

Brief summary of 2017-18 *EBI SkyFactor*
Recreation Services Assessment Results

Gus Hemmer
Campus Recreation
December 2018

2017-18 EBI Skyfactor Recreation Services

Rationale:

- Required to complete a formal program review once every six years
- Assessment content represents recognized professional standards
- Most questions relied on a 1-to-7 Likert scale with “1” indicating either “Strong Disagreement” or “Not at all” and “7” indicating either “Strong Agreement” or “Extremely”

External Benchmarking:

- Nationally benchmarked survey with comparisons to institutions within the same Carnegie Classification (N=6) and all participating institutions (N=42) in the same time period

Response Rates:

Longwood - 181 (11.3% RR)

Carnegie Class – 1,329(12.8% RR)

All Institutions – 16,005 (12.6% RR)

Most Prominent Descriptors of the 181 LU Respondents:

- 77.2% of the respondents were female, 20.6% male, and 2% Transgender/Other
- 76.8% indicated they were White, 8.8% were Black/African American, 8.3% were Hispanic, 2.2% were two or more races, and 2.2% were Asian
- 29.3% were seniors, 27.6% juniors, 24.3% first-year students, and 18.2% were sophomores, and 1 was a graduate/professional student

Glossary of Terms and Symbols:

Goal: The goal value, set by Skyfactor, is a value of 5.50 on a 7-point scale or a value of 75% on the performance scale.

Performance: Mean scaled from 0-100%. “1” on the 7-point scale equates with 0% performance, “4” equates to 50% performance, and “7” equates to 100% performance.

Statistical Significance: The indication of a statistical difference in means. A ↑↑ indicates where LU performed statistically higher; = indicates no statistical difference; a ↓↓ indicates where LU performed statistically lower.

Key for the following Tables:

X indicates the performance is well below goal; Issue
0 – 70%

! indicates the performance goal is within reach; Needs Work
71% – 74%

√ indicates the performance goal was met; Good
75% - 100%

NR Not Reported
NP Not a Predictor

↑↑ LU mean is statistically higher than the comparative group

= LU mean is statistically equal to the comparative group

↓↓ LU mean is statistically lower than the comparative group

17 Campus Rec Factors ranked by LU Performance Mean	Carnegie Class	All Institutions	LU Mean	Performance
Factor 7: Teamwork	↑↑	↑↑	6.31	88.5% ✓
Factor 4: Cleanliness	=	↑↑	6.08	84.7% ✓
Factor 5: Equipment	↑↑	↑↑	5.83	80.5% ✓
Factor 8: Leadership Skills	=	=	5.83	80.5% ✓
Factor 9: Sustainability & Environmental Issues	=	=	5.72	78.7% ✓
Factor 3: Staff	=	=	5.68	78.0% ✓
Factor 2: Environment	=	=	5.66	77.7% ✓
Factor 14: Overall Evaluation	=	↑↑	5.64	77.3% ✓
Factor 12: Diverse Interactions	=	=	5.62	77.0% ✓
Factor 17: Retention/Graduation Intent	↑↑	↑↑	5.59	76.5% ✓
Factor 11: Managing Health & Wellness	=	=	5.40	73.3% !
Factor 6: Understanding Health/Fitness	↑↑	↑↑	5.38	73.0% !

X Issue	! Needs Work	✓ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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17 Campus Rec Factors ranked by LU Performance Mean (Continued...)	Carnegie Class	All Institutions	LU Mean	Performance
Factor 16: Overall Program Effectiveness	=	↑↑	5.20	70.0% !
Factor 13: Knowledge Integration	=	=	5.15	69.2% X
Factor 1: Activities/Programs	=	↑↑	5.04	67.3% X
Factor 10: Building Connections	=	=	4.61	60.2% X
Factor 15: Overall Learning	=	=	4.57	59.5% X

X Issue	! Needs Work	√ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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Indicator Factors that “Need Work” based on the performance level (71-74%):

Factor 11: Managing Health & Wellness and

Factor 6: Understanding Health/Fitness.

Indicator Factors rated “Issue to be Addressed” based on performance level (0-70%):

Factor 13: Knowledge Integration

Factor 1: Activities and programs

Factor 10: Building Connections.

Response: A first annual **CRAP Day** (Campus Recreation Assessment Planning Day) was held to discuss the results, review goal writing models, and plan some action items.



Goal: Answer the deficiencies and increase contributions to student learning without adding any budgetary needs or increasing employee responsibilities.



Action plan 1:

Factor 6: Understanding Health & Fitness (also relates to Factor 13: Knowledge Integration)

Themes: Making connections with recreation/fitness activities and health improvement, fitness goals/planning, and how wellness is critical to being a successful student.

Short term: Establish Student Wellness Ambassadors (SWAs) making the former student club into a purpose driven program area with paid student staff. They will have certification/training and conduct programs and tabling events throughout the year.

Mid-range: Expand the use of the SWA's to conduct training sessions at the **student staff training** (including Spring Staff Training) educating staff not just on their job requirements, but also on overall Health & Wellness topics to build their understanding.

Long term: Determine and explore Campus Recreation's place in the **Civitae Core Curriculum**. What is our responsibility to teach students about Health & Wellness? How can we partner with academic affairs to add real substance to wellness education?

Action plan 2:

Factor 10: Building Connections

Themes: Making connections with the college community through recreation. Providing opportunities for students to meet new people and feel a sense of community. Pushing the social aspect of Campus Recreation.

Short term: Add **theme nights** to the Rock Climbing Wall including Ladies night, freshman climbs, dress up nights and others to highlight the social aspect of rock climbing and further develop the climbing community.

Mid-range: Treat **Sports Clubs as a community** instead of separate sport areas. Use the Club Cup program, Sports Club banquet, and other sports club events to solidify the sports club community.

Long term: make it easier to become a sports club with Campus Recreation. Explore adding **social sports clubs** of like-minded students that don't compete, but need space or other resources to be successful.

Action plan 3:

Factor 11: Managing Health/Fitness

Themes: Helping students set and achieve fitness goals to manage their stress and weight/strength.

Short term: Update the **exercise suggestions binder** at the Fitness Desk. The current binder is almost 10 years old and may not reflect current exercises and equipment available to students.

Mid-range: Push **personal training packages** as the starting place to assessing, establishing and expanding fitness goals.

Long term: Research what **fitness/workout apps** students are using and how we might pare with these technologies. Reach out to App companies to formalize integration and make a plan to improve synergy.

Closing the loop:

Campus Recreation will record efforts towards completing these Action Items in the **Year-End Annual Report** (due end of June 2019) and the **WEAVE Goals** online assessment report.

**Brief summary of 2017-18 *EBI SkyFactor/AFA*
Fraternity and Sorority Life Assessment Results**

Chloe Abshire & Meagan Byrnes

Fraternity and Sorority Life

April 18, 2019

2017-18 EBI Skyfactor/AFA Fraternity/Sorority Life Assessment

Rationale:

- Required to complete a formal program review once every six years
- Assessment content represents the professional standards of the Association of Fraternity/Sorority Advisors
- Most questions relied on a 1-to-7 Likert scale with “1” indicating either Strong Disagreement or being Not at all and “7” indicating either Strong Agreement or being Extremely

External Benchmarking:

- Nationally benchmarked survey with comparisons to institutions within the same Carnegie Classification (N=7) and all participating institutions (N=56) in the same time period

Response Rates:

Longwood - 453 (87.5% RR)
Carnegie Class - 2,211 (52.2% RR)
All Institutions – 34,814 (38.1% RR)

Most Prominent Descriptors of the 453 LU Respondents:

- 68.3% from Women's Fraternal Org; 31.7% from Men's Fraternal Org
- 44.5% Srs; 37.8% Jrs; 17.5% Sophomores
- 60.3% live off-campus, not in a chapter facility; 22.8% live in their chapter facility; 16.9% live on-campus, not in a chapter facility
- 66.8% Female; 32.7% Male
- 93.4% Heterosexual or Straight; 2.4% Bisexual; 1.5% Gay or Lesbian
- 85.4% White; 6.4% Black or African American; 2.4 Hispanic; 2.4% Two or more races; 1.5% Asian; 0.9% American Indian/Alaska Native
- 98.4% Non-Transfers
- 54.4% affiliated as Fr; 38.1% affiliated as Sophomores; 7.5% affiliated as Jrs

Glossary of Terms and Symbols:

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Performance: Mean scaled from 0-100%. “1” on the 7-point scale equates with 0% performance, “4” equates to 50% performance, and “7” equates to 100% performance.

Statistical Significance: The indication of a statistical difference in means. A ↑↑ indicates where LU performed statistically higher; = indicates no statistical difference; a ↓↓ indicates where LU performed statistically lower.

Key for the following Tables:

X	indicates the performance is well below goal; Issue 0 – 70%
!	indicates the performance goal is within reach; Needs Work 71% – 74%
√	indicates the performance goal was met; Good 75% - 100%
	NR Not Reported NP Not a Predictor
↑↑	LU mean is statistically higher than the comparative group
=	LU mean is statistically equal to the comparative group
↓↓	LU mean is statistically lower than the comparative group

18 FSL Factors ranked by mean	Carnegie Class	All Institutions	LU Mean	Performance
Factor 6: Interpersonal Skills	=	↑↑	6.24	87.3% ✓
Factor 2: Safety	=	↑↑	6.17	86.2% ✓
Factor 4: Belonging	=	↑↑	6.10	85.0% ✓
Factor 11: Self-worth	=	↑↑	6.10	85.0% ✓
Factor 16: Overall Satisfaction	=	↑↑	6.03	83.8% ✓
Factor 18: Overall Programming Effectiveness	↑↑	↑↑	6.01	83.5% ✓
Factor 17: Overall Learning	↑↑	↑↑	6.00	83.3% ✓
Factor 10: Healthy Behaviors	=	↑↑	5.95	82.5% ✓
Factor 5: Diverse Interactions	↑↑	↑↑	5.95	82.5% ✓
Factor 12: Intrapersonal Competencies	=	↑↑	5.88	81.3% ✓
Factor 7: Interpersonal Competencies	=	↑↑	5.87	81.2% ✓
Factor 15: Chapter Leadership	=	↑↑	5.80	80.0% ✓

X Issue	! Needs Work	✓ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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18 FSL Factors ranked by mean (continued...)	Carnegie Class	All Institutions	LU Mean	Performance
Factor 9: Personal Development	↑↑	↑↑	5.78	79.7% ✓
Factor 8: Leadership Skills	=	↑↑	5.65	77.5% ✓
Factor 14: Collaboration	↓↓	=	5.60	76.7% ✓
Factor 1: Housing	↑↑	↑↑	5.57	76.2% ✓
Factor 13: Principled Dissent	=	=	5.50	75.0% ✓
Factor 3: Programming	=	=	5.43	73.8% !

X Issue	! Needs Work	✓ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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Timeline

- Fall 2018—Focus on High Impact Factors and Program Areas of Opportunity to implement changes and guide decisions (FSL action plan)
- Spring 2019—share results and implement chapter action plan and community action plan

FSL Plan

- Greek Emerging Leaders Experience Curriculum
- New Member Academy Presentations
- Greek Ambassadors Program Workshops
- Greek Leadership Summit Sessions
- Pillars of Excellence Self-Assessment Tool
- President & Tri-Council Meetings

Chapter Plan

- Chapter snapshot to share with chapter members
- Pull out chapter data
- Review with Chapter President in 1:1
- Administer an action plan for the chapter (create an EBI Action planning worksheet)
- Assesses the progress

Community Plan

- Present Common findings at Advisor Meeting, Tri-Council Meeting, President Roundtable, and Student Affairs Meeting
- Share aspects of the results by Council indicator at Council Meetings

EBI Chapter Planning Worksheet

Chapter Plan

During each President 1:1 in the spring semester, the Director of Fraternity and Sorority Life and the Assistant Director of Fraternity and Sorority Life will work with chapter presidents by presenting the overall community outcomes as well as their chapter's individual outcomes. After reviewing the results, the chapter presidents will be asked to identify the top two of the areas of opportunity they would like to address with their chapter during their term. They will then list any and all potential solutions or ideas they have to address that area via a brainstorming process. Next, they will identify the most realistic solution. Finally, they will develop action steps, specifically (who, what and when).

Chapter: _____

Chapter President Name: _____

Two Selected Areas of Opportunity

1. _____
2. _____

Brainstorm Solutions and Ideas for #1:	Brainstorm Solutions and Ideas for #2:

Realistic Solution for #1:	Realistic Solution for #2:
<p>Action Steps:</p> <ol style="list-style-type: none"> 1. What: 2. When: 3. Who/How: 4. Date Completed By: 5. Other Action Steps: <p style="margin-top: 20px;">Campus Resources Available</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. What: 2. When: 3. Who/How: 4. Date Completed By: 5. Other Action Steps: <p style="margin-top: 20px;">Campus Resources Available</p>

At the next 1:1 with FSL Staff, the following will be reviewed:

- Progress
- Challenges/Set Backs
- Successes
- Chapter Moral
- Goals moving forward

Brief summary of
2017-18 EBI SkyFactor/ACUI
Student Leadership Assessment Results

Susan Sullivan and Gary Honickel
University Center and Student Activities/Clubs & Organizations
December 2018

2017-18 EBI Skyfactor/ACUI Student Leadership Assessment

Rationale:

- Required to complete a formal program review once every six years
- Assessment content represents the professional standards of the Association of Fraternity/Sorority Advisors
- Most questions relied on a 1-to-7 Likert scale with “1” indicating either Strong Disagreement or being Not at all and “7” indicating either Strong Agreement or being Extremely

External Benchmarking:

- Nationally benchmarked survey with comparisons to institutions within the same Carnegie Classification (N=5) and all participating institutions (N=33) in the same time period

Response Rates:

Longwood - 275 (46.4% RR)

Carnegie Class – 993 (20.2% RR)

All Institutions – 5,396 (13% RR)

Most Prominent Descriptors of the 275 LU Respondents:

- 44.5% Srs; 37.8% Jrs; 17.5% Sophomores
- 76.6% Female; 21.9% Male
- 84.2% Heterosexual or Straight; 3.7% Bisexual; 3.7% Gay or Lesbian; 3.7% Unsure or questioning
- 83.5% White; 11.6% Black or African American; 5.5% Hispanic
- 59.5% affiliated as Seniors; 29.2% affiliated as Juniors; 9.5% as Sophomores; 1.5% as Freshmen

Glossary of Terms and Symbols:

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NR Not Reported
NP Not a Predictor

↑↑ LU mean is statistically higher than the comparative group

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↓↓ LU mean is statistically lower than the comparative group

14 Student Leadership Factors ranked by mean	Carnegie Class	All Institutions	LU Mean	Performance
Factor 8: Self-Knowledge	=	=	5.95	82.5% ✓
Factor 14: Overall Program Effectiveness	=	=	5.91	81.8% ✓
Factor 9: Diverse Populations	↑↑	↑↑	5.84	80.7% ✓
Factor 13: Cognitive Complexity	↑↑	↑↑	5.77	79.5% ✓
Factor 3: Interpersonal Competence	↑↑	=	5.75	79.2% ✓
Factor 5: Collaboration among leaders	=	=	5.66	77.7% ✓
Factor 11: Practical Competencies: Management	↑↑	↑↑	5.60	76.7% ✓
Factor 4: Intrapersonal Competence	=	=	5.59	76.5% ✓
Factor 6: Collaboration among members	=	=	5.57	76.2% ✓
Factor 12: Principled Dissent	=	=	5.54	75.7% ✓
Factor 7: Effective Leadership	=	=	5.41	73.5% !
Factor 1: Organization Advisor	↑↑	=	4.92	65.3% X

X Issue	! Needs Work	✓ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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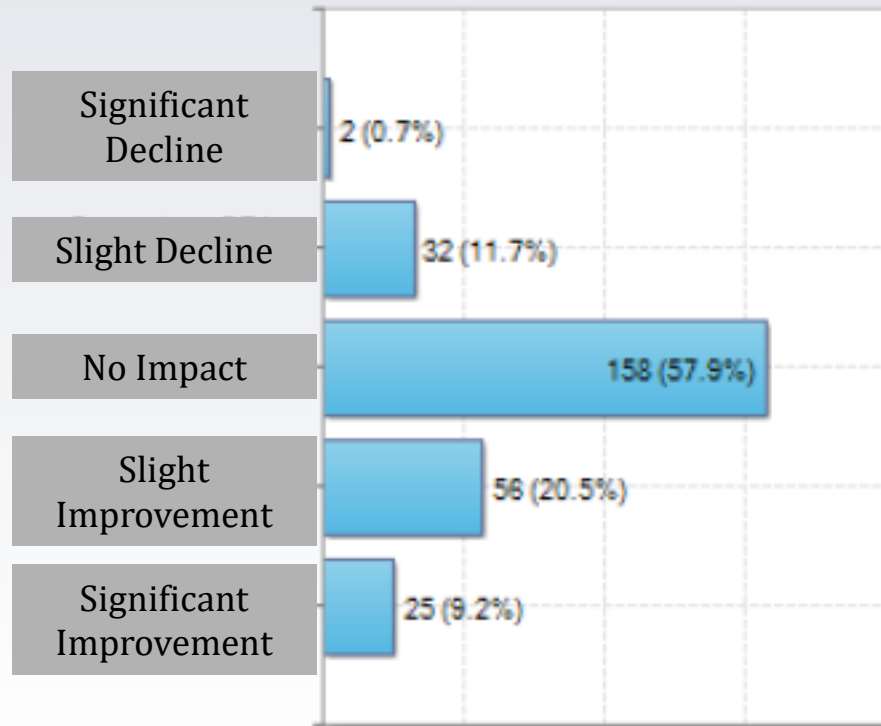
14 Student Leadership ranked by mean (continued...)	Carnegie Class	All Institutions	LU Mean	Performance
Factor 10: Practical Competencies: Contract & Budgets	↑↑	=	4.77	62.8% X
Factor 2: Leadership Training	=	=	4.66	61.0% X

X Issue	! Needs Work	√ Good	↓↓ LU is lower	= Equal	↑↑ LU is higher
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Assessment Demographic Information

- Administered to:
 - 166 Student Organizations
 - 592 Students in Leadership roles on LancerLink (President, VP, Treasurer, and Secretary)
- Majority were responses listed:
 - 21-25 years of age
 - GPA of 3.00 to 3.49
 - Lived Off Campus

D015. Personal Characteristics - What impact did involvement in student organization(s) have on your GPA?

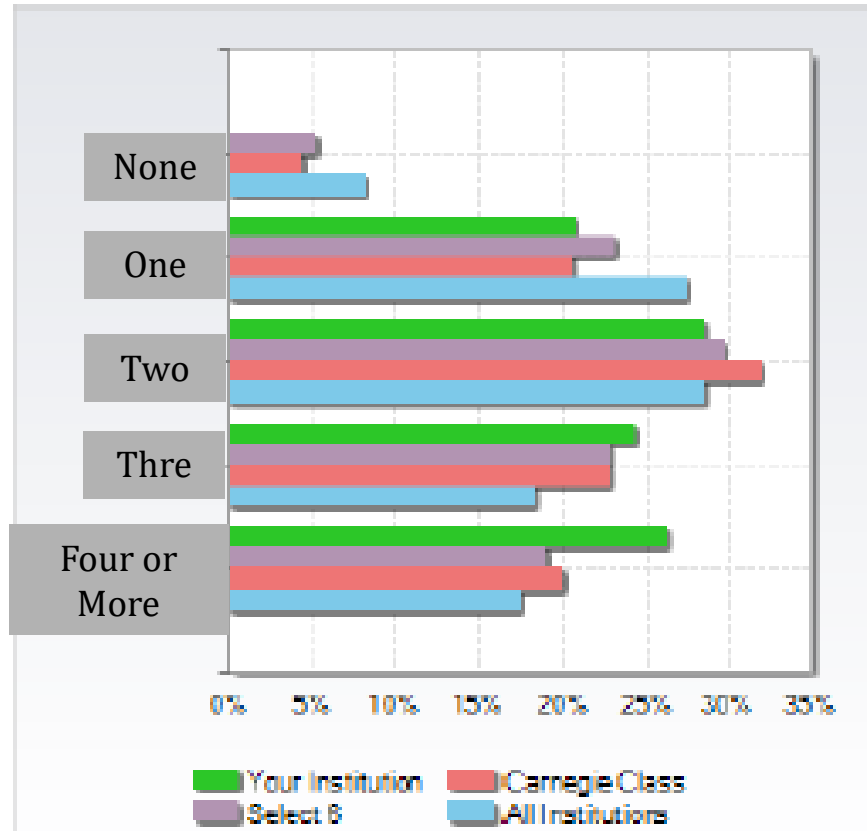


	N	% of Total
Caused my GPA to significantly decline	2	0.7%
Caused my GPA to slightly decline	32	11.7%
No impact on my GPA	158	57.9%
Caused my GPA to slightly improve	56	20.5%
Caused my GPA to significantly improve	25	9.2%

% Resp = 99.3%

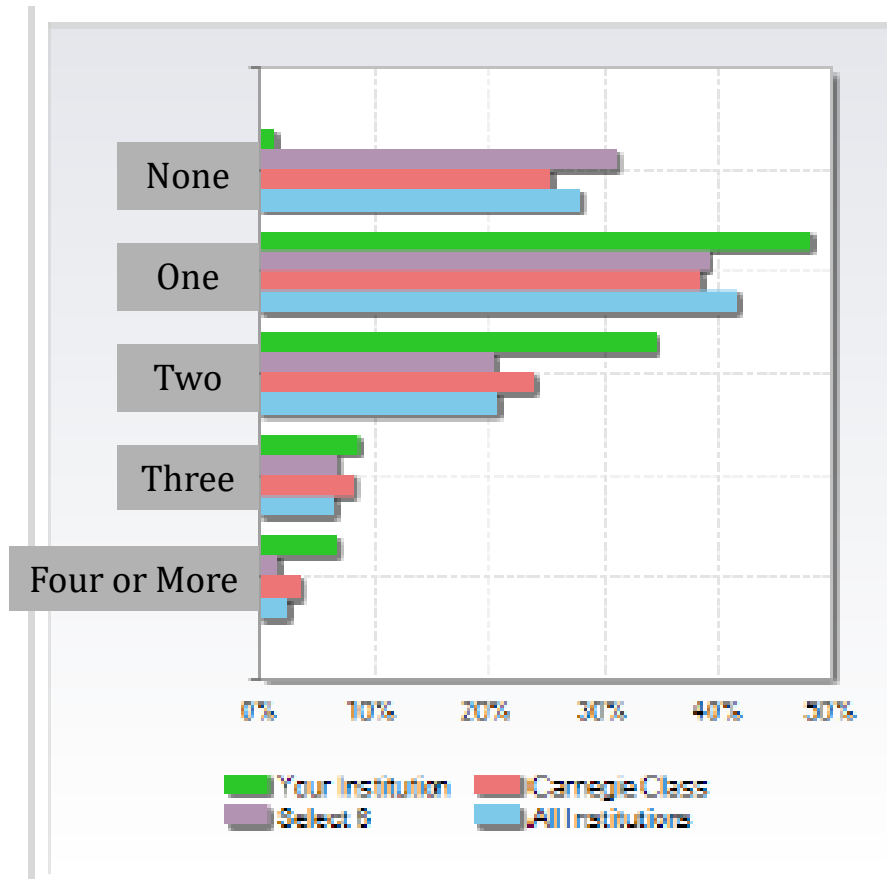
N = 273

D001. How many student organizations are you currently involved with?



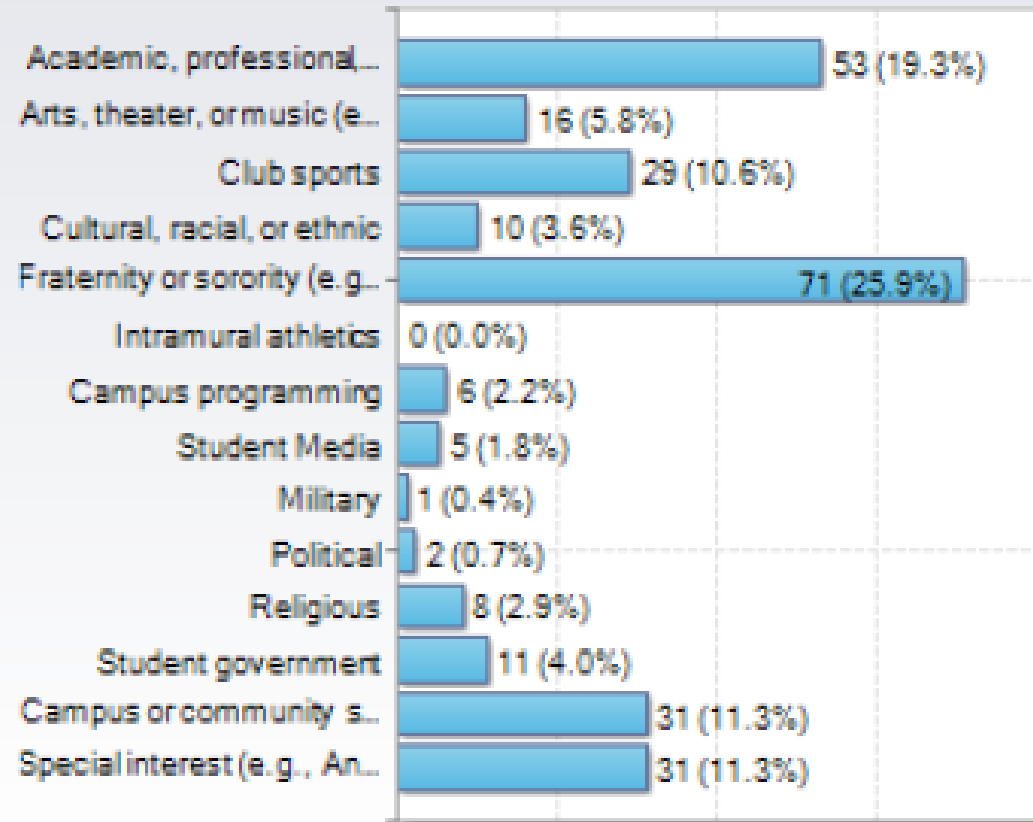
	Your Institution	Select 6	Carnegie Class	All Institutions
None	0 (0%)	52 (5%)	45 (5%)	449 (8%)
One	57 (21%)	225 (23%)	204 (21%)	1475 (27%)
Two	78 (28%)	289 (30%)	317 (32%)	1531 (28%)
Three	67 (24%)	221 (23%)	227 (23%)	987 (18%)
Four or more	72 (26%)	184 (19%)	199 (20%)	941 (17%)

D002. How many leadership positions do you currently hold in student organizations?



	Your Institution	Select 6	Carnegie Class	All Institutions
None	4 (1%)	302 (31%)	252 (25%)	1502 (28%)
One	131 (48%)	382 (39%)	380 (38%)	2249 (42%)
Two	94 (35%)	202 (21%)	237 (24%)	1134 (21%)
Three	24 (9%)	68 (7%)	84 (8%)	356 (7%)
Four or more	19 (7%)	17 (2%)	36 (4%)	141 (3%)

D020. Think of the student organization in which you have a leadership role and spend the most time and/or devote the most energy. The remaining survey questions should be answered with this particular student organization in mind. - Which of the following categories best describes this organization?



	N	% of Total
Academic, professional, or honorary (e.g., Delta Sigma Pi, Math Club, Mortar Board, Sigma Alpha Pi, etc.)	53	19.3%
Arts, theater, or music (e.g., BASIC, LU Company of Belly Dance, etc.)	16	5.8%
Club sports	29	10.6%
Cultural, racial, or ethnic	10	3.7%
Fraternity or sorority (e.g., Sigma Kappa, Sigma Nu, Zeta Phi Beta, Order of Omega, etc.)	71	25.9%
Intramural athletics	0	0.0%
Campus programming	6	2.2%
Student Media	5	1.8%
Military	1	0.4%
Political	2	0.7%
Religious	8	2.9%
Student government	11	4.0%
Campus or community service (e.g., Alpha Phi Omega, Ambassadors, Lancer Lunatics, etc.)	31	11.3%

% Resp = 99.6%
N = 274

Special interest (e.g., Anime Club, Bare Naked Ladies, Gamma Rho Lambda, Outdoor Club, Sigma Alpha Omega, etc.)	31	11.3%
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Action Plans

Organization Advisor

1. Develop at least two online resources regarding utilizing an advisor.
2. Schedule one of the Building Lancers into Leaders programs to focus on how student organizations can best utilize their advisor.
3. Share the results of the EBI survey with the Advisors in an Advisor Lunch and Learn and work with them on how they can support their organization.

Leadership Training

1. Develop at least two online resources regarding officer transition and organizational leadership.
2. Schedule one of the Building Lancers into Leaders to focus on Planning for Effective Officer Transition

Factor 10: Practical Competencies: Contracts and Budgets
 received a mean score of **4.77** and a performance rating of
62.8%

Contracts and Budgets Factor Items	LU Mean	Performance Level
“To what extent does your involvement with this student organization enhance the following skills and abilities ...		
Negotiating contracts/agreements	4.87	64.5% X
Monitoring a budget	4.84	64.0% X
Developing a budget	4.66	61.0% X

Action Plans

Contracts

1. Provide a check list online through Lancer Link that assists students with the questions they need and the policies they need to follow when dealing with contracts.

Budgets

1. UCSA and SGA collaborate to include information in a fall or spring Mandatory Student Organization Training Meeting to include information about how to develop and monitor a budget.

Other Important Notes

- Likelihood to intervene in a hazing situation at Longwood? – **5.71**
- To what degree does your involvement with this student organization enhance your ability to: Listen effectively – **5.91**
- to what degree: Were your actions consistent with your deeply held values/beliefs – **5.98**
- to what degree: Did you feel passionate about achieving this organization's goals/tasks – **6.15**
- To what degree does your involvement with this student organization increase your: Value and respect for people who are different from you – **5.95**
- To what degree did you achieve the following through your involvement in this student organization: A feeling of an accomplishment – **5.90**

- To what degree did you achieve the following through your involvement in this student organization: Confidence to assume greater responsibility in the future – **5.87**
- To what degree did you achieve the following through your involvement in this student organization: A sense of ownership of the organization – **5.88**
- To what degree did you achieve the following through your involvement in this student organization: Pride in being a member of the organization – **6.11**
- To what degree does your involvement with this student organization enhance the following skills and abilities: Organizing events – **5.90**

- Overall, to what degree did your involvement with this student organization: Improve your sense of belonging to this campus – **6.09**
- Recommendation - How inclined are you to recommend involvement with this student organization to other students? – **6.41**