

2) What are some helpful strategies you can share with the group that utilize best practices?

3) What are the barriers to assessment in your work? How can you overcome these?


Questions and Answers

Thank You for Participating