

# OFFICE OF FRATERNITY & SORORITY LIFE

## Chapter Health & BEAM Progress Audit



*This is designed to aid you in auditing your chapter's current health and progress in the BEAM domains: Belonging, Engaging, Achieving, and Meaning. Responses will guide chapter coaching conversations and allow for measurement of growth over time. This audit is to be completed at the beginning of the fall semester, end of the fall semester, and end of the spring semester.*

---

**Chapter Name:** \_\_\_\_\_ **Council:** IFC | Panhellenic | NPHC | DGC

**Completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

### Section 1: Chapter Snapshot

How many active members are currently in your chapter?

- Less than 10       10-29       30-49       50-69       70-89       90-109       110+

What was your chapters membership retention rate for those members eligible to return? When calculating, you should not count individuals who exited the semester because of internships, study abroad experiences, etc.?

- Less than 10% (1)       10-25% (2)       26-50% (3)       51-75% (4)       76-100% (5)

What percentage of your membership is financially current with their chapter dues?

- Less than 10% (1)       10-25% (2)       26-50% (3)       51-75% (4)       76-100% (5)

On average, what percentage of your membership is attending regular chapter meetings?

- Less than 10% (1)       10-25% (2)       26-50% (3)       51-75% (4)       76-100% (5)
- 

### Section 2: Chapter Culture

What three words would members use to describe your chapter culture right now?

What cultural behaviors, traditions, or practices feel most central to your chapter identity outside of written ritual?

Which of those might put us at risk for hazing, burnout, harm, or exclusion (1.e., bullying, “mean girl behavior”, being made to feel like an outsider)?

When members join your chapter, what unspoken messages or behaviors might they perceive as expectations?

What steps do you take to actively support a culture of care and accountability within and across all members (e.g., lines, new member/pledge classes, middle members, newly initiated)?

---

### Section 3: BEAM Domains

Evaluate each statement using the provided Likert scale. Be as transparent as possible – this is not a reflection on your leadership, rather an indication of where your chapter is at present. Focus on actual vs. aspirant.

<b>Belonging</b> (Feeling connected, accepted, and valued within a group or community.)	<b>Strongly Agree</b> (5)	<b>Agree</b> (4)	<b>Neutral</b> (3)	<b>Disagree</b> (2)	<b>Strongly Disagree</b> (1)
Members feel connected to each other and valued by their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New members are welcomed and feel a true sense of connection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chapter intentionally creates opportunities for members to connect socially with one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members who are less active are still encouraged to participate to the best of their ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chapter addresses cliques, favoritism, and/or exclusivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members from different backgrounds feel included in chapter activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-ended:** Who in your chapter might feel invisible or disconnected right now?

<b>Engaging</b> (Actively participating and involved in learning and activities of interest.)	<b>Strongly Agree</b> (5)	<b>Agree</b> (4)	<b>Neutral</b> (3)	<b>Disagree</b> (2)	<b>Strongly Disagree</b> (1)
Members voluntarily participate actively in chapter events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members are involved in campus/community organizations outside of the chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members are encouraged to speak up, not silenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We collaborate with other fraternities/sororities and campus partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members can identify meaningful connections they have built in the chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chapter has clear and consistent expectations for member involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-ended:** How is your chapter currently involved in the broader campus community?

<b>Achieving</b> (Planning and striving to accomplish goals.)	<b>Strongly Agree</b> (5)	<b>Agree</b> (4)	<b>Neutral</b> (3)	<b>Disagree</b> (2)	<b>Strongly Disagree</b> (1)
Our chapter maintains academic performance consistent with or above the campus GPA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officers are accountable and follow through on responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members are supported in their academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chapter sets clear, measurable goals and tracks progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members are recognized for their achievements (e.g., academic, leadership, community, career).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chapter meets deadlines and follows through on commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-ended:** What academic or leadership challenges is your chapter currently facing?

<b>Meaning</b> (Identifying values and interests that lead to a sense of purpose, significance, and fulfillment.)	<b>Strongly Agree</b> (5)	<b>Agree</b> (4)	<b>Neutral</b> (3)	<b>Disagree</b> (2)	<b>Strongly Disagree</b> (1)
Peer accountability is consistent and values-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members can articulate how our inter/national organization's values and/or ritual guide their everyday decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New member education builds connection and aligns with our values – not fear or secrecy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members feel their time in the chapter has purpose and meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chapter offers programs that support personal and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General chapter members are clearly able to articulate the difference between a chapter tradition and inter/national organization ritual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Open-ended:** In what ways is your chapter connecting to the inter/national organization outside of your chapter – through alumni, advisors, regional events, and/or inter/national events?

### Section 4: Readiness & Growth

Use the rubric and information below to help evaluate the identified sub-groups within your chapter listed on the next page. Consider their interest or willingness to change and which name, descriptor, and or phrase might best capture their overall disposition.

<b>Name</b>	<b>Description</b>	<b>What members of this sub-group might say?</b>
Resistant	Avoiding change; may deny problems exist or feel attacked	<i>"This isn't a real issue. We don't need to change."</i>
Reluctant	Aware there's a problem, but uncertain or fearful about change	<i>"I get it, but we've always done it this way."</i>
Open	Willing to listen and learn, not yet fully committed	<i>"I'm not sure how this works, but I'm willing to try."</i>
Engaged	Taking steps to change, applying new mindsets or behaviors	<i>"We've started rethinking how we do things."</i>
Invested	Fully aligned with the new direction; championing change	<i>"This is who we are now, and we're helping others get here too."</i>

Populations within the chapter	Invested (5)	Engaged (4)	Open (3)	Reluctant (2)	Resistant (1)
General, fully initiated members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencers (senior members, social leaders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New/associate members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisors/alumni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 5: Chapter Leadership & Capacity

Evaluate each statement using the provided Likert scale. Be as transparent as possible.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
I feel confident in my ability to lead this chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have enough time to fulfill my leadership responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officer transition materials are clear and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication between leadership and members is timely and transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in our chapter's ability to facilitate a physically, emotionally, financially, and mentally safe environment for all membership development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to run effective meetings that accomplish goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Scoring

Compute the number of points included within the parentheses for each area section below:

\_\_\_\_\_ - Section 1: Chapter Snapshot

\_\_\_\_\_ - BEAM Domains

\_\_\_\_\_ - Readiness & Growth

\_\_\_\_\_ - Chapter Leadership & Capacity

\_\_\_\_\_ - **Total**

## **Section 6: Reflection & Goal-Setting for Coaching**

What are 2-3 priorities that you would like to address this semester?

What are your greatest strengths to aid you in addressing your priorities?

What support or resources would help your chapter tackle your identified priorities?

What's one tradition or mindset we need to leave behind?

One behavior, mindset, or tradition we commit to transforming this semester:

One way we will visibly live out the BEAM values this semester:

One specific request we have for our coach to support our growth: