

Greek New Member Education Assessment Report 2022-24

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Background

Student Organizations & Leadership (SO&L) requires all entering Greek members to attend Greek New Member Education (GNME) at the beginning of the semester they join. GNME is held Fall and Spring semesters every year. It is focused on creating a safer, more inclusive Greek community by training students to be active bystanders who intervene positively in risky situations such as those involving alcohol abuse, hazing, and sexual violence. SO&L trained 360 students in 2022-23 and 377 students in 2023-24. Students are surveyed after attending the training. 349 students completed the 2022-23 survey, and 377 completed the 2023-24 survey.

Quantitative Questions 2022-24

1. As a result of this program, I can...

Statement	2022-23*	2023-24*
Understand the barriers to being an active bystander	100%	100%
Identify steps to becoming an active bystander	100%	100%
Demonstrate at least two bystander intervention techniques for any potentially harmful situations	100%	100%
Identify reporting and support resources on campus related to potentially harmful situations	100%	100%

**(% agree or strongly agree)*

2. I think I can do something about a potentially harmful or risky situation

a. **2022-23:** 99% agree or strongly agree

3. What is the best definition of an ACTIVE bystander?

Option	2022-23	2023-24
An individual who takes an action to positively impact the outcome of a situation (CORRECT ANSWER)	48%	53%
An individual who physically intervenes in a situation to prevent a harmful thing from happening	30%	23%
An individual who witnesses events that could be potentially harmful to another person or persons	20%	21%
An individual who joins in on behavior that could be potentially harmful to another person or persons	1%	1%
None of the above	1%	1%

4. I plan to apply what I learned to intervene if I witness such a situation

a. **2022-23:** 100% agree or strongly agree

5. What are the (5) five steps to intervention in correct order?

Option	2022-23	2023-24
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Notice the event, interpret it as a problem, assume personal responsibility, know how to help - 3D's, Step UP! (CORRECT ANSWER)	61%	56%
Notice the event, direct, distract, delegate, Step UP!	20%	27%
Know how to help - 3D's, assume personal responsibility, notice the event, interpret it as a problem, and implement the help.	18%	18%
Assume personal responsibility, notice the event, direct, Step UP!	0%	0%

6. What are the three Ds of bystander intervention?

Option	2022-23	2023-24
Direct, Distract, Delegate (CORRECT ANSWER)	99%	99%
Downplay, Delegate, Divert	1%	.5%
Direct, Disturb, Disperse	0%	.5%
Distract, Deescalate, Duck	0%	0%

7. As a result of attending this program, I feel more CONFIDENT in being able to intervene in a harmful or risky situation within my organization

- a. **2022-23:** 99% agree or strongly agree
- b. **2023-24:** 100% agree or strongly agree

8. As a result of attending this program, I feel a great sense of PERSONAL RESPONSIBILITY to the larger Greek community, beyond just my own organization

- a. **2022-23:** 100% agree or strongly agree
- b. **2023-24:** 99% agree or strongly agree

9. As a result of attending this program, I feel greater sense of BELONGING to the larger community

- a. **2022-23:** 99% agree or strongly agree
- b. **2023-24:** 100% agree or strongly agree

Open-Ended Questions – 2022-23¹

10. What is your dream for the Greek community?

¹ Analyzed using Claude.ai

Responses to this question corresponded with the following main themes:

- **Safety and inclusivity.** This was by far the most prominent theme, with approximately 45% of responses emphasizing the desire for a safe, inclusive, and welcoming environment for all members, free from hazing, discrimination, or harm.
- **Unity, support, and brotherhood/sisterhood.** Approximately 25% of responses expressed the dream of having a united, supportive Greek community that feels like a family or close-knit group. There was a desire for chapters to come together, support each other, and create strong bonds of brotherhood/sisterhood.
- **Positive reputation and overcoming negative stereotypes.** Around 12% of responses mention the goal of improving the reputation of the Greek community, shedding negative stereotypes, and being seen in a more positive light by the broader campus and society.
- **Personal growth, connections, and memories.** About 10% of responses highlight the dream of personal growth, making meaningful connections and friendships, and creating cherished memories within the Greek community.
- A smaller percent of responses fall under the themes of community service/positive impact and fun and enjoyment.

11. Why did you join the Greek community? What are you looking to get out of your fraternity/ sorority experience?

The overarching themes from the responses to this question centered around the social aspects of Greek life – finding friendship, community, a sense of belonging, as well as some practical motivations like networking and career prospects. Personal growth and campus involvement were secondary reasons for many. Themes broke out in the following ways:

- **Friendship/sisterhood/brotherhood.** Approximately 60% of responses cited a desire to make friends, find a sense of sisterhood/brotherhood, and build meaningful connections as the primary reason for joining the Greek community.
- **Sense of community/belonging.** Around 25% of responses described joining Greek life to feel part of a community, to have a home away from home, and a sense of belonging on campus.
- **Networking/career opportunities.** Around 15% of respondents mentioned joining Greek life for networking purposes and to make connections that could potentially help their future careers.
- **Personal growth/new experiences.** About 10% of responses indicated a desire for personal growth, getting out of one's comfort zone, and having new experiences as motivations for joining.
- **Leadership/involvement.** Around 5% cited leadership opportunities and getting more involved on campus as reasons for going Greek.

12. At Greek New Member Education, what was one thing you learned that you didn't know before attending the training?

Responses to this question fell into the following categories:

- The "Three D's" (Direct, Distract, Delegate) - 20%
- Understanding hazing better (types, signs, etc.) - 15%
- Bystander intervention concepts (3 D's, bystander effect, etc.) - 15%
- Resources available (reporting, access, etc.) - 10%
- Alcohol/substance issues (alcohol poisoning, over-consumption) - 10%
- Identifying problematic situations (sexual assault, domestic violence) - 10%
- Statistics/numerical insights (prevalence, likelihood, etc.) - 5%
- General learnings/new perspectives - 15%

13. What is one thing you will do with this information?

The overarching theme from this question is that the training seems to have resonated with participants, with the majority stating they will take a proactive stance through active bystandership, prevention efforts, reporting incidents, and overall promoting a safer environment within the Greek community. The main themes broke out as follows:

- **Be an active bystander.** The most prevalent response, at 40%, was a commitment to being an active bystander – stepping in, speaking up, or taking action if they witness problematic/unsafe situations. Frequently mentioned using the "Three D's" strategy (Direct, Distract, Delegate).
- **Promote safety/prevent harm.** Approximately 25% of respondents stated they will work to promote a safe environment, prevent harmful situations, look out for others, and try to create a welcoming atmosphere free from hazing, assault, etc.
- **Report/intervene.** Responses in this category, approximately 15%, mentioned reporting inappropriate behavior, intervening when needed, and being willing to get involved rather than being a bystander.
- **Be aware/observant.** Around 10% of respondents mentioned they will be more aware of their surroundings, keep an eye out for potentially unsafe situations, and remain vigilant.
- **Support others.** About 5% of respondents said they will provide support to sisters/brothers, be someone others can come to for help, and uplift the community.
- **Educate/inform.** Around 5% of respondents mentioned educating themselves further, informing others of what they learned, or passing the information along.

14. What is one new campus resource you learned about during Greek New Member Education?

Respondents mentioned many campus resources, including (from most common to least common) WEAVE and the confidential advocate, Student Organizations and Leadership

(many mentioning specific staff), Student Health and Counseling Services (most often mentioning various counseling services), the Office of Equal Opportunity/Title IX, Greek resources (including USFC, Fraternity & Sorority Life Team, IFC, Greek New Member Council, chapter officers, and program and peer advisors), various hotlines, campus police, and the CARES office.

15. What will I do to elevate my community?

Responses fell into the following themes:

- **Being an active bystander.** The most prevalent response, at 40%, was a commitment to being an active bystander – intervening, speaking up, or taking action when witnessing problematic or potentially harmful situations. This includes utilizing strategies like the "Three D's" (Direct, Distract, Delegate).
- **Promoting safety and preventing harm.** Approximately 30% of responses focused on using the information to prioritize safety, prevent harmful behavior like hazing, create a welcoming environment, and look out for the well-being of others in their community.
- **Increased awareness/observation.** Around 15% of respondents stated they will be more aware of their surroundings, observant of potential issues, and cognizant of identifying problematic situations using what they learned.
- **Reporting/utilizing resources.** About 10% of respondents mentioned reporting incidents or utilizing the available resources/support systems when witnessing concerning behavior or seeking help.
- **Being supportive/inclusive.** Around 5% of responses highlighted being more supportive, inclusive, and making others feel comfortable.

16. Any additional feedback on the Greek New Member Education experience?

55 respondents had feedback. Of those, 36 of the comments were primarily to thank the presenter and say that they found the presentation helpful and informative. The rest of the comments, listed below, contained constructive feedback on the content or structure of the training.

- It was a good, necessary seminar. I felt like they could have spent longer on relationship abuse and how other people feel unsafe from the police.
- Might be interested in serving as a Greek new member education facilitator because next semester I will be our "New Member Education Chairman"
- More discretion advised
- The presenter was fantastic. However, I felt that the content was incredibly drawn out and quite lacking. Sac state already requires a safety online course, which I felt I learned more from.
- I think having more interaction within the groups would be a better experience!

- It was an awesome experience and I really liked how at some point we were participating with others.
- I thought that the whole process was both very smooth and engaging/interactive at the same time. I also thought the large number of email reminders pre and post the experience were very useful; as me and many other young students can be quite disorganized and forgetful.
- I wish there were later sessions offered.
- Some of these things were common sense to me
- It was good overall, good job
- I enjoyed the videos we watched.
- Have the post assessment be on paper directly after
- Some additional feedback on the Greek New Member Education would be to have more interaction with the crowd.
- maybe make it a liiittle shorter
- More group interaction, this can help us beging to build bonds with those of other organizations.
- it could be more intereactive when it comes to practicing the skills
- It was interactive which was cool.
- no! it was good even though it was long
- I didn't know some of the rules when it came to greek life. We have to prioritize school and work before anything else. You can go to anyone when it comes to finding help or someone to talk to. Such as president, advisor
- I would say the only thing I didnt like about the new member education was that the main focus was around men, I feel like you could implement the dangers of women and express hpw women can also cause these problems, I myself am a victim of rape from a woman, and I think it is important to spread awareness about that too.

Continuous Improvement Plan, 2022-23

Start

- Given our two- hour run time, we continue to get feedback on students asking for the presentation to either be shorter or a bit more interactive. While we have already worked to remove a full hour of content to the curriculum, staff are considering the below adjustments to respond to this feedback:
 - o Working to identify places in the script where we can make the curriculum more interactive (i.e. asking more questions of the audience, allowing for small group discussions, adding other interactive elements such as polls or activities).
- For the first time this past year, we have been struggling to get post-assessments back from Greek New Members following the presentation. As a result, we are considering implementing the below:

- Providing a QR code on the final slide that connects students to the post assessment so they can submit it while still in the room or providing physical post-assessments that can be transcribed by our student assistant after each training. We will be trying both strategies in Spring 2024 to determine which works best!

Stop

- Currently our sexual misconduct scenario is our only gendered scenario and as a result this section can sometimes be skewed to discuss primarily female identifying survivors. Based on some of the open-ended feedback received, some students have requested we work to stress how men are impacted by sexual violence. To do so, we will:
 - Edit the scenario in the script, slide deck and scenario handouts to remove gendered references.
 - Review the script to ensure it adequately covers the ways in which sexual violence impacts people of different identities to ensure our facilitators also touch on how this issue affects LGBTQ+, differently abled, and BIPOC populations.

Change

- Based on the assessment findings, it is clear that while we do discuss the bystander effect and the diffusion of responsibility in our presentation, we are not doing an effective job of stressing the definition of an active bystander. With that said, we will:
 - Work to reconfigure the script to ensure the definition is stressed more explicitly by facilitators.
 - Work to edit our slide deck so the definition of an active bystander is provided to students visually as well.
- Another change we are considering is working to ensure the entire Hornets Help model is stressed throughout the presentation. While students practice with the 3D's the most through scenarios in their small groups and the repetition of hearing each group share out, it is evident that more conversation around the rest of the model is needed. To accomplish this, we will:
 - Ensure that the Hornets Help model is discussed in more detail with additional stress provided to why the steps that precede the 3D's are so critical.
 - Stress the steps that precede the 3D's as each group shares out on how they would respond to the scenario, so the collective can hear them repeated.

Continue

Based on the assessment findings it appears that the shift in the GNME curriculum that allows for students to practice using the 3D's with scenario-based case studies has been very effective. With that said, we will continue to utilize this activity to ensure Greek students can better understand how to apply direct, distract and delegate intervention tactics.

GNME Improvements Made, 2023-24

Based on ideas outlined in the continuous improvement plan, we reconfigured the script to stress the definition of active bystander more explicitly. We also emphasized the Hornets Help model during the presentation. By looking at the post-assessment survey results, it shows that the topic that most participants feel confident in is knowing the three D's of bystander intervention.

We also provided a QR code for participants to have the ability to complete their post-assessment on the spot directly after each training concluded. By doing this, we noticed a higher and faster completion rate of the post-assessments.

Additionally, the answers to the following questions indicated an increase in understanding of the Greek New Member Education material:

- As a result of attending this program, I feel greater sense of BELONGING to the larger community- 99% to 100%
- As a result of attending this program, I feel more CONFIDENT in being able to intervene in a harmful or risky situation within my organization- 99% to 100%
- Compared to the previous year's results, it looks as if the understanding of what an active bystander is improved by 5%.

Open-Ended Questions – 2023-24²

10. Why did you join the Greek community? What are you looking to get out of your fraternity/sorority experience?

- **Sense of community/belonging/sisterhood/brotherhood.** At around 35%, this was one of the most commonly cited reasons for joining. Many expressed a desire to find a close-knit group, a "home away from home", and lifelong bonds/friendships.
- **Social connections/meeting new people.** Another prevalent theme, at around 30%, was joining Greek life to expand their social circle, meet new people, be more involved on campus, and make connections.
- **Personal growth/leadership opportunities.** Approximately 20% of responses mentioned hoping to develop skills like leadership, public speaking, networking, getting out of their comfort zone, and overall personal growth.
- **Philanthropy/community service.** Giving back to the community through philanthropic causes and volunteer work was an attractive aspect of Greek life for approximately 15% of respondents.
- **Professional development/networking.** Around 12% viewed Greek life as an opportunity to build connections and a network that could benefit their future careers and professional aspirations.

² Analyzed using Claude.ai

- **Cultural connection.** Around 5% of respondents, particularly those from underrepresented backgrounds, joined to find a community centered around shared cultural values and experiences.
- **Fun/social experiences.** Having a group to socialize with, attend events, and make college memories was an appealing factor for about 10% of respondents.

11. At Greek New Member Education, what was one thing you learned that you didn't know before attending the training?

The main themes from this question revolved around learning strategies to be an active bystander, increasing awareness of prevalent issues like hazing and sexual assault, and understanding the resources and reporting mechanisms available on campus.

- **The "3 Ds" - Direct, Distract, Delegate.** This strategy for being an active bystander and intervening in problematic situations was mentioned as something new that attendees learned in approximately 30% of responses.
- **The "Red Zone" and statistics on sexual assault.** About 18% of responses indicated learning about the "Red Zone" time period with higher risks of sexual assault on college campuses, as well as alarming statistics around rates of sexual assault.
- **Types and prevalence of hazing.** Around 15% of attendees mentioned gaining more awareness about what constitutes hazing beyond just physical abuse, and that hazing is still a prevalent issue in Greek life.
- **The bystander effect.** About 12% of responses mentioned learning about the bystander effect and how the presence of others can actually decrease the likelihood of intervention.
- **Campus resources and reporting.** Approximately 10% of responses mentioned information on resources like counseling, ways to report hazing/misconduct, and organizations like WEAVE that can provide support.
- **Being an active bystander.** Around 8% of respondents learned about the importance of active bystandership and effective ways to intervene safely when problematic situations arise.
- **Definitions (hazing, consent, bystander).** For about 7%, the training clarified definitions and what exactly qualifies as hazing, lack of consent, or being an inactive bystander.

12. What is one new campus resource you learned about during Greek New Member Education?

Respondents mentioned many campus resources, including (from most common to least common) Student Organizations and Leadership (including staff members by name), Student Health, Counseling, and Wellness Services (including individual, group, and peer counseling

as well as urgent care), WEAVE, Greek Council, Office of Equal Opportunity, Campus Police, Panhellenic Council, the anonymous reporting link/email on the SO&L website, the Women's Resource Center, the IFC, various confidential hotlines, the Fraternity & Sorority Life Team, the CARES Office, the Student Services Center, the PRIDE Center, and ASI SafeRides. Resources mentioned only once or twice are not included here.

13. Any additional feedback on the Greek New Member Education experience?

107 respondents had feedback. Of those, 55 of the comments were primarily to thank the presenters and say that they found the presentation helpful and informative. The rest of the comments, listed below, either mentioned specific parts of the training they found helpful or contained constructive feedback on the content or structure of the training.

- I think it would have been nice to take the first 15 minutes or so to spend time getting to know the members of our groups and introduce ourselves. Besides that I think the process was fine overall.
- It was great! Maybe more videos
- I liked how we were in groups with different organizations
- Very well explained, and good emphasis on sexual assault among college parties.
- I feel more people would have participated or contributed if the groups were smaller. When filling out the scenario worksheet, it was really just one or two people and the rest just zoned out but by having smaller groups, people are more likely to contribute.
- Updated videos
- maybe try to be more visual with presentation. I noticed there were alot of words. making the presentation be more visual and less words can significantly grab all members to be more attentative. I guess try to make it more immersive. However, I did liked the activities we did. maybe u can add one more activity to the GNME.
- More interactive activities
- I really appreciated and admired how well Kayla and Ashley presented.
- Nope, you all did great :)
- Should use more interactive aspects like when we threw the paper balls. Maybe have students move seats, it was somewhat boring staying in one spot. Have different times of day for the sessions and not only in the evening.
- Maybe make it more interactive, it felt like a lecture.
- I was pleasantly surprised with the activities and slideshow, it was a good way to keep the attention.
- The only thing I would give gentle feedback on is the use of the term "differently abled" when referring to the disabled community. As a disabled student, I personally don't have a problem with it, but some people find the phrase to have a negative connotation. Disabled isn't a bad word it's totally ok to say it, or persons with disabilities :) Also thank you for holding this educational meeting. I think it's

beneficial for all students to be honest, not just Greek members. And thank you for getting us out on time. You are both rockstars!!

- It was mentioned that sororities/fraternities are paying about 500-800 dollars. I wouldn't mention that because, it makes sororities that are paying 4x that feel bad.
- I think it should've been a way for faster check in because we started a little bit late but there was still a long line of people coming in so it seemed disrespectful that they could show up late when the rest of us were on time and respected the presenters time.
- I think a larger space within the union would be more beneficial.
- The stories were very impactful and I'm glad I went to learn more about these things.
- The word "responsibility" is spelled wrong multiple times in this assessment... otherwise no.
- Possibly give more resources you can never have enough
- It was a good time and I liked being at a randomly assigned table with people I didn't know.
- To expand the hours and dates available for students to choose from to make it more accessible for all Greek students.
- Allow people to sit wherever they want maybe. I heard many people were frustrated by individual who were being disruptive at their tables and couldn't move because they were assigned there.
- I would suggest maybe making the presentation shorter than two hours.
- I thought this was a good training for new Greek members. Despite me being a little older among the group, I felt this was a good way of educating (mostly freshman) about the dangers, warning signs, and resources for the topics we discussed when in a Sorority/Fraternity.
- I would say maybe offer Tuesday/Wednesday options for the seminar. People have similar schedules Monday/Wednesday and Tuesday/Thursday so offering more accessibility would be nice.
- Some snacks would be great!
- Possibly making it online. Or time slots that are earlier in the day.
- It was very long but I think that all that was said is something everyone should hear.
- The scenarios went a little long and may have lost some of their meaning as time went on. I think they're a great addition but maybe make them shorter or a little less of them. It was great though!
- have more interactive activities
- I couldn't find PAD (Phi Alpha Delta) on the type of organization
- More collaboration
- Maybe kick people out who are distracting or clearly not making the effort to participate. It's distracting and disrespectful. Make it clear to take it serious especially when covering a serious topic.

- Make it more engaging, it is very long as some are not able to focused that long for those who have adhd
- I had originally expected to learn a brief introduction about Greek life, it's historical record(s) and what we should truly get out of it. The majority of the orientation was based on legality measures, in which I thought was redundant due to incoming transfers being required to take a course similar to this. Presentation was very informative nonetheless.
- i thought the presentation and senerios was a great way for us to know what is considered hazing and how in the moment we may not see it but it is helpful to know what it is.
- It was great to participate in groups about the scenarios.
- It was really informative and I liked the group part.
- A little more energy and excitement so it is easier for students to follow along the entire time.
- I really enjoy the snowball activity as it was engaging interesting.
- no thank you. we spent too long on the scenarios and missed the other parts at the end
- Ice breakers
- Introductions among groups, there were a few individuals who did not speak at all.
- It was informational but repetitive
- A feedback I could give is to facilitate the presentation a little bit faster because my session didn't make to the 5 steps of intervention.
- for the presentation to be faster because our session didn't finish the presentation.
- More diverse groups of both genders and chapters.
- I enjoyed the group activities because you're interacting with different individuals from different organizations. I also liked the discussions whether or not what we think a certain situation is and how we should go about it.
- Possibly try to have more interactive activities.
- Make the training more interactive. I enjoyed meeting people from different organizations. I wish we had more time to talk and get to know each other.
- Maybe videos next time.

Continuous Improvement Plan, 2024-25

Start

- Given our two-hour run time, we continue to get feedback on students asking for the presentation to either be shorter or a bit more interactive. Staff are considering the below adjustments to respond to this feedback:

- Working to identify places in the script where we can make the curriculum more interactive (i.e., asking more questions of the audience, allowing for small group discussions, adding other interactive elements such as polls or activities).
- Incorporating more opportunities for participants to “get to know” each other through activities and prompts.

Stop

- N/A

Change

- Although including a variety of videos helps with engagement and gets positive feedback from participants, we noticed that some of the videos weren't being received well. We would like to work on updating/replacing some of the videos in our presentation.
- One area of feedback that we received is that our presentation was a bit wordy and hard to follow for some people. We want to refresh the presentation so that it is more visually appealing and not as word-heavy.
- The Greek Life staff aim to change the distribution of slides between staff since it started to become repetitive.
- Due to feedback we received that some new members weren't able to attend due to class conflicts, we have decided to push back the time of GNME by 30 minutes. This will also allow more time for the staff to prepare for the check-in process. This was another area of feedback we received that the check-in process could be more efficient.

Continue

- This past semester, we made the change to include a QR code for the post assessment so that students can complete it while they are with us. We noticed this semester that students were better with turning in their post-assessment, so we can conclude that giving the option to complete the post-assessment on the spot has helped.
- The snowball activity and scenarios practice continue to be the most positively received parts of the presentation. We plan to continue these activities, potentially with some modifications to make them more relevant.