

**CAS**  
**Self-Assessment Guide**  
**Fraternity and Sorority Advising Programs**  
**June 2010**

Part 1. Mission

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
1.1 FSAP develops, disseminates, and regularly reviews its mission.	3
1.2 FSAP implements its mission.	4
1.3 The mission statement is consistent with that of the host institution.	3
1.4 The mission statement is consistent with professional standards.	3
1.5 FSAP incorporates learning and development outcome domains in the mission statement.	3
1.6 FSAP promotes academic and personal growth and development of affiliated students.	2
1.7 FSAP promotes the fraternity and sorority community as integral to the institution.	3
1.8 To accomplish its mission, FSAP must include:	
1.8.1 promotion of intellectual, social, spiritual, moral, civic, and career development and wellness of students	2
1.8.2 provision of education and experience in leadership, group dynamics, and organization development	2
1.8.3 promotion of student involvement in co-curricular activities	3
1.8.4 promotion of sponsorship of and participation in community service and philanthropic projects	2
1.8.5 promotion of an appreciation for different lifestyles including cultural and religious heritages	1
1.8.6 recognition and encouragement of the positive learning experiences that are possible in a fraternity and sorority community that has a diversified membership.	1

Part 1: Mission Overview Questions

A. What is the program mission?

**Greek Life promotes an atmosphere where chapters and individual member achieve academic success, exemplify leadership, give back to the campus and global communities, create bonds of brotherhood and sisterhood and support a healthy and culturally diverse environment.**

B. How does the mission embrace student learning and development?

**The Greek Life mission incorporates six of the nine student learning comes and developments embraced by the Office of Student Affairs.**

C. In what ways does the program mission complement the mission of the institution?

**The FASAP is directly influenced by the University mission statement because it reflects the University's concerns about academics, civic engagement and the global community.**

Part 2. Program

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
2.1 FSAP promotes student learning and development outcomes that are purposeful and holistic	4
2.2 FSAP promotes outcomes which prepare students for:	
2.2.1 satisfying and productive lifestyles	3
2.2.2 work	3
2.2.3 civic participation.	3
2.3 FSAP provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and developmental outcomes in space provided.	
2.3.1 knowledge acquisition, integration, construction, and application	2
2.3.2 cognitive complexity	2
2.3.3 intrapersonal development	2
2.3.4 interpersonal competence	2
2.3.5 humanitarianism and civic engagement	2
2.3.6 practical competence	2
2.4 FSAP articulates how it contributes to or supports student learning and development domains not specifically assessed.	2
2.5 FSAP explores possibilities for collaboration with faculty members and other colleagues	2
2.6 FSAP is:	
2.6.1 integrated into the life of the institution	4
2.6.2 intentional and coherent	2
2.6.3 guided by theories and knowledge of learning and development	2
2.6.4 reflective of developmental and demographic profiles of the student population	2
2.6.5 responsive to needs of individuals, diverse and special populations, and relevant constituencies.	4
2.7 FSAP includes the following elements:	
educational programming that enhances member knowledge, understanding, and competencies essential for academic success, personal development, and the exercise of leadership	2
2.7.2 educational programming that complements the academic curriculum	1
2.7.3 staff members who provide programs that encourage faculty, staff, and administrator involvement and interaction with students	2
2.7.4 social and recreational programming	4
2.7.5 opportunities for recognition by the institution	2
2.7.6 joint definition of their relationship by the institution and the fraternities and sororities in a statement that is formalized, documented, and disseminated.	2
2.7.7 educational programming that addresses aspects of the fraternity and sorority community that are currently or historically problematic to the institution	3
2.7.8 professional staff members who assist students to function productively within the institution and the understand fully the rights and responsibilities of individuals and groups	4

2.7.9	enforcement of applicable laws as well as institutional policies	4
2.7.10	advising chapters, their individual members, their officers, and their alumni regarding leadership roles and responsibilities.	2

Part 2. Program Overview Questions

A. What are the primary elements of the program?

**We directly advise all four councils which expand to advising and working with chapter advisors, National Offices, chapter student leadership and well as individual members as they seek to improve their Greek Communities.**

B. What evidence exists that confirms the contributions of the program to student learning and development?

**The steady increase of chapter grades while seeing an increase on reported service hours by both the chapters and the individuals. We are also experiencing a constant increase in the diversity of individual chapters. Finally we are seeing a market in the number of Greeks who are in leadership positions in other campus organizations including SAA, SGA, Jack Camp and Orientation who are being an asset not a detriment.**

C. What evidence is available to confirm achievement of program goals?

**The introduction of the Greek Standards Program is our method of capturing the data needed to confirm the success of our program goals.**

Part 3. Leadership

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
3.1 FSAP leaders:	
3.1.1 articulate a vision and mission for the program	1
3.1.2 set goals and objectives based on the needs of the population and desired student learning and development outcomes	2
3.1.3 advocate for the program	4
3.1.4 promote campus environments that provide meaningful opportunities for student learning, development, and integration	1
3.1.5 identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement	3
3.1.6 advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	3
3.1.7 initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area	2
3.1.8 apply effective practices to educational and administrative processes	3
3.1.9 prescribe and model ethical behavior	3
3.1.10 communicate effectively	3
3.1.11 manage financial resources, including planning, allocation, monitoring, and analysis	3
3.1.12 incorporate sustainability practices in the management and design of programs, services, and facilities	3
3.1.13 manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation	3
3.1.14 empower professional, support, and student staff to accept leadership opportunities	NR

3.1.15	encourage and support scholarly contribution to the profession	NR
3.1.16	integrate appropriate technologies into programs and services	3
3.1.17	know federal, state/provincial, and local laws relevant to the programs and services	4
3.1.18	ensure that staff members understand their responsibilities about laws and offer appropriate training	3
3.1.19	develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities	3
3.1.20	recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.	3

### Part 3. Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

**Through their formal education, collegiate experience, professional education opportunities and through on the job training and experience, our staff continues to grow in their positions.**

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

**For the most part the leaders have control of their area until a major issue occurs and then others step in to take control but still expect the leaders to solve the problem without knowing everything that is involved.**

C. How are program leaders accountable for their performance?

**Yearly performance reviews by supervisors, student constituencies and self reviews**

D. What leadership practices best describe program leaders?

**Both staff members model leadership practices desired: risk management, open communication, meeting management, conflict resolution, etc.**

### Part 4. Human Resources

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
4.1 FSAP is staffed adequately with personnel qualified to accomplish the mission and goals.	4
4.2 Procedures are in place for staff selection, training, and evaluation.	4
4.3 Expectations for supervision are set.	4
4.4 FSAP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	4
4.5 Professional staff members hold earned graduate or professional degrees in fields relevant to the positions held or possess an appropriate combination of educational credentials and related work experience.	4
4.6 Interns are qualified by enrollment in an appropriate field of study and by relevant experience.	NR
4.7 Interns are trained and supervised by professional staff holding credentials and related work experience appropriate for supervision.	NR
4.8 Student employees and volunteers:	
4.8.1 are carefully selected, trained, supervised, and evaluated	3
4.8.2 are educated on how and when to refer those in need of additional assistance to a qualified staff member	4

4.8.3	have access to a supervisor for assistance in making judgments	4
4.8.4	have clear and precise job descriptions, pre-service training, and continuing staff development	4
4.9	Employees and volunteers receive specific training on institutional policies and privacy laws regarding access to student records and other sensitive institutional information.	2
4.10	FSAP:	
4.10.1	has adequate technical and support staff to accomplish the mission	4
4.10.2	has adequate technical and support staff who are qualified to perform the job functions	4
4.10.2	requires professional and support staff to be knowledgeable about ethical and legal uses of technology	4
4.10.3	has training and resources to support performance of assigned professional and support staff responsibilities	4
4.11	FSAP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	4
4.12	FSAP:	
4.12.1	ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts	3
4.12.2	ensures that prevention efforts address identification of threatening conduct or behavior of students, faculty members, staff, and others	3
4.12.3	has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	3
4.13	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	2
4.14	Position descriptions for all staff members are maintained.	4
4.15	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.	4
4.16	Regular performance planning and evaluation of staff members are conducted.	4
4.17	FSAP provides access to continuing and advanced education and professional development opportunities, to keep staff abreast of research, theories, legislation, policies, and developments that affect fraternity and sorority advising.	2
4.18	The level of staffing of FSAP is evaluated regularly.	4

#### Part 4. Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

**To divide the four councils between the two staff in such a way that neither will have to supervise overlapping recruitments or events. Both staff members communicate daily to ensure that all councils are treated fairly and equally.**

B. In what ways are staff members' qualifications examined and their performance judged?

**Though the initial selection process: transcripts and interview, then through ongoing evaluations and yearly performance reviews.**

#### Part 5. Ethics

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
5.1 FSAP has a statement of ethical practice that is published and reviewed periodically.	4
5.2 FSAP staff members adhere to the principles of ethical behavior.	3
5.3 New staff members are oriented to the statement of ethical practice.	NR
5.4 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and statement of ethical practice.	3
5.5 Information contained in students' education records is never disclosed without written consent, except as allowed by law and institutional policy.	3
5.6 Information judged to be of an emergency nature is disclosed to appropriate authorities when an individual's safety or that of others is involved.	4
5.7 FSAP staff members:	
5.7.1 comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals	NR
5.7.2 avoid personal conflicts of interest or appearance thereof in transactions with students and others	3
5.7.3 ensure the fair, objective, and impartial treatment of all persons with whom they interact	4
5.7.4 ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies.	4
5.8 FSAP promotional information is accurate and free of deception.	2
5.9 FSAP staff members:	
5.9.1 perform assigned duties within the limits of training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	4
5.9.2 confront and otherwise hold accountable others who exhibit unethical behavior	4
5.9.3 practice ethical behavior in the use of technology	4
5.9.4 must be familiar with, adhere to, advocate for, and model relevant ethical standards in the field.	4
5.10 FSAP staff members demonstrate a high level of ethical conduct.	4
5.11 FSAP adopts a statement of ethics to:	
5.11.1 treat fairly all students who wish the affiliate	4
5.11.2 eliminate illegal discrimination associated with the selection of members	4
5.11.3 uphold applicable standards of conduct expressed by the institution and by the respective national or international organizations.	4

#### Part 5. Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

**We aspire to the ethical standards of AFA, NASPA, NACA, SEPC and AFLV**

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues?

**We adhere to the FERBA requirements and expectations**

C. How are ethical dilemmas and conflicts of interest managed?

**We have discussions with colleagues, supervisors and legal counsel.**

D. In what ways are staff members informed and supervised regarding ethical conduct?

Through policy updates and education on current laws, i.e.; FERBA and through yearly performance reviews

Part 6. Legal Responsibilities

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
6.1 FSAP staff members:	
6.1.1 are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.	4
6.1.2 inform users and officials of legal obligations and limitations associated with implementing the program.	4
6.2 FSAP has written policies on all relevant operations, transactions, or tasks that have legal implications.	NR
6.3 FSAP staff members:	
6.3.1 do not participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment	4
6.3.2 use reasonable and informed practices to limit the liability exposure of the institution and its personnel	4
6.3.3 are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	1
6.4 Legal advice is available to FSAP staff members as needed to carry out assigned responsibilities.	4
6.5 FSAP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	NR

Part 6. Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

**Academic Standards, Hazing, Event Risk Management and alcohol abuse.**

B. How are staff members instructed, advised, or assisted with legal concerns?

**Our department has open communication with the University legal counsel as well as the district attorney.**

Part 7. Equity and Access

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
7.1 FSAP provides services on a fair, equitable, and non-discriminatory basis.	3
7.2 The educational and work environment is free from discrimination on the basis of age, cultural heritage, disability, ethnicity, gender identify and expression, nationality, political affiliation, race, religious affiliation, sex, sexual orientation, economic / marital / social / veteran status, and any other bases included in local, state/provincial, or federal laws.	4
7.3 FSAP:	
7.3.1 provides remedies for imbalances in student participation and staffing patterns	3

7.3.2	ensures physical and program access for persons with disabilities	3
7.3.3	is responsive to the needs of all those served when establishing hours of operation and developing methods of delivery.	3
7.4	Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.	NR
7.5	FSAP advocates for the needs of specific under-represented populations.	2

#### Part 7. Equity and Access Overview Questions

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

**Through providing the same training, registration and basic expectations require of all student organizations, holding all Greek organizations to the same standards program and finally by working with their advisors, district level management and national offices to insure the chapters are adhering to their national expectation.**

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?

**The practice is to have both male and female staff to work with Greek Life. The desire is to have a diverse staff in as many as possible: age, sex, race and religion, etc.**

#### Part 8. Diversity

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
8.1 FSAP:	
8.1.1 nurtures environments that are welcoming to and bring together persons of diverse backgrounds	3
8.1.2 promotes an environment characterized by open communication that deepens understanding of identity, culture, and heritage	3
8.1.3 promotes respect for commonalities and differences in historical and cultural contexts	3
8.1.4 addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures	NR
8.1.5 enhances students' knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic society	2
8.1.6 provides educational efforts that focus on awareness of cultural, religious, sexual orientation, and gender identity differences.	ND
8.2 FSAP provides outreach to under-represented populations in membership recruitment activities.	NR

#### Part 8. Diversity Overview Questions

A. In what ways does the program nurture diversity?

**Through encouraging interaction of the chapters: Unity Step Show, All Greeks' Greek Week, and providing educational programs when money is available.**

B. How does the program serve the needs of diverse populations?

**By learning as much as possible about the methods used by the individual groups national office to insure save and prosperous chapter management. By acknowledging and embracing the differences while insuring fair expectations.**

#### Part 9. Organization and Management

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
9.1	FSAP is structured purposely.	4
9.2	FSAP is managed effectively.	3
9.3	Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	4
9.4	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.	NR
9.5	FSAP uses:	
9.5.1	comprehensive and accurate information for decisions and responds to changing conditions	3
9.5.2	clear sources and channels of authority	2
9.5.3	procedures for decision-making and conflict resolution	2
9.5.4	systems of accountability and evaluation	4
9.5.5	processes for recognition and award.	2
9.6	FSAP aligns policies and procedures with those of the institution and provides channels for regular review.	4
9.7	FSAP is organized to encourage positive relationships with students.	4

Part 9. Organization and Management Overview Questions

A. What are the institutional organization structures that define, enable, or restrain the program?

**Our department enables -- we do not prosecute any offenses. If a chapter chooses to break the rules, office works with the chapter and its advisors/national office to help the students make the correct choices when dealing with the Police and Office of Rights and Responsibilities.**

B. What protocols or processes are in place to ensure effective management of the program?

**Annual meetings with chapter consultants, annual discussions with the district or national offices, monthly discussions with the advisors as well as an annual meeting with all advisors.**

Part 10. Campus and External Relations

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
10.1	FSAP reaches out to relevant individuals, campus offices, and external agencies to:	
10.1.1	establish, maintain, and promote effective relations	3
10.1.2	disseminate information about its own and other related programs and services	3
10.1.3	coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.	2
10.2	FSAP has:	
10.2.1	procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3
10.2.2	systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	NR

10.2.3	procedures and guidelines consistent with institutional policy for communicating with the media.	4
10.3	Staff members seek out and use multiple opportunities for delivery of services and programs.	3
10.4	FSAP maintains effective contact with chapter national and international representatives.	4
10.5	FSAP maintains good working relationships with neighbors, merchants, and community leaders.	2
10.6	FSAP assists students in responsible community living.	2

Part 10. Campus and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

**We work with chapter presidents and other officers, National and regional offices, advisors UPD, the office of Rights and responsibilities, registrar's office, department of housing, leadership and volunteerism and the Office of Multiculturalism.**

B. What evidence confirms effective relationships with program constituents?

**Programs like the Unity Step Show, MLK day of service, President's Service award, AFA, AFLA and SEPC**

Part 11. Financial Resources

Fraternity and Sorority Advising Programs (FSAP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

FSAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

When any special institutional or fraternity and sorority funding or expenditure accounts are used, professional staff members should provide for the collection and disbursement of funds and follow the institution's accounting procedures.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
11.1 FSAP has adequate funding to accomplish its mission and goals.	2
11.2 FSAP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	4
11.3 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
11.3.1 establishing funding priorities	4
11.3.2 making significant changes.	2

Part 11. Financial Resources Overview Questions

A. What is the funding strategy for the program?

**The goal is to use the funds to positively improve all councils through diversity, education and social programming**

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

**We able to train 30% more leaders this year at our Greek Leaders Retreat as well provide funding for an academic training which reach almost 50% of our Greek membership.**

Part 12. Technology

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
12.1 FSAP has adequate technology to support its mission and goals.	4
12.2 Use of technology in the program complies with institutional policies and procedures and legal requirements.	4
12.3 FSAP addresses security and back up of data.	4
12.4 FSAP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.	NR
12.5 Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.	NR
12.6 FSAP provides access to:	
12.6.1 technology policies that are clear, easy to understand, and available to all students	NR
12.6.2 instruction or training on how to use the technology	4
12.6.3 information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.	1
12.7 Student violations of technology are addressed in student disciplinary procedures.	3
12.8 A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.	NR

#### Part 12. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

**Greek life does not own any technology though the individual umbrella groups of SFAPA and IFC do rent specific programs to aid in their recruitment and have a web presence.**

B. What evidence exists to confirm that technology is available for all who are served by the program?

**Rush SFAIFC and council websites are visited by current and future members, parents, national offices and alumni.**

#### Part 13. Facilities and Equipment

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
13.1 FSAP has adequate facilities and equipment to support its mission and goals.	2
13.2 FSAP facilities and equipment:	
13.2.1 are evaluated regularly	ND
13.2.2 are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	1
13.2.3 provide for security of records to ensure confidentiality of sensitive information	4
13.3 FSAP staff members:	
13.3.1 have the ability to adequately secure their work	4
13.3.2 have work space that is well-equipped, adequate in size, and designed to support their work	4

	and responsibilities	
13.3.3	have access to private space for counseling	4
13.3.4	are trained in safety and emergency procedures for securing and vacating the facilities.	1
13.4	The location and layout is sensitive to the special needs of persons with disabilities.	2
13.5	Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.	4
13.6	Contracts made with vendors adhere to ethical and institutional policies.	4
13.7	Houses used by the program are managed in accordance with all applicable regulatory and statutory requirements of the host institution.	NR

Part 13. Facilities and Equipment Overview Questions

A. How are facilities and equipment inventoried and maintained?

**Follow university's inventory policies for equipment and campus facilities. Do not regulate chapter houses.**

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?

**Our facility adheres to ADA requirements while the health, safety, and security are maintained by UPD and the campus safety office.**

Part 14. Assessment and Evaluation

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
14.1 FSAP has systematic plans and processes to meet internal and external accountability expectations regarding the program as well as student learning and development outcomes.	3
14.2 FSAP conducts regular assessment and evaluations.	2
14.3 FSAP employs both qualitative and quantitative methodologies to:	
14.3.1 determine achievement of mission and goals	2
14.3.2 determine achievement of student learning and development outcomes	2
14.3.3 ensure comprehensiveness.	2
14.4 Data are collected from students and other relevant constituencies.	2
14.5 FSAP evaluates regularly how well it complements and enhances the institution's stated mission and educational effectiveness.	3
14.6 Results of program evaluations are used to:	
14.6.1 revise and improve the program	ND
14.6.2 identify needs and interests in shaping direction	ND
14.6.3 recognize professional staff performance.	4
14.7 FSAP seeks evaluative feedback from relevant administrative units, community agencies, alumni, students, faculty, and national or international staff members,.	3
14.8 Evaluations are recorded and maintained by the institution.	2

Part 14. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

**The Greek Life are requiring chapter to submit a yearly self assessment to Student affair which includes Academic , risk management, operations co-curriculum programming and philanthropic and service.**

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

**A committee will evaluate the chapters submitted standards evaluation and determine if they have met the standard.**

C. How are student learning and development outcomes determined to ensure their level of achievement?

**Through individual assessment, minute papers and assessment rubric.**

# CAS

## Work Form A

### Assessment, Ratings, and Significant Items

**INSTRUCTIONS:**

**Step One:** This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

**Step Two** (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission		1.2	1.8.5, 1.8.6
2	Program		2.1, 2.6.1, 2.6.5, 2.7.4, 2.7.8, 2.7.9	
3	Leadership		3.1.3, 3.1.16	3.1.1, 3.1.4
4	Human Resources		4.1, 4.2, 4.3, 4.4, 4.8.2, 4.8.3, 4.8.4, 4.10.1, 4.10.2, 4.10.3, 4.14, 4.15, 4.16, 4.18	
5	Ethics		5.1, 5.6, 5.7.2, 5.7.4, 5.9.1, 5.9.2, 5.9.3, 5.9.4, 5.10, 5.11, 5.11.1, 5.11.2, 5.11.3	
6	Legal Responsibilities		6.1.1, 6.1.2, 6.3.1, 6.3.2, 6.4	6.3.3
7	Equity and Access		7.2	
8	Diversity			

<b>9</b>	<b>Organization and Management</b>		9.1, 9.3, 9.5.4, 9.6, 9.7	
<b>10</b>	<b>Campus and External Relations</b>		10.2.3, 10.4	
<b>11</b>	<b>Financial Resources</b>		11.2, 11.3.1	
<b>12</b>	<b>Technology</b>		12.1, 12.2, 12.3, 12.6.2	12.6.3
<b>13</b>	<b>Facilities and Equipment</b>		13.2.3, 13.3, 13.3.1, 13.3.2, 13.3.3, 13.5, 13.6	13.2.2, 13.3.4
<b>14</b>	<b>Assessment and Evaluation</b>		14.6.3	

**Step Two: List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.**

**1.**

1.8.5 – Promotion of an appreciation for different lifestyles including cultural and religious heritages / Although our programs recruit and retain a diverse student population we do little to foster better cultural identity and understanding.

1.8.6 – Recognition and encouragement of the positive learning experiences that are possible in a fraternity or sorority community that has a diverse membership / The long standing feelings have been we will recruit a diverse student population as long as you assimilate into our culture and shed yours.

**2.**

**3.**

3.1.1 – articulate a vision and mission of the program – While we have adopted a mission and vision this has not been communicated to our students.

3.1.4 – promote campus environments that provide meaningful opportunities for student learning, development and integration – This has been neglected for too long. There is a lack of direct assessment to understand what meaningful opportunities are even needed.

**4.**

**5.**

**6.**

6.3.3 – are informed about institutional polices regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if covered is not provided by the institution / students are not regularly informed of these issues. Many times we leave this burden to their national chapters.

**7.**

**8.**

**9.**

**10.**

**11.**

**12.**

12.6.3 – information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy and social networks / we have no working guidelines in place to guide us in this process.

**13.**

13.2.2 – are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users / Our lack of institutional oversight hampers us in this area. We have no off campus inspection rights and only have the power of suggestion. A better effort must be made in terms of education. However, the city of Nacogdoches maintains the jurisdiction over

house inspections.

13.3.4 – are trained in safety and emergency procedures for securing and vacating the facilities / we have no current process for this education, the City of Nacogdoches has jurisdiction over this matter.

**14.**

# CAS

## Work Form B

### Follow-Up Actions

**INSTRUCTIONS:**

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

**Step Three: Describe the current practice that requires change and actions to initiate the change**

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Promotion of an appreciation for different lifestyles including cultural and religious heritages	Start with a cultural perspectives report and highlight the diversity of our Greek program.	Beverly Farmer and Jonathan Elder	December 1, 2010
Recognition and encouragement of the positive learning experiences that are possible in a fraternity or sorority community that has a diverse membership	Begin an awards program that is reflective of these practices. Have a house of the month and a I AM GREEK campaign to highlight best practices.	Jonathan Elder and Beverly Farmer	December 1, 2010
Articulate a vision and mission of the program	Develop a vision and mission for the program that unifies all four councils	Jonathan Elder and Beverly Farmer	December 1, 2010
Promote campus environments that provide meaningful opportunities for student learning, development and integration	Use data from the Greek Standards program to develop a “character series” focused on Greek best practices.	Jonathan Elder	May 1, 2011
Are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if covered is not provided by the institution	The Office of Student Affairs will develop this resource for our student organizations including our Greek Organizations.	Beverly Farmer	December 1, 2010
Are trained in safety and emergency procedures for securing and vacating the facilities.	The Office of Student Affairs programs will work with the SFA Safety Office and the City of Nacogdoches to make sure our houses are in compliance.	Beverly Farmer	December 1, 2010
Hazing training – Each student should be able to articulate the definition of hazing and relate that definition to alcohol and physical exercise.	Include a more comprehensive hazing training during the year.	Jonathan Elder	December 1, 2010



# CAS

## Work Form C

### Summary Action Plan

#### **Step Four:**

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

#### **Part 1: Mission**

1.8.5 – Promotion of an appreciation for different lifestyles including cultural and religious heritages / Start with a cultural perspectives report and highlight the diversity of our Greek program.

1.8.6 – Recognition and encouragement of the positive learning experiences that are possible in a fraternity or sorority community that has a diverse membership / Begin an awards program that is reflective of these practices. Have a house of the month and a I AM GREEK campaign to highlight best practices.

#### **Part 2: Program**

#### **Part 3: Leadership**

3.1.1 – articulate a vision and mission of the program / Develop a vision and mission for the program that unifies all four councils

3.1.4 – promote campus environments that provide meaningful opportunities for student learning, development and integration / Use data from the Greek Standards program to develop a “character series” focused on Greek best practices.

#### **Part 4: Human Resources**

#### **Part 5: Ethics**

#### **Part 6: Legal Responsibilities**

6.3.3 – are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if covered is not provided by the institution / The Office of Student Affairs will develop this resource for our student organizations including our Greek Organizations.

#### **Part 7: Equity and Access**

**Part 8. Diversity**

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**Part 9: Organization and Management**

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**Part 10: Campus and External Relations**

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**Part 11: Financial Resources**

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**Part 12: Technology**

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**Part 13: Facilities and Equipment**

13.3.4 – are trained in safety and emergency procedures for securing and vacating the facilities / The Office of Student Affairs programs will work with the SFA Safety Office and the City of Nacogdoches to make sure our houses are in compliance.

**Part 14: Assessment and Evaluation**

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