

LAFAYETTE

FRATERNITY AND SORORITY LIFE

The Lafayette College Fraternity & Sorority Advising Chapter Accreditation Program is designed to measure each chapter's performance in 5 areas [Pillars]: Intellectual Development, Leadership Development, Community Development, Chapter Development, and Personal Development. It is designed to assess how chapters annually:

- Meet their priorities;
- Meet or exceed the expectations of the Fraternity & Sorority Life program;
- Implemented recommendations provided to them by the evaluation panel;

Chapters will use the Accreditation Program as a roadmap to establish priorities for each officer during their term. This program will challenge students to think critically about their role within the chapter and how they contribute to the betterment of the organization to which they pledged lifetime membership. Therefore, all individuals will be equal stakeholders in ensuring that each member plays an instrumental role in developing interpersonal and intrapersonal competencies. The program allows for creativity in accomplishing programmatic elements throughout the year. Every chapter has the unique opportunity to showcase the positive contributions that it makes year-round to the Lafayette College campus community and your National Office. At the conclusion of annual accreditation, chapters will be provided with constructive and meaningful feedback for areas of improvement.

Minimum Standards of the Office of Fraternity & Sorority Life:

The Office of Fraternity & Sorority Life has identified the following activities that all chapters should regularly be engaged in to meet minimum standards for recognition at Lafayette College. These standards are not required to be reported upon within your portfolio or presentation. However, you may be asked about these topics in the question and answer portion of your chapter presentation or throughout the accreditation period.

| Accreditation Pillar | Minimum Standards for individuals and/or chapters |
|---------------------------------|---|
| Intellectual Development | A robust academic program offering both accountability and recognition measures for all chapter members. |
| Leadership Development | All members act in congruence with their organizational values; members are involved within the Lafayette community in other student clubs and organizations; members hold leadership positions in clubs; all new member educational plans/activities are in accordance with National and Lafayette policies; All new members are treated with respect. |
| Community Development | All members demonstrate a sense of fraternal/panhellenic spirit through co-sponsorship and/or visible support of other chapter's initiatives; All members give back to their community; All members engage in philanthropic endeavors and raise awareness for their respective causes. |
| Chapter Development | All chapters meet/exceed recruitment goals; regularly engage in their public/private rituals; the chapter fulfills all financial obligations and is fiscally responsible; chapter and/or alumni advisors regularly engage with undergraduate members. |
| Personal Development | All members recognize the importance of inter/intra personal development and seek opportunities to cultivate skills within their Greek experience. |

How chapters will be evaluated:

Chapters will be evaluated based upon their performance throughout the year, but will be rated substantively during its annual review. This review consists of a chapter portfolio summarizing its accomplishments during the evaluation period,

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a presentation before an accreditation panel, as well as a question and answer portion. Chapters will also be evaluated based upon steps taken to implement recommendations from the accreditation panel during the previous year.

Part I – Verification - - All chapters are expected to fulfill the activity requirements associated with each of the five standards as outlined above (page 1). Additionally, a chapter will be evaluated by on-time completion or verification of:

- **Organizational conduct record and sanctioning for the academic year;** (verified by Office of Student Conduct after end of academic term)
- **Housing rosters for fall and spring semesters according to established deadlines and meeting occupancy requirements;** (verified by FS Advising staff)
- **Leadership rosters for the academic year according to established deadlines;** (list of current, active members and their leadership positions)
- **Bid Acceptance and New Member Release Forms turned in to FS Advising by prescribed deadlines;** (all new members must complete these forms)
- **New member education in the 3-week timeframe as established by Lafayette College;** (verification forms are in the current member section of FS Life website)
- **Social event registration approval within established deadlines provided by the FS Life Office. Chapters must adhere to social event guidelines;** (forms may be downloaded from FS Life website)
- **Debts to College and Councils by established deadlines** – includes L account balances to College and dues payments to IFC/Panhellenic Council
- **Attendance at 1:1, council, cohort, community meetings/events or programs**

All verification points will be determined independently on an acceptable/unacceptable scale. The Verification is worth 10% of your evaluation.

Part II - Chapter Portfolio - - The portfolio is an executive summary of all activities, events, and programs that the chapter engaged in to meet or exceed Accreditation Program requirements (please refer to pages 4-8 for a list of the Pillars and activity requirements). The portfolio should include a summary of any recommendations from the previous year's panel that had/had not been fulfilled. The portfolio shall be submitted to the Advisor to Fraternities & Sororities. It will be evaluated on a 1- 5 scale according to the rubric. The portfolio may be available to other accreditation panelists upon request. The Portfolio is worth 40% your evaluation.

Portfolio Information –The portfolio should be organized in the following manner:

- A table of contents with page numbers. Each pillar has its own section and follows the same order as the Accreditation Program. Each section should begin with a paragraph that outlines goals for the applicable pillar and a self-assessment summary of whether those goals were achieved or not achieved as well as any areas for improvement that were identified. **(10% of score)**
- **All standards must** provide documented evidence that the activity/standard has been completed according to the Accreditation requirements for Accredited or Accredited with Distinction. This can include photos or video clips, screen shots as well as tables or graphs. Additionally, all standards **must** provide evidence of assessment documenting whether the program objectives were met/not met and what changes, if any, could be made to the program to make it more effective. This can include a template provided to your chapter by your National office, a Lafayette College Campus Life Departmental Assessment Record (DAR), or a template developed by the chapter (should be approved by OFSA). **(30% of score)**
 - **All Pillars must** provide evidence of reflection related to the standards. Reflection helps your chapter to make meaning of what you are learning through engaging in activities within the Five Pillars.

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- For example, a reflection of a leadership conference provides the participant with an opportunity to think critically about their role within the organization and how they can positively contribute useful tools into making the chapter stronger.
- Another example would be to understand the root causes of larger societal issues (ex. illiteracy, hunger, domestic violence, childhood obesity) that impact different demographics within society and how individuals can positively impact those issues.

Part III – Multimedia Presentation - Chapters will be required to participate in a presentation (presentation blocks are scheduled for 30 minutes, while presentations are to keep to appropriate time parameters below) to an evaluation panel comprised of Lafayette College stakeholders. Panelists will rate the presentation on a 1-5 scale according to the rubric below. The Presentation is worth 30% of your evaluation.

- The presentation can be presented by any member(s) of the chapter. It is preferred that more than one speaker is identified in order to create a more dynamic presentation;
- The presentation should accurately represent the chapter, its members, and tell a compelling story of the member experience;
- The presentation should be comprehensive in nature, but should not last more than 30 minutes.

Each chapter’s presentation must answer this central question. **Using the Accreditation program as a reference, please explain why the concept of “Fraternity & SorORITY Life” and involvement in your chapter is still relevant in the 21st century, in light of negative press associated with it.**

Part IV - Question & Answer Section – All chapter members are expected to attend unless otherwise given permission. Alumni, friends, faculty and other members of the Lafayette College community are encouraged to attend. It is the expectation that all members of the chapter participate in the Q&A by providing thoughtful, evidence-based answers, reflection, context, or nuance to questions posed by the panel. A sample list of questions is provided in this document, but are not limited exclusively to those contained within the document. Panelists will rate the Q&A on a 1-5 scale according to the rubric below. This section is worth 20% of your evaluation.

Accreditation Ratings and Recognition

The Office of Fraternity & SorORITY Life will give a rating of **Accredited with Distinction** to any chapter that has scored at that same level in 3 or more pillars. A rating of **Accredited with Recommendations** will be given to any chapter that has scored at that same level in 3 or more pillars. Chapter will be recognized in the following ways listed below. A chapter that achieves Accredited with Distinction in 3 or more categories are eligible for the **Grand Chapter of the Year** award (*to be selected by members of the accreditation panel*) and may be eligible for a bye year for an accreditation presentation. The chapter will still be required to submit a portfolio of the year’s accomplishments.

Accreditation Ratings and Accountability

The Office of Fraternity & SorORITY Life will give a rating of **Unacceptable** or **Unaccredited** ratings if they scored below minimum standards in 3 or more pillars and are subject to the following sanctions, listed below. Lafayette College reserves the right to modify these parameters for non-consecutive years that a chapter has been rated unaccredited or unacceptable in one or more standards.

| Scale | Percentage | Rating |
|------------|------------|-----------------------------|
| 4.5 - 5.0 | 90%-100% | Accredited with Distinction |
| 3.5 - 4.49 | 70%-89% | Accredited |
| 3.0 - 3.49 | 60%-69% | Unacceptable |
| 0-2.9 | 0-59% | Unaccredited |

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When a chapter will be notified of its Rating:

Following each semester, academic and conduct reports will be compiled. These items will be factored into your overall score. Once a final rating has been determined, a letter will be delivered to your chapter during the interim session.

These results will be made public via the Fraternity & Sorority Life website under the accreditation section along with a chapter's semester grade reports and organizational conduct profile.

| Accreditation Standards (1-12) | Accredited with Distinction | Accredited | Unacceptable | Unaccredited |
|---------------------------------|---|--|--|---|
| Intellectual Development | <ol style="list-style-type: none"> 1. Chapter exceeds non-affiliated peer term average by .1 or higher; 2. Chapter hosts 2 or more academic-oriented programs in academic year and provides purpose and attendance; 3. 75% or more chapter members attend a faculty-led program or lecture once/semester | <ol style="list-style-type: none"> 1. Chapter meets non-affiliated peer term average; 2. Chapter hosts at least 1 academic-oriented program in the academic year and provides purpose and attendance; 3. 50% or more chapter members attend a faculty-led program or lecture once/semester | <ol style="list-style-type: none"> 1. Chapter does not meet peer term average by .05 or less; Chapter sponsors 1 academic-oriented program in academic year and does not provide purpose and attendance; 2. Less than 50% of chapter members attend faculty-led program or lecture once/semester | <ol style="list-style-type: none"> 1. Chapter does not meet the council's/organization's GPA requirement; 2. Chapter did not sponsor academic-oriented program in the academic year; 3. Less than 25% of chapter members attend faculty-led program or lecture once/semester |
| Leadership Development | <ol style="list-style-type: none"> 4. More than 1 member from each chapter attended a qualifying leadership experience outside of Lafayette College and provide reflections; 5. Chapter sponsored more than 2 leadership development activities in academic year; | <ol style="list-style-type: none"> 4. A chapter member attended a qualifying leadership experience outside of Lafayette College and provides a reflection; 5. Chapter sponsored at least 2 leadership developmental activity in academic year; | <ol style="list-style-type: none"> 4. Chapter member attended a qualifying leadership experience outside of Lafayette College but did not provide a reflection; 5. Chapter sponsored an approved leadership development activity in academic year; | <ol style="list-style-type: none"> 4. No member from a chapter attended a qualifying leadership experience outside of Lafayette College; 5. Chapter did not sponsor any leadership developmental awareness activity in academic year; |
| Community Development | <ol style="list-style-type: none"> 6. Each member completes more than 10 hours or more of community service each semester; 7. Chapter sponsored at least 1 philanthropic event, 1 awareness/education event, and 75% of membership attended another philanthropic event; 8. Chapter co-sponsors 2 or more collaborative events outside of Fraternity & Sorority Life/semester; | <ol style="list-style-type: none"> 6. Each member completes 10 hours or more of community service each semester; 7. Chapter sponsored at least 1 philanthropic event and 75% of membership attended another philanthropic event; 8. Chapter co-sponsors 1 collaborative event outside of Fraternity & Sorority Life/semester; | <ol style="list-style-type: none"> 6. Each member completes 5 hours of community service each semester; 7. Chapter sponsored at least 1 philanthropic event; 8. Chapter participates in 1 event outside of Fraternity & Sorority Life/year; | <ol style="list-style-type: none"> 6. 25% or more individuals did not perform any community service throughout the academic year; 7. Chapter did not sponsor at least 1 philanthropic that was open to campus; 8. Chapter did not co-sponsor an event outside of Fraternity & Sorority Life in an academic year; |

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| Chapter Development | <p>9. 90% Chapter attendance to at least 1 program aimed to increase knowledge of sexual harassment/assault, and/or dating violence/abuse;</p> <p>10. 90% Chapter attendance to at least 1 program related to hazing education, risk management, alcohol/drug abuse, and/or body image awareness;</p> | <p>9. 75% Chapter attendance to at least 1 program aimed to increase knowledge of sexual harassment/assault, and/or dating violence/abuse;</p> <p>10. 75% Chapter attendance to at least 1 program related to hazing education, risk management, alcohol/drug abuse, and/or body image awareness;</p> | <p>9. 50% Chapter attendance to at least 1 program aimed to increase knowledge of sexual harassment/assault, and/or dating violence/abuse;</p> <p>10. 50% Chapter attendance to at least 1 program related to hazing education, risk management, alcohol/drug abuse, and/or body image awareness;</p> | <p>9. Less than 50% of Chapter attendance to at least 1 program aimed to increase knowledge of sexual harassment/assault, and/or dating violence/abuse;</p> <p>10. Less than 50% of Chapter attendance to at least 1 program related to hazing education, risk management, alcohol/drug abuse, and/or body image awareness;</p> |
| Personal Development | <p>11. Chapter has comprehensive wellness program for all members;</p> <p>12. 90% Chapter attendance to at least 1 program aimed to increase knowledge on anti-racism, discrimination, and/or bias.</p> | <p>11. Chapter has wellness program for members but has room for areas for improvement;</p> <p>12. 75% Chapter attendance to at least 1 program aimed to increase knowledge on anti-racism, discrimination, and/or bias.</p> | <p>11. Chapter does not have wellness program that adequately fulfill standard;</p> <p>12. 50% Chapter attendance to at least 1 program aimed to increase knowledge on anti-racism, discrimination, and/or bias.</p> | <p>11. Chapter does not have a wellness program for all members;</p> <p>12. Less than 50% of Chapter attendance to at least 1 program aimed to increase knowledge on anti-racism, discrimination, and/or bias.</p> |
| Recognition & Accountability Standards | Accredited with Distinction | Accredited | Unacceptable | Unaccredited |
| Intellectual Development | <ul style="list-style-type: none"> ● Chapter will have advertisement placed in the Lafayette acknowledging achievement and highlighting individuals who have achieved Dean's List; ● Best Performing men and women's chapter will be given a pizza party, ice cream or other recognition piece; ● Letter will be sent to HQ highlighting accomplishment; ● Chapter will be recognized at Greek Awards. | <ul style="list-style-type: none"> ● Chapter will be recognized on FS Life Website; ● Chapter is eligible to apply for individual and chapter awards. | <p>1st Time: Academic Enhancement Plan for the chapter to be approved by OFSA; Chapter loss of social privileges w/ alcohol (primary and co-sponsor) for semester.</p> <p>2nd Time: Academic Enhancement Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter lead review of members; Loss of social privileges w/alcohol (primary and co-sponsor) for 1 calendar year; Letter sent to HQ.</p> <p>3rd Time: Chapter suspension for up to 3 years. Letter sent to HQ; Letter sent to Parents.</p> | <p>1st Time: Academic Enhancement Plan for the chapter to be approved by OFSA; Presentation of progress to College at end of semester(s); Chapter loss of social privileges w/alcohol (primary and co-sponsor) for 1 calendar year; Letter sent to HQ.</p> <p>2nd Time: Chapter suspension for up to 3 years; Letter sent to HQ; Letter sent to Parents;</p> <p>3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> |

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| Leadership Development | <ul style="list-style-type: none"> • OFSL will fund up to \$500 toward a chapter leadership initiative; • Lafayette Leadership Education will provide a limited number of free spots to next Leadership Institute; • Letter will be sent to HQ highlighting accomplishment • Chapter will be recognized at Greek Awards | <ul style="list-style-type: none"> • Chapter will be recognized on FS Life Website; • Chapter is eligible to apply for individual and chapter awards; | <p>1st Time: Leadership Improvement Plan for the chapter to be approved by OFSL; Chapter loss of social privileges w/ alcohol (primary and co-sponsor) for semester;</p> <p>2nd Time: Leadership Improvement Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter lead review of members; Loss of social privileges w/ alcohol (primary and co-sponsor) for 1 calendar year; Letter sent to HQ</p> <p>3rd Time: Chapter suspension for up to 3 years. Letter sent to HQ; Letter sent to Parents.</p> | <p>1st Time: Leadership Improvement Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter loss of social privileges w/ alcohol (primary and co-sponsor) for 1 calendar year; Letter sent to HQ;</p> <p>2nd Time: Chapter suspension for up to 3 years; Letter sent to HQ; Letter sent to Parents; 3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> <p>3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> |
| Community Development | <ul style="list-style-type: none"> • Chapter will have advertisement placed in the Lafayette acknowledging service hours and/or philanthropic donations raised; • Most Hours performed will be given a pizza party, ice cream or other recognition piece; • Letter will be sent to HQ highlighting accomplishment; • Chapter will be recognized at Greek Awards. | <ul style="list-style-type: none"> • Chapter will be recognized on FS Life Website; • Chapter is eligible to apply for individual and chapter awards; | <p>1st Time: Service Improvement Plan for the chapter to be approved by OFSL;</p> <p>2nd Time: Service Improvement Plan for the chapter to be approved by OFSA; Presentation of progress to College at end of semester(s); Chapter lead review of members; Letter sent to HQ;</p> <p>3rd Time: Chapter suspension for up to 3 years. Letter sent to HQ; Letter sent to Parents.</p> | <p>1st Time: Service Improvement Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Letter sent to HQ;</p> <p>2nd Time: Chapter suspension for up to 3 years; Letter sent to HQ; Letter sent to Parents;</p> <p>3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> |
| Chapter Development | <ul style="list-style-type: none"> • OFSL will fund up to \$500 toward a chapter development initiative; • Letter will be sent to HQ highlighting accomplishment; • Chapter will be recognized at Greek Awards. | <ul style="list-style-type: none"> • Chapter will be recognized on FS Life Website; • Chapter is eligible to apply for individual and chapter awards; | <p>1st Time: Brotherhood/Sisterhood Plan for chapter to be approved by OFSA; Chapter loss of social privileges w/alcohol (primary and co-sponsor) for semester;</p> <p>2nd Time: Brotherhood/Sisterhood</p> | <p>1st Time: Brotherhood/Sisterhood Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter loss of social privileges w/alcohol (primary and co-</p> |

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| | | | | |
|----------------------|--|---|---|---|
| Personal Development | <ul style="list-style-type: none"> Letter will be sent to HQ highlighting accomplishment; Chapter will be recognized at Greek Awards | <ul style="list-style-type: none"> Chapter will be recognized on FS Life Website; Chapter is eligible to apply for individual and chapter awards; | <p>Plan for chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter lead review of members; Loss of social privileges w/alcohol (primary and co-sponsor) for 1 calendar year; Letter to HQ;</p> <p>3rd Time: Chapter suspension for up to 3 years.</p> | <p>sponsor) for 1 calendar year; Letter sent to HQ;</p> <p>2nd Time: Chapter suspension for up to 3 years; Letter sent to HQ; Letter sent to Parents;</p> <p>3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> |
| | <ul style="list-style-type: none"> Letter will be sent to HQ highlighting accomplishment; Chapter will be recognized at Greek Awards | <ul style="list-style-type: none"> Chapter will be recognized on FS Life Website; Chapter is eligible to apply for individual and chapter awards; | <p>1st Time: Wellness or Diversity Plan for chapter to be approved by OFSL;</p> <p>2nd Time: Wellness or Diversity Plan for chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Chapter lead review of members; Letter to HQ;</p> <p>3rd Time: Chapter suspension for up to 3 years.</p> | <p>1st Time: Wellness or Diversity Plan for the chapter to be approved by OFSL; Presentation of progress to College at end of semester(s); Letter sent to HQ;</p> <p>2nd Time: Chapter suspension for up to 3 years; Letter sent to HQ; Letter sent to Parents;</p> <p>3rd Time: Loss of Chapter recognition from College; Letter sent to HQ; Letter sent to Parents.</p> |

Accreditation Standards Defined

Intellectual Development

Standard 1 – Chapter’s term GPA meets or exceeds the term average of non-affiliated students.

Standard 2 – Chapter hosts a *minimum* of one academically-focused program or initiative per semester. These programs/initiatives may include workshops related to test preparation, study skills, resume writing, Internship/employment opportunities, study abroad experiences, member research opportunities, or other approved program. Only one event may be a faculty tea/reception.

Standard 3 – Chapter hosts or attends a *minimum* of one faculty-sponsored lecture or program once per semester. The topic may be of the chapter’s choosing and aims to assist the chapter learn, grow or to develop in an area it needs improvement.

Leadership Development

Standard 4 – More than 1 member attends a qualifying leadership experience outside of Lafayette that is sponsored by a National office, NIC or NPC, or other reputable association. Supporting documentation of attendance will be required. Approved experiences include: IFC and Panhellenic Academies, LeaderShape, Undergraduate Interfraternity Institute, conference hosted by the Northeast Greek Leadership Association (NGLA) or other experience.

Standard 5 – Chapter sponsors *at least two* leadership development programs each academic year. These programs are designed to be developmental in nature for both individuals and the chapter as a whole. These activities would include

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rituals, conflict resolution exercises, accountability programs, event planning, personality/leadership inventory assessments, team building, and goal setting.

Community Development

Standard 6 – Each chapter member performs a *minimum* of 10 community service hours/semester. Chapter service must be logged in GivePulse through Landis Center for Community Engagement.

Standard 7 – Chapter sponsors a *minimum* of 1 philanthropic event/year and 75% attendance to other philanthropic events. Chapters must provide sum total of philanthropy dollars raised in portfolio.

Standard 8 – Chapter sponsors a *minimum* 1 event with a student organization that is not Greek-affiliated.

Chapter Development

Standard 9 – Chapter has a minimum of 75% of chapter total in attendance to at least one program aimed to increase knowledge of sexual harassment/assault, and/or dating violence/abuse. Programming objectives should address awareness, intervention, and preventative action. Programs may include but are not limited to requesting a workshop for your chapter, attending a lecture, or engaging in a facilitated discussion related to the topics previously mentioned. Programs must be approved by the FS Life staff prior to planning/implementation.

Standard 10 – Chapter has a minimum 75% of chapter total in attendance to at least one program related to hazing education, risk management, alcohol & drug use/abuse, and/or body image awareness. Programs may include but are not limited to requesting a workshop for your chapter, attending a lecture, or engaging in a facilitated discussion related to the topics previously mentioned. Programs must be approved by the FS Life staff prior to planning/implementation.

Personal Development

Standard 11 – Chapter has a minimum of 75% of chapter total in attendance to at least one program aimed to increase knowledge on anti-racism, discrimination, and/or bias. In addition, chapter has a minimum of 75% of chapter total in attendance to at least one program related to increasing competency on multiculturalism education related to the Big 8 concepts. Chapters will have successfully completed this standard if they can demonstrate applicability to their organizational values from both programs. Programs may include but are not limited to requesting a workshop for your chapter, attending a lecture, or engaging in a facilitated discussion related to the topics previously mentioned. Both programs must be approved by the FS Life staff prior to planning/implementation

Standard 12 – Chapter has a minimum of 75% of chapter total in attendance to at least one program aimed to increase knowledge on anti-racism, discrimination, and/or bias. In addition, chapter has a minimum of 75% of chapter total in attendance to at least one program related to increasing competency on multiculturalism education related to the Big 8 concepts. Chapters will have successfully completed this standard if they can demonstrate applicability to their organizational values from both programs. Programs may include but are not limited to requesting a workshop for your chapter, attending a lecture, or engaging in a facilitated discussion related to the topics previously mentioned. Both programs must be approved by the FS Life staff and Greek Life Committee of Student Government prior to planning/implementation.

| Date | Activity |
|---------------|--|
| November 4 | All chapter accreditation portfolios are due |
| November 7-11 | Accreditation Presentations |
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Accreditation Rubric

1= Significantly below expectations.

- Portfolio was not organized in a format that was easy to navigate in order to effectively evaluate this area;
- Portfolio did not provide evidence through quantitative and/or qualitative measures of chapter accomplishments that fulfilled College requirements;
- Portfolio did not provide evidence of program/event assessment or evaluation of chapter programs;
- Multimedia presentation did not demonstrate how the chapter provides a transformative experience for individual members that enable it to contribute to a sense of community at Lafayette;
- Members could not provide answers to questions posed by the evaluation panel.

2= Below expectations.

- Portfolio was not organized effectively, **and** information that was provided was not in order to effectively evaluate this area;
- Portfolio did not sufficiently provide evidence, as described above, of chapter accomplishments that fulfilled College requirements; **and** lacked specific examples of chapter accomplishments in order to effectively evaluate this area;
- Portfolio did not provide sufficient evidence, of program/event assessment or evaluation of chapter programs **and** lacked specific examples of improvements that could be made to existing programs/initiatives;
- Multimedia presentation did not effectively demonstrate the chapter experience, as described above, and the information that was presented was not clearly articulated/organized/compelling.
- Members could not provide effective answers, **or** articulate how the chapter provides a transformative experience for individual members.

3= Meets expectations.

- Portfolio was organized in an acceptable format (table of contents and organized in sections) suitable to effectively evaluate this area;
- Portfolio provided sufficient evidence, as described above, of chapter accomplishments that fulfilled College requirements;
- Portfolio provided evidence, (such as pre or post program assessments, evaluations, write-ups, etc.) as described above of chapter programs;
- Multimedia presentation effectively demonstrated the chapter experience, as described above, **and** articulated how the chapter provides a transformative experience for individual members with examples from each pillar.
- Members provided effective answers **and** articulated how the chapter provides a transformative experience for individual members for each response.

4= Above expectations.

- Portfolio was organized, as described above **and** supplemental information that was provided was clear, concise, while specific enough to effectively evaluate this area;
- Portfolio provided more than sufficient evidence, as described above, that exceeded College requirements in one or more categories
- Portfolio provided more than sufficient evidence, as described above, that exceeded minimum College requirements in a majority or all categories;
- Multimedia presentation more than effectively demonstrated the chapter experience, as described above, **and** contained at least one personal narrative from an individual member discussing their experience.
- Members provided effective answers as described above **and** cited specific evidence for one or more responses to questions.

5= Significantly above expectations.

- Portfolio was organized, as described above, supplemental information that was provided is as described above, **and** portfolio contained pictures/ graphics, or other features that engaged the evaluator.
- Portfolio provided significant evidence, as described above, of chapter accomplishments that exceeded minimum College requirements in a majority or all categories; **and** also identified specific methods for accomplishing goals for the chapter;
- Portfolio provided more than sufficient evidence that exceeded minimum College requirements in all categories as well as identified specific areas to improve, **and** has articulated methods it plans to enact in order to fulfill improvements;
- Multimedia presentation more than effectively demonstrated the chapter experience, as described above, **and** contained more than one personal narrative from members discussing their experience.
- Members provided effective answers as described above **and** cited specific evidence for each response to questions.

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Accreditation Evaluation

Section I – Portfolio

Please rate the chapter's ability to successfully demonstrate completion of Accreditation Program requirements. Please rate each item on a 1-5 scale.

| | Rating |
|---|---------------|
| 1. Organization of portfolio contents | _____ |
| 2. Intellectual Development | |
| a. Qualitative/Quantitative evidence of program requirements completed. | _____ |
| b. Evidence of assessment for program requirements in this pillar. | _____ |
| 3. Leadership Development | |
| a. Qualitative/Quantitative evidence of program requirements completed. | _____ |
| b. Evidence of assessment for program requirements in this pillar. | _____ |
| 4. Community Development | |
| a. Qualitative/Quantitative evidence of program requirements completed. | _____ |
| b. Evidence of assessment for program requirements in this pillar. | _____ |
| 5. Chapter Development | |
| a. Qualitative/Quantitative evidence of program requirements completed. | _____ |
| b. Evidence of assessment for program requirements in this pillar. | _____ |
| 6. Personal Development | |
| a. Qualitative/Quantitative evidence of program requirements completed. | _____ |
| b. Evidence of assessment for program requirements in this pillar. | _____ |

Section II – Presentation

Please rate the chapter's ability to successfully demonstrate a compelling response to the Accreditation thesis and implementation of previously identified recommendations by the panel. Please rate item on a 1-5 scale.

1. Please explain why the concept of "Fraternity & SorORITY Life" and involvement in your chapters is still relevant in the 21st century, in light of the negative press associated with it? _____
2. The chapter successfully addressed whether recommendations by the panel were implemented/not implemented using supporting qualitative or quantitative evidence. _____

Section III – Question and Answer Section

Please rate on a 1-5 scale the Chapter's ability to provide effective answers to questions posed by the Accreditation Panel.

Section IV – Panel Feedback

Please summarize your impressions of the portfolio and presentation you have just evaluated.

1. Please identify the chapters' most effective areas.
2. Please identify the chapters' least effective areas in which they should work toward improving in the coming calendar year.
3. What summary feedback would you like to provide to this chapter?

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Accreditation Evaluation Questions

Intellectual Development

Fraternalities and sororities at Lafayette must demonstrate that they provide academic support for individual chapter members and enable an atmosphere of intellectual advancement within the organization. Chapters should show how they structure opportunities for academic support, recognition, and accountability for the organization and individual members.

Questions

- ❖ How does membership in your fraternity/sorority connect your members to academic resources and opportunities for intellectual growth?
- ❖ How does your chapter provide opportunities for member development, intellectual growth?
- ❖ How does your facility and atmosphere facilitate academic and intellectual excellence for your members?
- ❖ Demonstrate how academic support, balance, and prioritization skills are a critical component of your new member plans.
- ❖ How does the chapter evaluate and implement changes to the academic plan to continually meet chapter members' needs?
- ❖ How does the chapter utilize academic reinforcement and support for academic programming on a peer-to-peer level?
- ❖ How does your chapter promote and showcase academic achievement?

Leadership Development

Every member of a chapter has the potential to lead and leadership should not be based on position or title, but rather on positive action that contributes to common goals and greater good for the larger community. Fraternalities and sororities at Lafayette must demonstrate that they promote engagement in campus activities, involve their entire membership in goal setting and decision making processes, and encourage positive communication and contribution.

Questions

- ❖ How is leadership understood and developed within the context of your individual chapter?
- ❖ How do you encourage dialogue and educational conversations between the members of your organization?
- ❖ How are members rewarded for their inside and outside chapter involvement?
- ❖ What initiatives has your chapter engaged in with other chapters or organizations and what worked well? What areas can be improved upon?
- ❖ How do you mediate conflict and encourage quality relationships among members and class divisions?
- ❖ How do you ensure that all chapter members are involved in goal setting, decision making and the everyday actions of the chapter?
- ❖ How does your chapter's executive board give and receive feedback? How is this feedback utilized to improve chapter communications and leadership?

Community Development

Fraternalities and sororities at Lafayette must be a positive contributor within the Lafayette community and the greater Easton community. This contribution includes support for members and the chapter's passion and advocacy for community causes. Chapters must also demonstrate that they form meaningful and far reaching partnerships with various constituents.

Questions

- ❖ How does your chapter continuously work to recognize the distinction of and balance between community service and philanthropic activities?
- ❖ To what extent did your chapter partner with the Landis Center to coordinate ongoing or first time service initiatives?
- ❖ How have your chosen community service and philanthropic opportunities been tied to issues of which the chapter is committed? From where does this commitment come?
- ❖ Please discuss the process for forming a university partnership that has extended beyond a onetime event. How has this partnership benefitted your organization?

Chapter Development

Fraternalities and sororities at Lafayette must demonstrate that they take responsibility for the success and progression of their organization. Chapters should show that they have set appropriate goals for each semester, made positive changes to the organization, and remained a relevant member of the Lafayette Greek community.

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Questions

- ❖ How have chapter relationships with alumni allowed for opportunities to give and receive appropriate feedback and approach controversial topics in a civil manner?
- ❖ How are programs and practices for the actives and alumni advancing the concepts of community and equal participation for all chapter members?
- ❖ What changes has your chapter experienced this year? How have your members reacted to this change?
- ❖ How has your organization remained relevant with respect to changes and priorities at Lafayette College? What about changes made in your inter/national organization?
- ❖ What improvements did you set out to make with regards to the day-to-day operations of your chapter? Did these improvements occur and if so, how did you make it happen?
- ❖ Where do you see your chapter in three to five years? How has this year contributed to the long term vision of your organization?
- ❖ What efforts have been made to help chapter members define individual values and develop understanding of your fraternity or sorority values?
- ❖ How do your members integrate fraternity or sorority membership into their everyday actions and decisions?
- ❖ What has been a key event that has succeeded due to a solidified partnership? From a logistical perspective, how was your organization an equal contributor throughout the event planning process?
- ❖ How do you mediate conflict and encourage quality relationships among members and class divisions?
- ❖ How do you ensure that all chapter members are involved in goal setting, decision making and the everyday actions of the chapter?
- ❖ How does your chapter's executive board give and receive feedback? How is this feedback utilized to improve chapter communications and leadership?
- ❖ How is an inclusive atmosphere created within the chapter, as well as with activities the chapter is organizing and promoting with others?

Personal Development

Fraternalities and sororities at Lafayette recognize the importance of inter/intra personal development and seek opportunities to cultivate skills within their Greek experience. Chapters must demonstrate a commitment to wellness programming centered on the Eight Dimensions of wellness. Chapters must demonstrate a commitment to diversity and inclusion education that aligns with the mission and values of its host institution, Lafayette College.

Questions

- ❖ In what ways does your chapter help to promote emotional, mental, physical, and spiritual health of its members?
- ❖ In what ways could your officer corps work to improve the overall well-being of members?
- ❖ Whose responsibility within the chapter is it to ensure all members engage in total wellness activities or feel a connection to the residential community?
- ❖ What are the chapter's goals as it relates to membership recruitment from a diversity and inclusion perspective?
- ❖ In what ways does your chapter create a culture of inclusion through its every day actions? Through programming?
- ❖ What are opportunities for growth as a chapter as it relates to becoming more competent in areas of diversity education?

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**Office of Fraternity & Sorority Advising
Departmental Assessment Record**

Person Submitting Form: [Click here to enter text.](#)

Name of Initiative:

Calendar Year: 2020-2021

In narrative format please describe the issues /what need(s) you plan to address with this initiative? *(Imagine the person reading this form has little to no prior knowledge to the issue you are trying to address. Think about why this goal warrants your attention?)*

Who is your target audience (if applicable)?

What are the learning or operational outcomes of this initiative? *(As a result of you putting this idea into place, the [insert target audience from above] will do.....will know.....or will value _____. List as little or many outcomes below)*

Please list or describe possible ways of achieving your intended outcomes. *(Brainstorm any/all possible ways to accomplish your initiative. What are the actions that you can control and those that you cannot control? What can you do? What would others need to do in order for the outcome to be achieved?)*

[Click here to enter text.](#)

What tool(s) will you use to measure the effectiveness of this initiative? *(. Ex: Outcome 1 – sorority members have a greater understanding of recruitment rules; Measure – number of infractions that are filed to Panhellenic Council; Outcome 2 – residents on 2nd floor Kamine Hall will demonstrate value of community standards program that was adopted; Measure= community damage reports that are submitted monthly? Semesterly? - You should be able to identify a tool(s) for each outcome you list above)*

[Click here to enter text.](#)

What are the results you would need to collect to know whether your outcomes were met? *(Ex. Outcome 1 - recruitment rules; Result - decrease the quantity of infractions reported from previous year; Outcome 2 - community standards program; Result - 25% reduction in vandalism over subsequent semester, etc. - Report on this for each learning outcome and tool identified above)*

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What were the results? (*Summarize using prose, tables, graphs or other data to express an accurate picture of the end product.*)

Click here to enter text.