

**STUDENT AFFAIRS  
ASSESSMENT PLAN  
2016-17**

**Department/Program:** Greek Life, Leadership and Volunteer Programs

**Student Learning Outcomes**

1. Greek Life: Members will emphasize the importance of academics through classroom performance and educational programming.
2. Greek Life: Members will communicate effectively in a variety of arenas, demonstrating the ability to communicate professionally, expressing thoughts both verbally and in writing for persuasive purposes.
3. Greek Life: Members will demonstrate higher levels of personal responsibility and respectful behavior in a community environment, and make informed decisions that will reduce high-risk behavior.
4. Greek Life: Members will develop meaningful personal relationships that foster self-awareness and deeper interpersonal skills.
5. Greek Life: Members will develop higher levels of cultural competence showing ability to collaborate with others different from themselves.
6. Leadership: Students will understand their personal leadership skills and style and how this style impacts their ability to have effective interpersonal relationships in a leadership setting.
7. Leadership: Students will learn how to communicate effectively in order to develop relationships, manage conflicts, and work across differences.
8. Leadership: Students will develop an understanding of change processes and be able to think critically about obstacles to change.
9. Leadership: Students will learn the skills needed for critical thinking and decision-making.
10. Volunteer: Students will understand the importance of civic engagement and community involvement as measured through volunteerism, community service, and philanthropic initiatives.
11. Volunteer: Students will be able to identify and articulate issues of equity in their community locally, nationally, and globally.
12. Volunteer: Students will explore facets of their identity related to diversity, privilege, race, class, and gender and reflect on how those identities impact their perspective.

**1. Assessment Activities Table (Results)**

Student Learning Outcomes	Outcome Measures	Findings	Strategies for Improvement
<p>GL: Members will emphasize the importance of academics through classroom performance and educational programming.</p>	<p>a. Semester academic report for the fraternity and sorority community            b. Standards and Expectations for Fraternities and Sororities at Valparaiso University            c. Fraternity and Sorority Annual Report</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>GL: Members will communicate effectively in a variety of arenas, demonstrating the ability to communicate professionally, expressing thoughts both verbally and in writing for persuasive purposes.</p>	<p>a. Chapter President Learning Outcomes Rubric            b. Council Officer Learning Outcomes Rubric</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>GL: Members will demonstrate higher levels of personal responsibility and respectful behavior in a community environment, and make informed decisions that will reduce high-risk behavior.</p>	<p>a. Standards and Expectations for Fraternities and Sororities at Valparaiso University            b. Annual report of the Fraternity and Sorority Judicial Board</p>		

<p>GL: Members will develop meaningful personal relationships that foster self-awareness and deeper interpersonal skills.</p>	<p>a. Standards and Expectations for Fraternities and Sororities at Valparaiso University  b. Chapter President Learning Outcomes Rubric  c. Council Officer Learning Outcomes Rubric</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>GL: Members will develop higher levels of cultural competence showing ability to collaborate with others different from themselves.</p>	<p>a. Standards and Expectations for Fraternities and Sororities at Valparaiso University  b. Chapter President Learning Outcomes Rubric  c. Council Officer Learning Outcomes Rubric</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Leadership: Students will understand their personal leadership skills and style and how this style impacts their ability to have effective interpersonal relationships in a leadership setting.</p>	<p>a. GS 390 Course Evaluation  b. LEADValpo program evaluations</p>	<p>a. .  b.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Leadership: Students will learn how to communicate effectively in order to develop relationships, manage conflicts, and work across differences.</p>	<p>a. GS 390 Course Evaluation  b. LEADValpo program evaluations</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>Leadership: Students will develop an understanding of change processes and be able to think critically about obstacles to change.</p>	<p>a. GS 390 Course Evaluation b. LEADValpo program evaluations</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Leadership: Students will learn the skills needed for critical thinking and decision-making.</p>	<p>a. GS 390 Course Evaluation b. LEADValpo program evaluations</p>	<p>a.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Volunteer: Students will understand the importance of civic engagement and community involvement as measured through volunteerism, community service, and philanthropic initiatives.</p>	<p>a. Presidents Honor Roll application with comprehensive reporting of volunteer hours</p>	<p>a. b.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Volunteer: Students will be able to identify and articulate issues of equity in their community locally, nationally, and globally.</p>	<p>a. Volunteer Programs event evaluations</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

<p>Volunteer: Students will explore facets of their identity related to diversity, privilege, race, class, and gender and reflect on how those identities impact their perspective.</p>	<p>a. Volunteer Programs event evaluations</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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**Discussion (Optional):**

2. **What revisions, if any, to current SLOs and/or outcomes measures did you make from the previous plan?**
3. **What learning outcomes will you be assessing in the next cycle?**