

Chapter Achievement Program

Purpose and Overview

The purpose of this chapter achievement program is to gather information about the amazing work our community is doing. This information will help guide the Office of Fraternity and Sorority Life in its efforts to assist each chapter in its development, as well as assist in focused and intentional programming for our councils and community. This information will also assist in overall university promotion of the Fraternity and Sorority Community at NJIT. Our hope is that this program will also spark new interest and investment from our members in their own chapters and their community to continue to elevate our community.

This packet will outline the basic expectations of fraternities and sororities at New Jersey Institute of Technology. It will also allow chapters to challenge themselves and monitor their own activity and performance throughout the program. This program considers the driving principles of the Office of Fraternity and Sorority Life and the mission and vision it has for the community.

Mission Statement

The Office of Fraternity and Sorority Life (OFSL) at New Jersey Institute of Technology (NJIT) serves to develop undergraduate college students in the areas of civic responsibility, cognitive development, and leadership development. In addition, OFSL is dedicated to facilitating lifelong bonds and a meaningful sense of community amongst students and alumni.

Vision

The fraternity and sorority community at NJIT will be known for its global-minded leaders making a positive impact across the greater Newark community

Driving Principles

Care | Equity | Innovation | Partnership | Transparency

The ultimate goal of this achievement program is to promote a healthy foundation for fraternities and sororities on NJIT's campus. The requirements of this program represent the office's mission and driving principles, and is also meant to serve as a framework for the continued growth and success of our community and its values.

Timeline

Each recognized fraternity & sorority at NJIT will participate in the Chapter Achievement program each calendar year. Chapters will begin the goal setting process in late fall or early spring semester. Chapter tasks will be set to begin January 1st.

Recognition of Achievements

Medal Standings

Each chapter will be assessed by the completion of each task listed under the Bronze, Silver, and Gold categories. Chapters must fully complete each category to move up to the next category.

Bronze

1. Complete Re-registration each semester by designated date.
2. Attend Bi-weekly Presidents Meetings with FSL Liaison
3. Attend Community Training Days as listed
4. Submit roster confirmation
5. Chapter sets and actively works towards meeting at least 2 goals

Silver

6. Complete all bronze level standards
7. Submit philanthropy & service form by designated date.
8. Host and complete intake at least once a year
9. Final roster is above 2.7 average semester gpa each semester (both all -chapter and new member GPA)
10. Chapter sets and actively works towards meeting at least 4 goals

Gold

11. Complete all bronze and silver level standards
12. Final chapter roster average is above the all -student (co-ed), all -women (sororities), or all -mens semester (fraternities) gpa depending on your organization's membership.
13. No sanctions for the chapter. This includes academic, social, etc.
14. Chapter sets and actively works towards meeting at least 4 goals.

Results

Chapters achieving Gold, Silver or Bronze status will be highlighted on the NJITGreekLife Instagram, Student Life Newsletter (SLICE), and FSL Newsletter. Gold chapters may also have additional perks, such as early access to events/tickets, first pick time slots at required OFSL events (CAP Presentation), or special event invitations.

Chapters must achieve at least bronze status to be eligible to apply for and receive FSL Awards. The chapter of the year award will only be available to gold status chapters.

Chapters that fail to meet bronze status in their first year will be considered a “rebuilding chapter”. Chapters in this status will be required to meet with their Office of Fraternity and Sorority Life staff liaison to assess needs and opportunities for future improvement. That meeting will result in a series of chapter-specific outcomes determined to assist the chapter in their future chapter achievement program participation. These outcomes may include, but are not limited to chapter-wide

education, workshops and working sessions for CAP priority area completion, check in meetings with OFSL staff, adjusted due dates, editing/review processes, and additional required advisor engagement. The chapter must also adhere to a list of restricted privileges that may include participation in community-wide programming and hosting social events. Chapters have the opportunity to earn back some of these privileges upon midyear review by the Office of Fraternity and Sorority Life.

If a chapter does not achieve at least bronze status for a second consecutive year, they will be considered " **chapter in crisis** " and will be required to meet with OFSL Staff, Inter/National Organization or Alumni Board, and chapter leadership to discuss chapter performance and recommendations for future continuation.

Chapters that fail to participate in any aspect of the Chapter Achievement Program will be automatically considered a Rebuilding Chapter and may also lose other organizational privileges such as space reservations, event hosting privileges, and more.

All results will be communicated by outcome letters following the CAP cycle and are published on the Office of Fraternity and Sorority Life website.

Provide Chapter Assessment and Action Plan

Documentation Required each year via two separate Highlander Hub Submissions.

- Chapter CAP Assessment Worksheet due by January 31.
- Chapter Action Plan due by February 15.
- Both Assessment and Action Plan Templates are available at the end of this document as well as various online locations.

Chapters will complete and submit their chapters' CAP assessment worksheet by January 31. Then the chapter president and their FSL Liaison will meet and discuss their worksheet then the chapter president will submit the Chapters Action Plan on Highlander Hub to finalize their goals and chapter action plan. This will be used during the presidential meetings to ensure that each chapter is supported to reach their goals.

Action Plan Priority Areas

- **Academic Achievement**
Ex. All chapter (initiated and new members) average is at or above a 3.0 semester GPA both semesters.
- **Wellness, Safety and Harm Reduction**
Ex. Chapter will have all initiated and new members complete wellness webinar training courses focusing on healthy habits.
- **Diversity and Inclusion**
Ex. 50% of chapter membership attends NJIT safe zone training.
- **Membership Development**
Ex. 80% of chapter members attend a workshop on networking hosted by NJIT CDS.
Ex. Have at least two members complete FSELI.
- **Recruitment and Retention**
Ex. Develop a values-based selection process that creates a measurable way to select new members or candidates.

- **Chapter Operations**

Ex. Chapter will have all initiated and new members assigned to a committee to ensure active participation in chapter goals by all members.

- **Community Impact and Relations**

*Ex. Chapter will participate and assist in two large scale university programs.
Ex. Chapter will host a service project with NJIT during Earth Week to assist in the university's sustainability efforts.*

Presentation

CAP End of Year Panels

As the culminating experience of the chapter achievement program, each chapter must engage in a twenty-minute chapter achievement end of year panel. This panel allows chapter leadership to demonstrate critical thought articulating the process of goal setting, areas of success, opportunities for growth, and skill development as a result of engagement with the chapter achievement program. Each presentation should be approximately 20 minutes long, have some form of visual aid and have at least two members presenting, one of which should be the current or outgoing president that presided over the chapter in the fall semester. The chapter should be ready and able to answer any questions that may arise regarding their chapter's presentation or performance for that year. **Failure to participate in the panel will prevent the chapter from achieving any medal status.**

Example of Panel Criteria

The campus partners that are present in your panel will be providing your chapter a score (1-5) in each of the following categories:

- Chapter's ability to reflect and articulate on their process for goal setting as part of the chapter achievement program.
- Chapter's ability to articulate if they achieved their goals connected to organizational values and why or why not. [Note: chapter does not need to achieve goals to score highly here. They must be able to reflect on why they did or did not accomplish their goals from a process orientation.]
- Chapter's ability to articulate how they will engage differently with the chapter achievement program in the future. [Note: this is intended for chapters to think critically about how they can more effectively and reflectively utilize the program or change practices to more deeply engage with the program's goals]
- Chapter's ability to articulate the skills gained or refined by chapter leadership as a result of completing the chapter achievement program.
- Chapter's ability to demonstrate reflection and critical thought throughout the duration of their panel.

CAP End of Year Panel Rubric Example

Criteria	1	2	3	4	5
Chapter is able to reflect and articulate on their process for goal setting as part of the chapter achievement program.	Chapter did not reflect on and could/did not articulate their process for goal setting as part of the Chapter Achievement Program	Chapter slightly reflected and articulated their process for goal setting as part of the Chapter Achievement Program	Chapter moderately reflected and articulated their process for goal setting as part of the Chapter Achievement Program	Chapter reflected and articulated their process for goal setting as part of the Chapter Achievement Program	Chapter extensively reflected and articulated their process for goal setting as part of the Chapter Achievement Program
Comments:					

Criteria	1	2	3	4	5
Chapter is able to articulate if they achieved their goals connected to organizational values and why or why not. [Note: chapter does not need to achieve goals to score highly here. They must be able to reflect on why they did or did not accomplish their goals from a process orientation.]	Chapter did not reflect/articulate if they achieved their goals connected to the organizational values and why or why not.	Chapter provided one example that reflects/articulates if they achieved their goals connected to the organizational values and why or why not.	Chapter provided two examples that reflect/articulated if they achieved their goals connected to the organizational values and why or why not.	Chapter provided three examples that reflect/articulated if they achieved their goals connected to the organizational values and why or why not.	Chapter provided many examples that reflect/articulated if they achieved their goals connected to the organizational values and why or why not.
Comments:					

Criteria	1	2	3	4	5
Chapter is able to articulate how they will differently engage with the Chapter Achievement program in the future. [Note: this is intended for chapters to think critically about how they can more effectively and reflectively utilize the program or change practices to more deeply engage with CAP	Chapter did not articulate how they will differently engage with the Chapter Achievement program in the future.	Chapter slightly articulated how they will differently engage with the Chapter Achievement program in the future.	Chapter moderately articulated how they will differently engage with the Chapter Achievement program in the future.	Chapter articulated how they will differently engage with the Chapter Achievement program in the future.	Chapter extensively articulated how they will differently engage with the Chapter Achievement program in the future.
Comments:					

Criteria	1	2	3	4	5
Chapter is able to articulate the skills gained or refined by chapter leadership as a result of completing the Elevation program .	The chapter did not address skills gained or refined by chapter leadership as a result of completing CAP.	The chapter articulated 1 skill gained or refined by chapter leadership as a result of completing CAP.	The chapter articulated 2-3 skills gained or refined by chapter leadership as a result of completing CAP.	The chapter articulated 3-4 skills gained or refined by chapter leadership as a result of completing CAP.	The chapter articulated 5 skills gained or refined by chapter leadership as a result of completing CAP.
Comments:					

Criteria	1	2	3	4	5
Chapter demonstrates reflection and critical thought throughout the duration of their CAP panel.	Chapter did not demonstrate reflection and critical thought throughout the duration of their CAP panel.	Chapter demonstrates slight reflection and critical thought throughout the duration of their CAP panel.	Chapter demonstrates moderate reflection and critical thought throughout the duration of their CAP panel.	Chapter demonstrates adequate reflection and critical thought throughout the duration of their CAP panel.	Chapter demonstrates significant reflection and critical thought throughout the duration of their CAP panel.
Please describe how the chapter demonstrated critical thought throughout the duration of their CAP panel:					

adopted from Elevation Program at Colorado State University

Total Score:_____

CAP Chapter Assessment Template

Chapter:

Date:

This document is intended to be used as a template for chapters completing their assessment. It provides guidance for reflection that allows for goal setting (useful in creating the chapters action plans).

Priority Area One: Academic Achievement		
What went well in the previous year in our academic program? What needs improvement?	<i>[points for reflection: Does my chapter have an academic plan? How do we recognize outstanding academic achievement? How do we hold members accountable if they are not performing well academically? How do we set goals for individual members and our chapter around academic achievement? Does our academic performance match our effort? How do we uniquely and individually support each member in their academic success? How do we discuss academic achievement within the chapter in an ongoing way?]</i>	
How did our chapter <i>perform</i> academically last semester/year?	<i>[include GPA here]</i>	<i>This number can be found in your chapter academic reports sent to chapter presidents by semesters. You can also review the community academic report.</i> <i>[points for reflection: Is this GPA performance acceptable? Did we reach our goal? How does it relate to other chapters in our council and community-wide performance?]</i>
Based on our assessment, what is our GPA goal for the coming semester?	<i>[include GPA here]</i>	<i>[points for reflection: Is this a realistic goal? Why or why not? Can we expect our members to achieve this goal?] is this standard for all members (new and active)?</i>
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>	

Priority Area Two: Wellness, Safety and Harm Reduction	
What went well in the previous year related to harm reduction and risk management? What needs improvement?	<i>[points for reflection: Did your chapter have any risk management issues in the previous year? What are the areas of biggest risk for your chapter? Does my chapter focus both on risk management/compliance AND harm reduction (i.e. do we focus on reducing risk by making good decisions in addition to compliance with policies)? Do we provide education to members in addition to accountability?]</i>
How does my chapter provide education and hold members accountable for risk management and harm reduction issues? Are those practices effective?	<i>[points for reflection: Does the chapter know expectations outlined in the Fraternity and Sorority Life Handbook? Does the chapter understand risk management policies of the (inter)national organization? What additional training should be provided to members to increase awareness of policies? How are new members educated about risk management as they are brought into the chapter? Does my chapter have an accountability process? Is it respected and utilized? What are the formal and informal mechanisms for accountability that help members practice good decision making? How could we strengthen our accountability mechanisms?]</i>
What are ways members could behave more safely? What is the biggest risk-related issue this year?	
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>

Priority Area Three: Diversity and Inclusion	
What went well in the previous year related to diversity and inclusion. What needs improvement?	<i>[points for reflection: How does your chapter define diversity and inclusion? Where is your chapter lacking in understanding of topics related to diversity?]</i>
How does my chapter provide education and hold members accountable for diversity and inclusion issues? Are those practices effective?	
What are ways members could behave more inclusively?	<i>[points for reflection: Are there expectations from the (inter)national organization or our governing council for completion of inclusivity training? Are there practices whether written or historical that could be reviewed to be more inclusive?]</i>
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>

Priority Area Four: Membership Development	
What went well in the previous year in our membership development program? What needs improvement?	<i>[points for reflection: Do we understand what is meant by membership development? A solid membership development program should include educational programming, personal development, senior programming, campus involvement efforts, Ritual education, and brotherhood/sisterhood efforts.]</i>
How is brotherhood/sisterhood in the chapter?	<i>[points of reflection: Does our chapter intentionally discuss brotherhood/sisterhood? Does our chapter hold events or engage in activities that intentionally build brotherhood/sisterhood? How is chapter morale and how do members get along and support one another?]</i>
What does my chapter do to provide support and education to the chapter?	<i>[points for reflection: What programming or education is provided to members? Are members engaged with our chapter?]</i>
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>

Priority Area Five: Recruitment and Retention

What went well in the previous year in our membership intake or recruitment/new member education process? What needs improvement?	The process of recruiting/identifying new members to start an intake or new member education process:
	The process of educating members in an intake or new member education process:
What are the greatest opportunities that exist for our chapter connected to identifying and mobilizing interest in the organization?	
Does my chapter understand and provide education about the hazing policy?	
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>

<p>What went well in the previous year in chapter Management? What needs improvement?</p>	<p><i>[points for reflection: does your chapter maintain a calendar? How are your chapter meetings managed? How is communication managed? Do members have access to important chapter documents? How will you manage officer transitions? How is your chapter managing finances?]</i></p>
<p>How are chapter members participating in chapter meetings and business? Are all members participating in some way?</p>	
<p>Based on this reflection, a goal for our chapter in this priority area is:</p>	<p>1. <i>[state goal here]</i></p>

<p>Priority Area Seven: Community Impact and Relations</p>	
<p>What went well in the previous year</p>	<p><i>[points for reflection: How are you interacting with parents and families, (inter)national organization, other chapters, governing council, alumni/alumnae, faculty and staff,</i></p>

in community relations? What needs improvement?	<i>Newark community, and unaffiliated students. Does my chapter have an external relations plan? What forms of communication do we use (social media, formal communication through email or newsletters, chapter correspondence, etc.)? With whom are we engaging?]</i>
How could the chapter participate with more of the university in a positive way?	
Based on this reflection, a goal for our chapter in this priority area is:	1. <i>[state goal here]</i>

adapted from Elevation Program at Colorado State University

CAP Chapter Action Plan Template

Chapter:

Date:

This document is intended to be used as a template for chapters completing their action plan. It provides guidance for identifying SMART goals and how they will be achieved. **We encourage you to complete one goal for each priority area, however chapters should complete two to five goals total at minimum.**

Priority Area Action Plan	
Using the goals outlined in your assessment, you will create an action plan that details how you will accomplish these goals. All goals should be SMART: Specific, Measurable, Attainable, Relevant, and Timely.	
Goal 1: <i>[write goal as outlined in the Academic Achievement part of your assessment]</i>	<p>Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?</p> <p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained)</p> <p>Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?</p> <p>Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?</p> <p>Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will <i>actually</i> accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.</p>
Goal 2: <i>[write goal as outlined in the Wellness, Safety and</i>	Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?

<p><i>Harm Reduction part of your assessment]</i></p>	<p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained</p> <p>Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?</p> <p>Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?</p> <p>Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will <i>actually</i> accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.</p>
<p>Goal 3: <i>[write goal as outlined in the Diversity and Inclusion part of your assessment]</i></p>	<p>Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?</p>

	<p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained)</p> <p>Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?</p> <p>Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?</p> <p>Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will <i>actually</i> accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.</p>
<p>Goal 4: <i>[write goal as outlined in the Membership Development part of your assessment]</i></p>	<p>Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?</p>

	<p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained)</p> <p>Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?</p> <p>Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?</p> <p>Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will <i>actually</i> accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.</p>
<p>Goal 5: <i>[write goal as outlined in the Recruitment & Retention part of your assessment]</i></p>	<p>Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?</p> <p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This</p>

	<p>often includes specific numbers, percentages, or projects completed or attained)</p> <p>Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?</p> <p>Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?</p> <p>Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will <i>actually</i> accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.</p>
<p>Goal 6: <i>[write goal as outlined in the Chapter Operations part of your assessment]</i></p>	<p>Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?</p> <p>Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained)</p>

Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?

Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?

Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will *actually* accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.

Goal 7: *[write goal as outlined in the Community Impact and Relations part of your assessment]*

Question 1: How is this goal specific? What will be executed or accomplished as a result of this goal? Who is responsible for this goal (this might be multiple people)?

Question 2: How is this goal measurable? What is the metric for success? How will we know the goal has been accomplished? (This often includes specific numbers, percentages, or projects completed or attained)

Question 3: Is this goal realistic? Do I need to adjust this goal? Is it likely my chapter will accomplish this goal? What are the barriers to possible success of this goal?

Question 4: How does this goal help us address the concerns or areas of improvement identified in our assessment? How does this goal help us attain the expectations of our (inter)national organization? How does this goal ensure we are living our organizational values/purpose?

Question 5: By when will this goal be accomplished? This might include a number of smaller dates for help in achieving the overall goal. Remember, this is an action plan, so this should outline how you will *actually* accomplish the goal. Sometimes breaking up the goal into smaller steps is helpful.

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