Frameworks for Assessment in Fraternity and Sorority Life:
Managing Processes with Limited Resources

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Who We Are

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What we hope to accomplish

✗ Contextualize assessment with limited resources
✗ Identify difference between assessment, evaluation and research.
✗ Assist participants in identifying areas for assessment and frameworks to assess them
✗ Identify strategies for participants to regularly collect data for assessment in their daily work
✗ Utilization of the CAS standards for Fraternity and Sorority Advising Programs (FSAP) in practice

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What do you want to know about your communities?

Share with a neighbor and we will share with the group or tweet #FSLAssessment

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What you are probably intentionally collecting

<table>
<thead>
<tr>
<th>Quantitative Data</th>
<th>Program Evaluations</th>
<th>Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Community Academic Information</td>
<td>✓ Program Satisfaction</td>
<td>✓ Student Satisfaction</td>
</tr>
<tr>
<td>✓ Service Hours Completed</td>
<td>✓ Student Satisfaction</td>
<td>✓ Resources Utilized</td>
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<tr>
<td>✓ Philanthropy Dollars Collected</td>
<td>✓ Program Recommendations</td>
<td>✓ Programming Topics</td>
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<td>✓ Membership Data</td>
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<td>✓ Recruitment Data</td>
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<td>✓ Retention Data</td>
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<td>✓ Graduation Rates</td>
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Definitions

Research
Proving something, such as a theory.

Evaluation
Measurement of specific programs, events, or interactions (Typically against some set of standards)

Assessment
Formal and informal collection of information and evidence to answer questions that help explain continuous improvement efforts.

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Definitions

Self-Assessment
Using data to make a determination about where you are as a program/service; typically against a set of standards.

Might include an external internal team

Program Review
Using Self-Assessment data from department effort
Must use an external internal team
May use external experts

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A vs. a
What you are unintentionally collecting

<table>
<thead>
<tr>
<th>Student Evolution</th>
<th>Community Trends</th>
<th>Committee Meetings</th>
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<tbody>
<tr>
<td>X Council Meetings</td>
<td>X Time of events</td>
<td>X University</td>
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<td>X Trainings</td>
<td>X Time of incidents</td>
<td>connections to the</td>
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<td>X Individual 1 on 1s</td>
<td>X Type of incidents</td>
<td>department</td>
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<td>X Skill developments</td>
<td>Town and gown</td>
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<td>information</td>
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<td></td>
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<td>X Community</td>
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<td>perception</td>
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Continuous Improvement

You’re collecting information anyway, so....

1. Ask questions about what you have learned in A and a assessment efforts can inform new approaches. Apply data in the now.
2. Consider the value of using a framework for good practice such as CAS.
3. Conduct a CAS self-assessment and program review process to identify gaps and strengths in the delivery of your F/S Advising Program.

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Applications for CAS Standards

- Design new programs and services
- Devise staff development
- Measure program and service effectiveness
- Conduct self-assessment and program review
- Guide strategic planning
- Focus time, energy, and resources
- Create and assess learning and development outcomes
CAS Standards

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy and Governance
CAS Standards

7. Diversity, Equity, and Access
8. Institutional & External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment

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The process can be easy

Step 1: Plan the Process

Step 2: Assemble and Educate the team

Step 3: Identify, Collect, and Review Evidence

Step 4: Conduct and Interpret Ratings Using Evaluated Evidence

Steps 2 and 3 can go back and forth

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The process can be easy

Step 1: Plan the process

Step 2: Develop an Action Plan

Step 3: Share a Report

Step 4: Close the loop and manage change

Step 5: Notice this is ongoing. Assessment is a cycle.

Step 6: Plan the process

Step 7: Notice this is ongoing. Assessment is a cycle.
Integration into our work
Create and Tweak

- Schedule Small Chunks of Time
- Utilize Technology
- Create Assessment Habits
Putting CAS to use

The mission of the Fraternity and Sorority Advising Programs (FSAP) is to promote the learning and development of students who affiliate with fraternities and sororities. FSAP must support the fraternity and sorority community in efforts to be a relevant and contributing part of the institution.

To accomplish its mission, FSAP must:
- promote the intellectual, physical, emotional, social, spiritual, ethical, civic, and career development of members;
- provide education and experience in interpersonal relationships, leadership, group dynamics, and organization development;
- promote member involvement in co-curricular activities;
- promote scholarship and participation in community service, service-learning, and philanthropic projects;
- engage an appreciation for differences and development of cross-cultural competencies;
- encourage leadership and encourage-learning experiences that occur as a result of a diverse fraternity and sorority community;
- advocate academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning;
- support member efforts to align actions with espoused organizational mission and values;
- collaborate with stakeholders, including undergraduate and graduate/senior members, faculty and other advisors, and organizational staff and volunteers, who support the mission.

FSAP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

**Required**

**Documentation**

Documentation for this section can be found at:

**Rating Scale**

1.1 The primary mission of the Fraternity and Sorority Advising Program (FSAP) is to promote the learning and development of students who affiliate with fraternities and sororities.
Who is part of the process?

Allies
- Staff
- Students
- Alumni
- External Stakeholders

Dissentors
CAS FSAP SAG Reviewer Interest

*Required

**Name**
Your answer

**Institution/Organization**
Your answer

**Preferred E-mail Address**
Your answer

**Preferred Phone Number**
Your answer

**Section Preferences**
Please rank your preferences for each of the sections:

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<tr>
<th>Mission</th>
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How I chose to build my team

- Four members per section
  - 1 Undergrad Student
  - 1 Grad Student
  - 1 Internal Stakeholder
  - 1 External Stakeholder
    - 48 total team members (4x12)
    - Can also combine some areas

- 4 sections per grad staff member as a liaison (3 grad staff x 4 sections)

- I served as overall facilitator

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Self Assessment Timeline

- July: neaten up data and solicit names for teams
- August/September: Team reachout
- Mid September: Internally finalize teams
- October 1: Send out link for teams to access the SAG form and evidence
- Teams have forms submitted 11:59pm the Sunday preceding Thanksgiving
- Thanksgiving week to AFA: Compiled data
- Week Between AFA and Holidays: Provided rough data to team
- February 1: Submit report to teams for edits by February 15
- March 1: Review and release reports with stakeholders
The information means nothing if you don’t do anything with it

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Program Reviews in Multi-Functional Areas

Special considerations include:

- Should the unit pick one set of CAS standards to use in the evaluation?
- Should each applicable set of CAS standards be evaluated separately? At the same time?
- Is there a way to merge the standards so one evaluation can be conducted?
- What logistical needs/special considerations need to be taken into account?
Strategies for MFA Program Reviews

- Least Rigorous
  - General Standard approach
- A la Carte approach
- Individual Standard approach
- Limited Comprehensive approach
- Most Rigorous
  - Comprehensive approach
Additional CAS Resources

Additional Presentations

Articles

Guides

Actual Standards
Thanks!

Any questions?

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