



CHAPTER EVALUATION PROGRAM

2024

Fraternity
and *Sorority*
LIFE • SHIPPENSBURG UNIVERSITY



TABLE OF CONTENTS

Program Overview	2
Deal Breakers	5
Intellectual Advancement	6
Personal Development	7
Sense Of Belonging	8
Inclusive Leadership	9
Social Responsibility	10
Community Impact	11
Organizational Management	12
Submission & Scoring	13
Goal Achievement Scoring Rubric	15
Poster Presentation Rubric	16
Evaluation Ratings	17
Scorecards	19
Appendix A: Goal Setting Worksheet	20
Appendix B: Goal Reflection Worksheet	30
Appendix C: Chapter Evaluation Timeline	33

PROGRAM OVERVIEW

The Office of Fraternity and Sorority Life promotes a transformative student experience through the development of fraternal organizations in fostering a sense of belonging, intellectual advancement, inclusive leadership, and the betterment of their communities. This aligns with the Shippensburg University mission of developing students to their utmost intellectual, personal and social capabilities.

The Fraternity and Sorority Chapter Evaluation is an educational initiative designed to both inspire and challenge chapters in their overall growth and development. By evaluating chapters on an annual basis, we can more effectively hold them accountable to providing a purposeful member experience and leaving a positive impact on the campus community at large, as well as recognize organizations that are demonstrating improvement or surpassing expectations.

As a result of participating in the evaluation, students will be able to...

- Identify areas of growth within their organizations
- Create eight SMART Goals within the pre-determined community standards that will contribute to the growth and development of their organization and its members
- Collaborate with internal and external stakeholders to make progress toward their goals
- Evaluate their level of success in achieving their goals
- Articulate what they learned through the process of setting and working toward goals

This program has been designed to be accessible for all chapters rather than a “one-size-fits-all” approach. Each chapter is able to set their own goals within each of the seven categories in a way that is realistic for them and aligns with the unique culture of their organization. Instead of rigid, numeric-based requirements, this dynamic program is scalable to meet fraternities and sororities where they are in their organizational journey and helps them visualize and implement an action plan for ongoing growth. The only consistent, inflexible expectations are detailed in the next section under “Deal Breakers” and exist to ensure chapters are operating at a fundamental level.



Community Standards

This program encourages chapters to identify areas of growth within the following seven categories—also referred to as community standards—and set a relevant goal for their particular organization to work toward over the course of the year. These standards are as follows:

- Intellectual Advancement
- Personal Development
- Sense of Belonging
- Inclusive Leadership
- Social Responsibility
- Community Impact
- Organizational Management

The selection of these categories were directly informed by the expressed values of the fraternities and sororities within our community as well as the mission of the Office of Fraternity and Sorority Life and Shippensburg University overall.

Goal Setting

Beginning with the Greek Leaders Retreat at the start of the calendar year, each chapter will set one SMART Goal in each of the seven community standard areas. An eighth goal will be developed in the community standard that the coach identifies as the organization's area for most growth. Chapter executive boards will work together to develop these SMART Goals. A SMART Goal is defined as:

SPECIFIC: Well defined, clear, and precise. The goal should answer the five W's- who, what, when, where, and why

MEASURABLE: Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress

ATTAINABLE: Goals need to be realistic, achievable, and reasonable

RELEVANT: Is your goal realistic and within your reach? Your goal must be consistent with other goals established and fits with your immediate and long-term plans

TIME ORIENTED: Goals must have a clearly defined time-frame including a target or deadline date

Each goal will have a designated officer(s) responsible for its oversight. ***The chapter president should not be responsible for every goal.*** Goals can be developed in partnership with Inter/National Headquarters (IHQ) and chapter advisors. Chapters may also choose to align their goals with IHQ requirements or chapter accreditation standards. Goals should include the components of SMART Goals and should be significant enough to be a long-term goal.



Evaluation

Assessment of a chapter's success in these areas will be measured through ongoing reflection opportunities and documented progress toward goals. From there, the chapter will be given a rating for their performance that calendar year along a continuum that includes the following stages: Existing, Developing, Contributing, and Excelling.

EXISTING

Chapter does not meet expectations and has not achieved an acceptable standard as determined by Shippensburg University. There is concern that the chapter is not able to function at a fundamental level.

DEVELOPING

Chapter meets some expectations set forth by the Office of Fraternity and Sorority Life and does not meaningfully contribute to the Shippensburg University community.

CONTRIBUTING

Chapter meets expectations set forth by the Office of Fraternity and Sorority Life and is recognized as a successful fraternity or sorority that actively contributes to the Shippensburg University community.

EXCELLING

Chapter exceeds the expectations set forth by the Office of Fraternity and Sorority Life and is recognized as an excellent fraternity or sorority for their valuable contributions as leaders in the Shippensburg University community.

2024 Dates & Deadlines

February 9: Draft of Chapter Evaluation SMART Goals due

March 1: Final Chapter Evaluation SMART Goals due

November 19: Chapter Evaluation Poster Presentation

December 6: All SMART Goal Reflections due

DEAL BREAKERS

In addition to setting goals in the seven categories, there are minimum standards that all fraternities and sororities are expected to meet annually to be able to function at the most fundamental level. These items are considered “Deal Breakers.” If they are not accomplished over the course of a year, the chapter will not be considered in good standing with the Office of Fraternity and Sorority Life.

Organizational Governance

- Re-register as a student organization with Student Government Association
- Submit a copy of the organization’s current insurance policy to be kept on file
- Chapter sets SMART Goals annually
- Chapter officers attend Student Government Association Student Organization training
- Chapter officers attend Student Government Association Budget trainings

Membership and Recruitment

- Submit roster updates by the expressed deadline
 - Submit disaffiliation forms as needed via ShipLink
 - Chapter updates roster with new members within 48 hours of accepting bid
- Chapter follows all recruitment and intake policies and procedures
- Chapter confirms potential new member/interest eligibility before distributing bids

New Member Education

- Submit a new member education plan for approval by OFSL and their advisor in any semester where the chapter plans on taking a line/new member class
 - Chapter follows their approved plan and communicates changes appropriately
 - Chapter communicates when new members have been initiated
- All new members complete Greek Foundations online course

Community Engagement

- Chapter president attends bi-weekly meetings with OFSL Chapter Coach
- Chapter participates in OFSL community-wide programming
- Chapter submits semesterly record of service hours and philanthropic dollars
- Chapter has **not** been found responsible for violating the Student Code of Conduct

INTELLECTUAL ADVANCEMENT

Definition: All chapter members are students first and all fraternities and sororities should actively support their members' academic efforts by promoting learning both inside and outside the classroom.

Background: Part of Shippensburg University's mission is to develop the intellectual capabilities of all students. It is our belief that this applies to all University sanctioned activities, including fraternities and sororities. This also aligns with many chapter's expressed values around scholarship and the pursuit of knowledge. Chapters should emphasize the importance of academics by setting high standards for members and implementing resources to support them in achieving those standards. Additionally, chapters should explore opportunities for learning outside of the classroom by taking advantage of the campus resources available to them.

Focus Areas

- Academic support programs and initiatives
- Academic achievement recognition and incentives
- Academic standards and accountability
- Academic skill development
- Educational programs and activities

Examples of Best Practices in Intellectual Advancement:

- Chapter and new member GPA averages meets or exceeds the all women or all men undergraduate average
- Chapter has a comprehensive academic plan that supports individual members' academic improvement and encourages use of campus resources
- Chapter has a faculty or staff advisor that helps support their academic plan
- Chapter collaborates with departments or student organizations on campus to host educational programs
- Chapter participates in any educational programming offered by their Inter/National Headquarters

PERSONAL DEVELOPMENT

Definition: Through membership in a fraternity or sorority, students will further develop their personal and social capabilities through ongoing education, skill building, and leadership development.

Background: In addition to students' intellectual capabilities, it is part of Shippensburg University's mission to develop an individual's personal and social capabilities as well. As social and culturally-based fraternal organizations, many of our fraternities and sororities value some form of personal development as part of their organizational purpose including, but not limited to, the development of character, responsibility, morality, and integrity. Through membership in a fraternity or sorority, students should further develop qualities and skills that will help them on their personal and professional journeys.

Focus Areas:

- Leadership development
- New member and active member education and experience
- Health and wellness initiatives
- Internship and career preparation
- Mentorship and networking programs

Examples of Best Practices in Personal Development:

- Chapter has an effective and structured membership development plan that goes beyond new member education
- Chapter encourages at least 75% or more of the chapter to be involved in other campus organizations and/or leadership roles
- Chapter provides opportunities for professional development such as resume building or networking with alumni
- Chapter infuses a culture of health and wellbeing throughout the organization's activities to promote the mental and physical health of its members
- Chapter hosts or participates in diversity, equity, and inclusion programming

SENSE OF BELONGING

Definition: Members are able to find acceptance and support through their involvement in their respective chapter and the fraternity and sorority community as a whole.

Background: Fraternities and sororities were founded on the bonds of siblinghood. First and foremost, fraternal organizations offer community around a shared set of values and common interests. Through acceptance into that community, members are able to find a sense of belonging where they are able to be a part of something greater than themselves. This is a critical component to the retention of members in a chapter and the retention of students at Shippensburg University overall.

Focus Areas:

- Recruitment and intake practices
- Member retention
- Barriers to leadership or member engagement
- Equitable organizational policies
- Inter-chapter and inter-fraternal relationship building
- Relationships with external stakeholders (IHQ, alumni, etc.)

Examples of Best Practices in Sense of Belonging:

- Implementing inclusive, welcoming recruitment and intake practices
- Hosting siblinghood events focused on building relationships through deeper connection
- Reviewing and revising organizational policies for accessibility and equitability
- Practicing effective and restorative conflict resolution between members
- Building meaningful connections between current members and alumni

INCLUSIVE LEADERSHIP

Definition: Inclusive leaders seek to collaborate with and advocate for diverse groups of people. They do this through thoughtful consideration of different individuals' needs and by actively questioning their own biases.

Background: Shippensburg University has a mission to develop a diverse campus community as "One Campus, Many Cultures." Since the founding of Phi Beta Sigma, one of the first fraternities on record, with the purpose of promoting intellectual freedom, many social and cultural fraternities and sororities were founded with the purpose of creating social change whether around gender, race and ethnicity, or academic freedom, to name a few. Diversity alone is not enough. Our chapters and their leaders must strive for inclusivity—to create a welcoming environment where everyone is valued and supported. To develop inclusive leaders, chapters must focus on the development of both strong leadership skills and cultural intelligence.

Focus Areas:

- Leadership development
- Diversity, Equity, and Inclusion training
- Executive board and committee structures
- Organizational policies and practices
- Internal transparency

Examples of Best Practices in Inclusive Leadership:

- Chapter leaders provide frequent opportunities for members' voices to be heard
- Chapter infuses inclusive practices into their recruitment and intake strategies to attract and support a diverse membership that reflects the campus demographics
- Chapter frequently critiques their organizational practices and members' individual beliefs to assess their biases and make necessary change
- Chapter utilizes a diversity, equity, and inclusion position to focus on the education and training of its members on a variety of DEI related topics

SOCIAL RESPONSIBILITY

Definition: Social responsibility values the wellbeing of the community over the individual chapter or member. Organizations are expected to prioritize the safety of their members and the community through a focus on harm reduction and prevention.

Background: Due to their potential for power and social capital, fraternities and sororities have a responsibility to ensure they are providing an environment that protects the health and safety of their members and the community. Education in the areas of risk management, bystander intervention, and hazing prevention—to name a few—should be a priority. This also typically requires chapters to advocate for what is right over what might be popular.

Focus Areas:

- Event management
- Risk and liability education
- Bystander intervention
- Hazing prevention
- Sexual assault prevention
- Alcohol and other drug education

Examples of Best Practices in Social Responsibility:

- Social event management practices that promote the health and safety of others
- Participating in bystander intervention training
- Hosting or participating in prevention education programs
- Regular review and strengthening of risk management policies and practices

COMMUNITY IMPACT

Definition: As part of a community, fraternity and sorority members can serve as change agents to address community needs, advocate for important causes, and change the world. They can do this through both service, voluntarily giving ones time to a cause, and philanthropy, donating dollars and other goods to those in need.

Background: Central to the missions of Shippensburg University and fraternities and sororities is the important task of creating responsible citizens who contribute to strengthening the communities to which they belong. Community impact through direct service and philanthropic efforts are cornerstones of this tenant.

Focus Areas:

- Involvement in the campus community
- Philanthropic efforts and education
- Community service
- Advocacy

Examples of Best Practices in Community Impact:

- Chapters balance philanthropic fundraising with raising awareness about these causes
- Members frequently participate in meaningful direct service to the local community
- Chapters participate in and collaborate on activities and initiatives that benefit the entire campus community
- Engage members in advocating for causes and creating social change that benefit the communities they belong to

ORGANIZATIONAL MANAGEMENT

Definition: Fraternities and sororities are complex organizations that require effective organizational management to be functioning at their highest capacity and providing a meaningful member experience.

Background: It is difficult for organizations to be able to achieve goals in any of the other community standards if not first achieving success in organizational management. It is the foundation upon which everything else builds. A healthy organizational structure requires comprehensive policies and by-laws, clearly defined membership expectations and officer responsibilities, and more.

Focus Areas:

- Policies and by-laws
- Member accountability
- Financial management
- Leadership transitions

Examples of Best Practices in Organizational Management:

- Chapter reviews and makes necessary edits to chapter bylaws annually
- The organization is financially stable and is transparent about how funds are allocated
- A structured, comprehensive transition workshop is held for outgoing and incoming officers annually
- Chapter has a functioning standards/judicial board or accountability process that holds members accountable for poor behavior or conduct violations

SUBMISSION & SCORING

Goals Reflection

At the end of the calendar year, chapters will complete a critical reflection worksheet for their SMART goals under each community standard. The officer(s) overseeing that particular goal will be the one(s) responsible for completing the reflection. This will give them the opportunity to reflect on whether they achieved their goal, the process of achieving it, and what they learned along the way. If a goal was not achieved, that is an opportunity to reflect on why that was the case and what they could have done differently to reach the desired outcome.

Poster Presentation

An important component of achieving goals is to share them with others. At the end of the calendar year, another opportunity to reflect on the goals your organization set and share your success will be through a poster presentation. This will be an informal, open-house style event where other members of the fraternity and sorority and campus community will be invited to stop by and hear about the incredible things that our chapters are doing. The goal of this is to help in emphasizing the positive aspects of fraternity and helping the campus community learn more about our organizations.

SPECIFICS

Chapters will be asked to participate in the poster presentation that will be open to the campus community of Shippensburg University. They should focus on articulating the eight different goals they set for each community standard and what progress they made toward them. How they present their information is up to them. They should also be prepared to answer any potential questions that attendees may have.

- The posters should be 30 inches x 40 inches. A template example will be provided but feel free to design it however you wish to tell your story. Digital files of the poster will be turned into the Office of Fraternity & Sorority Life to be printed.



- The presentation must include, at minimum, the eight different goals the chapter set for the year and what progress was made. Additional information about the chapter or their activities for the year may also be included as desired.
- Pictures are encouraged!
- No more than 2-3 presenters per chapter but other members may attend the event as guests.
- A panel of reviewers will be selected to score and provide feedback on chapters' posters that will be factored into the overall score determined by the office.

QUESTIONS TO CONSIDER

When designing your presentation, here are some questions to consider:

- If you achieved your goals:
 - What contributed to your success?
 - Did you overcome any challenges to get here? If so, what?
 - How will you build on this for next year?
- If you have not yet achieved your goals:
 - What obstacles did you run into in achieving your goals?
 - What would you do differently?
 - Will you keep this goal or adjust it for next year to make it more achievable?
- What is your chapter most proud of related to these goals?
- What did you learn throughout this experience?

Scoring

Chapters will be scored on a combination of their goal reflection submissions and their poster presentation. The Office of Fraternity and Sorority Life will review and score the submitted SMART Goals Worksheet and End of Year Reflection while a panel of reviewers selected from the campus community will be evaluating each chapter's progress toward their goals using this rubric. The reviewers will be selected each year and will be comprised of faculty, staff, and/or students.

Organizations that fail to complete the Deal Breakers will automatically receive a rating of either Existing or Developing, regardless of the amount of points scored as they are not meeting the minimum expectations set forth by the university.

Table 1. Goal Achievement Scoring Rubric

Each chapter’s SMART Goals Worksheet and End of Year Reflection will be used to assess the progress of each individual goal. This rubric will be used **separately** for each individual goal for a total of **80 possible points (12 per goal)**.

	Existing	Developing	Contributing	Excelling
	0.5	1	1.5	2
Goal Setting	The goal met none of the elements of a SMART goal and little to no effort was put into action planning	The goal met some of the elements of a SMART goal and some effort was put into action planning	The goal met the five elements of a SMART goal and substantial effort was put into action planning	The SMART goals met recommended best practices and significant effort was put into action planning
Goal Completion	The chapter did not achieve their goal and little to no effort was demonstrated	The chapter did not achieve their goal but some effort was made toward its completion	The chapter achieved their stated goal OR Substantial effort and progress was made	The chapter achieved and well surpassed their stated goal
Collaboration	The chapter did not collaborate with fellow officers, campus partners, or external stakeholders	An attempt was made to collaborate with others in the completion of the goal	Collaboration occurred in completing this goal OR There was no reasonable way to engage others	The chapter collaborated with a significant number of stakeholders and built meaningful relationships
Adaptability	The chapter failed to demonstrate effective or any adaptability in the face of challenges	Minimal effort was put into addressing challenges	Significant effort was put into addressing challenges OR No challenges occurred	Significant effort was put into identifying new and innovative solutions to challenges that occurred
Demonstrated Learning	Little to no organizational or individual learning occurred	Some organizational or individual learning occurred	Organizational and individual learning occurred	Organizational and individual learning occurred and was then acted upon

Table 2. Poster Presentation Rubric

The following rubric will be used to score the entirety of a chapter’s poster presentation for a total of **20 possible points**. This will be scored by a panel of select faculty, staff, and students.

	Existing	Developing	Contributing	Excelling
	1	2	3	4
Goal Setting	The chapter did not set goals that were SMART: specific, measurable, attainable, relevant, or time-oriented	The goals met some of the elements of a SMART goal	The goals met all five elements of a SMART goal	The goal met the five elements of a SMART goal and aligned with recommended best practices
Goal Completion	The chapter did not achieve any of their goals and little to no effort was demonstrated	The chapter did not achieve their goals but some effort was made toward their completion	The chapter achieved some of their goals AND/OR Substantial effort and progress was made toward their goals	The chapter achieved and well surpassed their stated goals
Collaboration	The chapter did not collaborate with fellow officers, campus partners, or external stakeholders on any goals	An attempt was made to collaborate with others in the completion of some of the goals	Collaboration occurred in completing their goals OR There was no reasonable way to engage others	The chapter collaborated with a significant number of stakeholders and built meaningful relationships in carrying out their goals
Adaptability	The chapter failed to demonstrate effective or any adaptability in the face of challenges in achieving their goals	Minimal effort was put into addressing challenges that arose while working toward their goals	Significant effort was put into addressing challenges OR No challenges occurred	Significant effort was put into identifying new and innovative solutions to challenges that occurred
Demonstrated Learning	Little to no organizational or individual learning occurred	Some organizational or individual learning occurred	Organizational and individual learning occurred	Organizational and individual learning occurred and was then acted upon

EVALUATION RATINGS

Evaluation Ratings

Below is a full breakdown of the scoring that will be used to determine a chapter's final evaluation rating:

- Existing: 0-25 + Some Deal Breakers
- Developing: 26-50 + Some Deal Breakers
- Contributing: 51-75 + All Deal Breakers
- Excelling: 76-100 + All Deal Breakers

EXISTING

Chapter does not meet expectations and has not achieved an acceptable standard as determined by Shippensburg University. There is concern that the chapter is not able to function at a fundamental level.

- A notification letter will be sent to the chapter's executive board, advisors, and headquarters staff.
- A follow-up call will be scheduled with chapter leadership and headquarters to discuss the justification for the evaluation rating and an action plan for moving forward.
- Chapters rated as Existing will be required to do additional action planning on how they can complete their Deal Breakers as well as attend additional check-ins throughout the next calendar year to ensure progress toward goals.
- **Chapters that receive a rating of Existing for two consecutive years will lose university recognition and all the privileges therein.** In this circumstance, a pathway for future reactivation will be negotiated with the Inter/National Headquarters.



DEVELOPING

Chapter meets some expectations set forth by the Office of Fraternity and Sorority Life and does not meaningfully contribute to the Shippensburg University community.

- A notification letter will be sent to the chapter's executive board, advisors, and headquarters staff.
- Chapters rated as Developing will be required to do extra action planning on how they will accomplish the Deal Breakers required by the Office of Fraternity and Sorority Life

CONTRIBUTING

Chapter meets expectations set forth by the Office of Fraternity and Sorority Life and is recognized as a successful fraternity or sorority that actively contributes to the Shippensburg University community.

- A notification letter will be sent to the chapter's executive board, advisors, and headquarters staff.

EXCELLING

Chapter exceeds the expectations set forth by the Office of Fraternity and Sorority Life and is recognized as an excellent fraternity or sorority for their valuable contributions as leaders in the Shippensburg University community.

- A notification letter will be sent to the chapter's executive board, advisors, and headquarters staff.
- Chapters rated as Excelling will receive additional exposure through available campus marketing and advertisement opportunities (*may* include digital flyers, The Slate, etc.).
- Chapters will receive public recognition through an award at the annual student leadership awards banquet in the subsequent semester (spring).
- Chapters will be rewarded with a \$100 grant from the Office of Fraternity and Sorority Affairs to be used toward approved chapter activities.

SCORECARDS

Though not part of the evaluation scoring, chapter scorecards will appear on the Shippensburg University website to serve simultaneously as a promotional and an accountability tool. These scorecards will provide a brief snapshot of each chapter to give potential members and other stakeholders an idea of how well each organization is functioning. These individual chapter pages [can be found here](#).

The information included is:

- Basic background information (chapter name, founding, philanthropy)
- Number of members
- Chapter GPA requirement and recent term and cumulative GPAs (chapters with five or fewer members will not have their organization's GPA advertised to protect individuals' grade information)
- Philanthropy dollars raised and service hours completed
- Recent awards
- Chapter Evaluation rating from previous year
- Recent conduct history



FRATERNITY & SORORITY ACTION PLANNING

Community Standards Overview

Intellectual Advancement: All chapter members are students first and all fraternities and sororities should actively support their members' academic efforts by promoting learning both inside and outside the classroom.

Personal Development: Through membership in a fraternity or sorority, students will further develop their personal and social capabilities through ongoing education, skill building, and leadership development.

Sense of Belonging: Members are able to find acceptance and support through their involvement in their respective chapter and the fraternity and sorority community as a whole.

Inclusive Leadership: Inclusive leaders seek to collaborate with and advocate for diverse groups of people. They do this through thoughtful consideration of different individuals' needs and by actively questioning their own biases.

Social Responsibility: Social responsibility values the wellbeing of the community over the individual chapter or member. Organizations are expected to prioritize the safety of their members and the community through a focus on harm reduction and prevention.

Community Impact: As part of a community, fraternity and sorority members can serve as change agents to address community needs, advocate for important causes, and change the world. They can do this through both service, voluntarily giving ones time to a cause, and philanthropy, donating dollars and other goods to those in need.

Organizational Management: Fraternities and sororities are complex organizations that require effective organizational management to be functioning at their highest capacity and providing a meaningful member experience.



S. M. A. R. T. Goals

SMART goals help improve achievement and success. A **SMART** goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed. Each element of the **SMART** goals framework works together to create a goal that is carefully planned, clear and trackable.

Specific: Well defined, clear, and precise. The goal should answer the five W's- who, what, when, where, and why

Measurable: Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress

Attainable: Goals need to be realistic, achievable, and reasonable

Relevant: Is your goal realistic and within your reach? Your goal must be consistent with other goals established and fits with your immediate and long-term plans

Time Oriented: Goals must have a clearly defined time-frame including a target or deadline date

Once a goal is set, setting **objectives** is the next step towards fostering a clear understanding of how to reach the desired outcome. The main difference between **objectives** and **goals** is that **objectives** are precise actions or measurable steps taken to move closer to the **goal**.

Intellectual Advancement

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Personal Development

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Sense of Belonging

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Inclusive Leadership

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Social Responsibility

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Community Impact

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Organizational Management

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	

Category of Choice: _____

<p>What is your long term SMART goal?</p>	
<p>What does success look like for this goal?</p>	
<p>What are potential setbacks that you may experience?</p>	
<p>How can you overcome those setbacks?</p>	
<p>Why is this goal important?</p>	
<p>What might happen if you do not start or make progress on this goal?</p>	
<p>What resources do you need to accomplish this goal?</p>	
<p>Which officer(s) will be responsible for focusing on this goal?</p>	



Goal Reflection Worksheet

GOAL SETTING
Category: Restate the SMART Goal:
Based on the criteria in the Goal Achievement Scoring Rubric, please provide the rating (Existing, Developing, Contributing, or Excelling) you believe you earned in each section: A. Goal Setting: B. Goal Completion: C. Collaboration: D. Adaptability: E. Demonstrated Learning:
GOAL COMPLETION
Please provide a summary timeline of what you and the chapter did to achieve this goal and what the outcome was including appropriate data for the metrics for success that were originally listed in the goal. If you did not meet the metrics set for the goal, please provide a brief description of why you were unable to.
COLLABORATION
Please describe how you engaged members and/or other people or groups outside of your chapter in the work to complete this goal. If you did not engage other people, please explain why. What value do you believe engaging other people brought to your efforts to complete the goal?

What challenges did you face when trying to engage other people in the work to complete this goal and how did you overcome those challenges?

ADAPTABILITY

What other challenges did you face in your work to complete this goal and how did you overcome them?

What do you think went well in the efforts to achieve this goal?

What, if any, changes did you make to your original plan for achieving this goal and how did you navigate those changes with your chapter and other constituents?

DEMONSTRATED LEARNING

What did you and other members learn as a result of the work done to achieve this goal?

What long-term impact do you believe the work done to achieve this goal will have on the chapter?

What skills do you believe you personally strengthened through the work you did to achieve this goal?

How do you think you can apply these skills to other activities you're involved in now or in your life after college?

How will what you learned be passed along to future chapter leaders?



Chapter Evaluation Timeline

SPRING SEMESTER		
Month	Action/Event	Required/Recommended
January	Chapter leadership attends Greek Leaders Retreat	Required
	Roster updates due	Required
	Schedule spring one-on-one meetings with chapter coach	Required
February	Submit New Member Education plan	Required (if taking new members)
	Update roster with new members	Required (if taking new members)
	Chapter Evaluation SMART Goals due	Required
	Risk management training	Required
	Presidents meeting	Required
March	New member Alcohol 101	Required
	Presidents meeting	Required
	Apply for Student Life Awards	Optional
April	Greek Week	Optional
	Statewide Weekend	Optional
	Presidents meeting	Required
May	Submit philanthropy/service hours for the semester	Required
June/July	Summer Break	None



Chapter Evaluation Timeline

FALL SEMESTER		
Month	Action/Event	Required/Recommended
August	Roster updates due	Required
	Re-register chapter with OFSL	Required
September	Risk management training	Required
	Submit New Member Education plan	Required (if taking new members)
	Update roster with new members	Required (if taking new members)
	Hazing Prevention Week	Recommended
October	SGA Budget Training	Required
	Homecoming Events	Recommended
November	Submit SGA Budget Request	Councils only
	Chapter Evaluation SMART Goals reflections due	Required
December	Submit philanthropy/service hours for the semester	Required
	Chapter Evaluation Poster Presentation	Required