

Association of Fraternity Advisors / Educational
Benchmarking, Incorporated

Fraternity / Sorority Assessment



The Pennsylvania State University
Spring 2007

PENNSTATE



Division of Student Affairs

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**The Pennsylvania State University
AFA / EBI Fraternity / Sorority Assessment
Spring 2007**

INTRODUCTION

This assessment of the overall effectiveness of fraternity and sorority life at Penn State utilizes a national student survey conducted by the Association of Fraternity Advisors (AFA) and Educational Benchmarking, Inc. (EBI). It was administered two years ago (in the spring of 2005) to provide baseline data prior to the implementation of the Minimum Standards and the Standards of Excellence, products of the Return to Glory Greek Pride initiative. In spring of 2007, the survey was re-administered to track the change and/or progress in the experiences provided within Penn State's fraternity and sorority life. Survey topics include the overall fraternity and sorority experience, academics, leadership and personal development, community service and philanthropic involvement, alcohol and other drug usage, diversity, membership education, satisfaction with the Office of Fraternity and Sorority Life, and anticipated alumni activity. It was administered by Web to students who were members of social fraternities and sororities at University Park during spring 2007; 63 other institutions also participated. Student Affairs Research and Assessment coordinated the study at University Park.

In total, 1,115 Penn State students responded to the survey for a 31.3% response rate¹ and a $\pm 2.43\%$ confidence interval. Of the Penn State respondents, 53.0% were female, 49.6% lived in chapter housing (on and off campus), 73.8% were affiliated with their fraternity/sorority for more than two semesters, and 87.3% were White.

In this report, 2007 data are provided for the key questions in the survey in accordance with Penn State initiatives, and comparisons to Penn State's assessment in 2005 are also provided. Additionally, data related to the 15 factors are presented. These factors provide a concise way to determine Penn State's progress along various aspects of the fraternity/sorority experience.² When applicable³, comparable data are provided to peer institutions (13 institutions) based on Carnegie Classification (doctoral/research universities – extensive), and to all participating institutions (63 institutions).⁴

FINDINGS

Overall Experience

Students were asked several questions regarding their overall satisfaction with their fraternity/sorority experience.

- When asked how satisfied they were with their fraternity/sorority experience, 58% responded they were "very satisfied" in 2007 (similar to 57% in 2005). In total, 94% in 2007 (similar to 92% in 2005) expressed satisfaction with their experience.
- Approximately 93% in 2007 and 91% in 2005 were strongly inclined to recommend joining a fraternity/sorority at Penn State.
- When comparing the cost to the quality of their fraternity/sorority experience, 80% in 2007 rated the overall value as being at least "very good" (similar to 77% in 2005).

- **In 2007, Penn State students reported significantly higher OVERALL PROGRAM EFFECTIVENESS than they did in 2005 (see Table 9.0).**

¹ Note: this response rate is an increase from the 22% (n=696) in the 2005 administration of the survey.

² Factors are a data reduction tool that combines multiple questions into a larger concept based on logic and statistical analysis. The factor composition is provided in the Appendices.

³ In addition to the national survey, Penn State included 10 institution-specific questions that preclude comparisons to other institutions.

⁴ Note: Mean scores of other institutions are not provided, as per the EBI confidentiality agreement.

- In 2007, Penn State students rated the **OVERALL PROGRAM EFFECTIVENESS** similarly to students at peer institutions and all institutions (see Tables 9.1 to 9.3).

Academics

Another area of interest is the effect of fraternity/sorority membership on students' academic achievement.

- In 2007, 45% of Penn State students responded that, on average, they study 11 or more hours per week, compared to 49% in 2005 (see Chart 1).
- In 2007, 79% believed their fraternity/sorority experience substantially enhanced their ability to organize their time to meet responsibilities (up from 76% in 2005) (see Table 1.0).
- Compared to 2005, students in 2007 were significantly more likely to respond that their fraternity/sorority experience enhanced their ability to organize time to meet responsibilities, establish an effective study schedule, set priorities to accomplish what is most important, and to prepare for tests (see Table 1.0).
- **Penn State students in 2007 reported significantly higher FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES than did members in 2005 (see Table 9.0).**
- **When responding to questions about FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES, Penn State students (in 2007) responded significantly higher when compared to students at peer institutions and responded similarly to students at all participating institutions (see Tables 9.1 to 9.3).**

Chart 1. Hours Spent Per Week Studying (by percent)

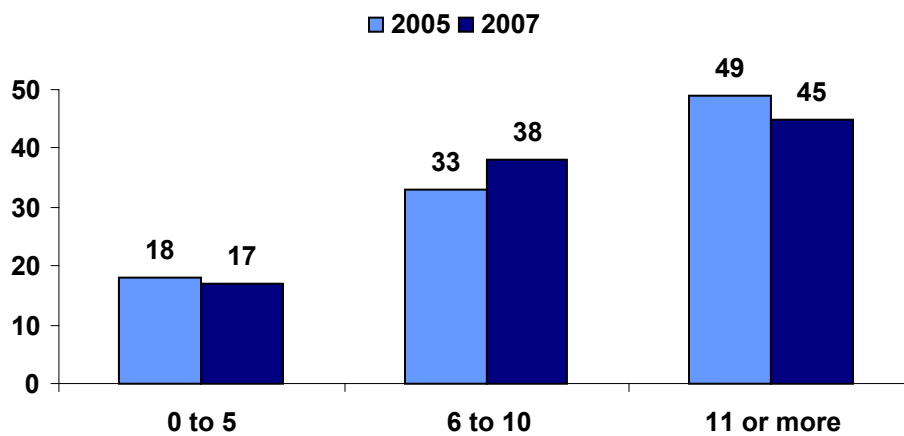


Table 1.0. Academic Abilities Enhanced as a Result of Fraternity/Sorority Experience

Percent who substantially enhanced the following academic abilities:	2005	2007	Sig. ⁵	Change ⁶
Establish academic goals	63	64	NS	--
Organize time to meet responsibilities	76	79	*	↑
Establish an effective study schedule	66	68	*	↑
Set priorities to accomplish what is most important	74	79	**	↑
Prepare for tests	58	58	*	↑
Engage faculty outside the classroom	48	49	NS	--

⁵ Significance is based on t-tests for average score per question.

⁶ Change is based on significance.

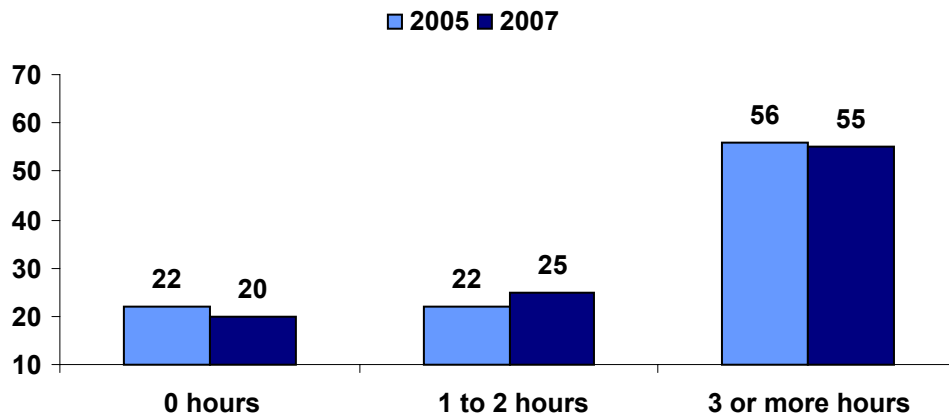
+ Level of Statistical Significance - ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Leadership and Personal Development

Several questions focused on students' gains with regard to leadership skills and personal development.

- In 2007, 80% of Penn State students participated in leadership development activities during the past semester, compared to 79% in 2005. Furthermore, 55% (in 2007) spent three or more hours participating in such activities (compared to 56% in 2005) (see Chart 2).⁷
- In 2007, 90% felt their fraternity/sorority experience substantially enhanced their ability to assume positions of responsibility (up from 88% in 2005), and 89% felt their experience had substantially enhanced their ability to organize events (up from 86% in 2005) (see Table 2.0).
- In 2007, 85% responded that their fraternity/sorority experience substantially enhanced their conflict resolution skills, and 84% said it substantially enhanced their time management skills (similar to 83% and 82%, respectively, in 2005) (see Table 2.1).
- **In 2007, Penn State students were significantly more likely to report FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS than were members in 2005 (see Table 9.0).**
- **Moreover, when compared to students at peer institutions and all institutions, Penn State students reported significantly higher scores regarding FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS, making this an area of strength (see Tables 9.1 to 9.3).**
- **Penn State students reported similar levels of FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS in 2005 and 2007 (see Table 9.0).**
- **However, when compared to students at peer institutions, students at Penn State reported significantly higher scores in FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS and ranked in the top 50% of all participating institutions, making this another area of strength (see Tables 9.1 to 9.3).**

Chart 2. Hours Spent in Leadership Development Activities During the Past Semester (by percent)



⁷ This question was only asked of Penn State students.

Table 2.0. Leadership Skills Enhanced as a Result of Fraternity/Sorority Experience

Percent who substantially enhanced the following leadership skills:	2005	2007	Sig. ⁸	Change ⁹
Assume positions of responsibility	88	90	*	↑
Organize events	86	89	**	↑
Motivate others	84	88	**	↑
Meet deadlines	81	87	**	↑
Run meetings	76	82	**	↑
Publicize activities	75	80	**	↑
Manage finances	71	75	**	↑

+ Level of Statistical Significance - ** p < .01; * p < .05.

Table 2.1. Personal Development Skills Enhanced as a Result of Fraternity/Sorority Experience

Percent who substantially enhanced the following personal development skills:	2005	2007	Sig. ⁷	Change ⁸
Conflict resolution skills	83	85	NS	--
Time management skills	82	84	NS	--
Oral communication skills	81	83	**	↑
Decision making skills	79	82	*	↑
Problem solving skills	72	75	NS	--
Written communication skills	53	55	NS	--
Reading skills	42	41	NS	--
Computer skills	40	40	NS	--

+ Level of Statistical Significance - ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Interpersonal Skills, Personal Growth, and Career Development

Three other areas related to the effect of fraternity/sorority involvement on learning and developmental outcomes are covered in the survey.

- Most students felt their fraternity/sorority experience had a positive effect on their interpersonal skills. For example, 93% (in both 2007 and 2005) indicated it substantially enhanced their ability to meet new people, and 92% in 2007 and 90% in 2005 said it substantially enhanced their ability to establish close friendships (see Table 3.0).
- In 2007, 88% (similar to 85% in 2005) reported that their fraternity/sorority experience substantially contributed to their establishing effective social skills (see Table 3.1).
- In 2007, 58% said their fraternity/sorority experience substantially contributed to their academic success (an increase from 55% in 2005) (see Table 3.1).
- In 2007, 82% (up from 77% in 2005) of Penn State students reported that their fraternity/sorority experience substantially enhanced their ability to improve their networking skills (see Table 3.2).
- In addition, in 2007, 59% reported substantial gains in acquiring internships (an increase from 51% in 2005) (see Table 3.2).

⁸ Significance is based on t-tests for average score per question.

⁹ Change is based on significance.

- In 2007, Penn State fraternity and sorority members reported significantly higher **FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS** and **FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT** compared to 2005 (see Table 9.0).
- Compared to students at peer institutions and all other institutions, Penn State students rated **FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS** significantly higher, making this an area of strength for Penn State (see Tables 9.1 to 9.3).
- Penn State students rated **FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT** significantly higher than did students at peer institutions. Additionally, Penn State ranked in the top 50% of all participating institutions, making this another area of strength (see Tables 9.1 to 9.3).
- In addition, Penn State fraternity and sorority members reported that the **EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH** at a significantly higher rate in 2007 than in 2005 (see Table 9.0).
- When compared to students at other institutions, Penn State students responded similarly regarding **EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH**. Penn State students responded significantly higher than students at peer institutions (see Tables 9.1 to 9.3).

Table 3.0. Interpersonal Skills Enhanced as a Result of Fraternity/Sorority Experience

Percent who substantially enhanced the following interpersonal relationship skills:	2005	2007	Sig.+ ¹⁰	Change ¹¹
Meet new people	93	93	NS	--
Establish close friendships	90	92	***	↑
Transfer social skills to other settings	88	90	*	↑
Adjust to the college social environment	87	89	*	↑
Live cooperatively	84	83	NS	--

+ Level of Statistical Significance - ***: p < .001; * p < .05; NS: There is no significant statistical difference between these means.

Table 3.1. Personal Growth as a Result of Fraternity/Sorority Experience

Percent for whom their fraternity/sorority experience contributed substantially to the following:	2005	2007	Sig.+ ⁹	Change ¹⁰
Establishing effective social skills	85	88	NS	--
Learning self discipline	77	81	*	↑
Ability to drink responsibly	72	76	**	↑
Commitment to community service	68	75	***	↑
Academic success	55	58	*	↑
Identifying a career direction	51	54	NS	--

+ Level of Statistical Significance - ***: p < .001; ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Table 3.2. Career Development Enhanced as a Result of Fraternity/Sorority Experience

Percent for whom their fraternity/sorority experience substantially enhanced their ability to:	2005	2007	Sig.+ ⁹	Change ¹⁰
Improve your networking skills	77	82	**	↑
Identify potential career paths	64	68	**	↑

¹⁰ Significance is based on t-tests for average score per question.

¹¹ Change is based on significance.

Improve your interviewing skills	60	67	**	↑
Acquire internships	51	59	**	↑

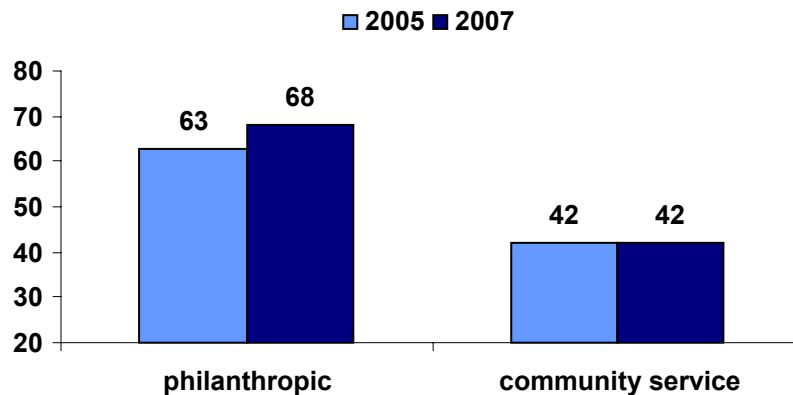
+ Level of Statistical Significance - ** p < .01.

Community Service / Philanthropic Involvement

Several questions addressed the community service and philanthropic involvement of fraternities/sororities.

- In the month prior to completing the 2007 survey, 68% participated in philanthropic efforts, not including THON efforts (compared to 63% in 2005), while 42% (in both 2005 and 2007) participated in community service (hands-on service to others) (see Chart 3).¹²
- During the month prior to completing the 2007 survey, 94% of Penn State fraternity and sorority members participated in THON. Moreover, 66% participated in THON for more than 10 hours (See Chart 4).¹³
- Regarding opportunities to participate in community service, in 2007, 75% of Penn State students substantially felt their fraternity/sorority provided opportunities outside the university (an increase from 66% in 2005), and 89% substantially felt that their fraternity/sorority provided opportunities within the university (an increase from 81% in 2005) (data not shown).
- **In 2007, Penn State fraternity and sorority members reported significantly greater OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE than they did in 2005 (see Table 9.0).**
- **Penn State students responded similarly with regard to OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE when compared to students at other institutions. Penn State students responded higher than students at peer institutions (see Tables 9.1 to 9.3).**

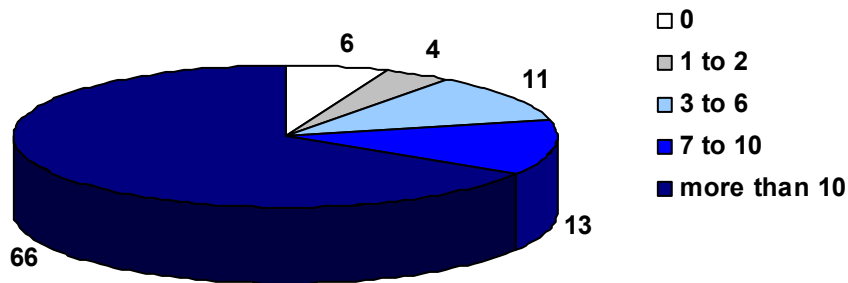
Chart 3. Students who had Participated in Philanthropic Efforts and Community Service During the Past Month (by percent)



¹² These questions were only asked of Penn State students.

¹³ This question was only asked of Penn State students in 2007. No comparable data are available.

Chart 4. Hours Spent Participating in THON During the Past Month (by percent)

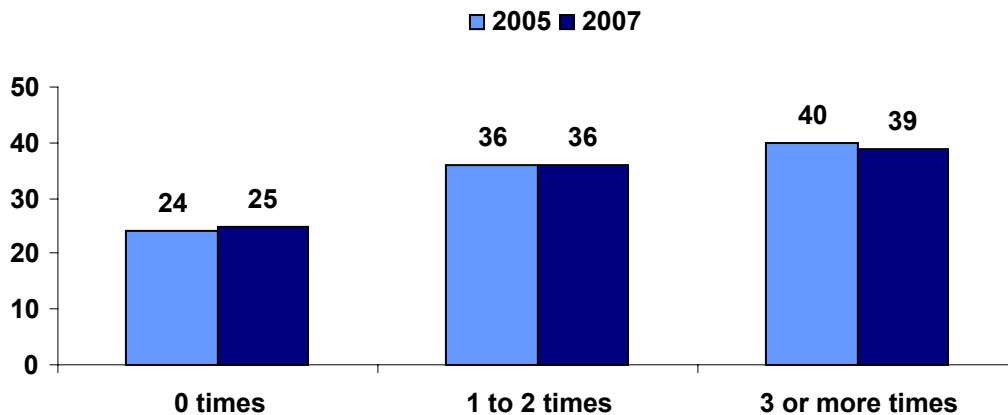


Health and Wellness: Alcohol and Other Drug Use

The survey included questions about students' alcohol consumption and other drug use as well as the effect their fraternity/sorority experience has had on increasing their self awareness with regard to health and wellness.

- In the two weeks prior to taking the survey in 2007, 75% of Penn State fraternity and sorority members reported engaging in high-risk drinking behavior (compared to 76% in 2005) (see Chart 5).¹⁴ (The Penn State high-risk drinking rate among all undergraduate students is approximately 55%.)
- When students were also asked to report typical drinking behavior, 52% (down from 56% in 2005) reported consuming 5 or more drinks in one sitting (data not shown).
- Among Penn State students, 70% in 2007 (compared to 73% in 2005) reported typically drinking at least two to three times a week (see Chart 5.1).
- Despite the decrease in the frequency of Penn State students drinking (see Chart 5.1), Penn State students reported drinking more frequently than students at other institutions; 70% of Penn State students compared to 47% of students at other institutions reported drinking at least 2 or 3 times a week (see Chart 5.2).

Chart 5. Frequency of High-Risk Drinking Behavior (by percent)



¹⁴ This question was only asked of Penn State students.

Chart 5.1. Frequency of Drinking - Penn State 2005 & 2007 (by percent)

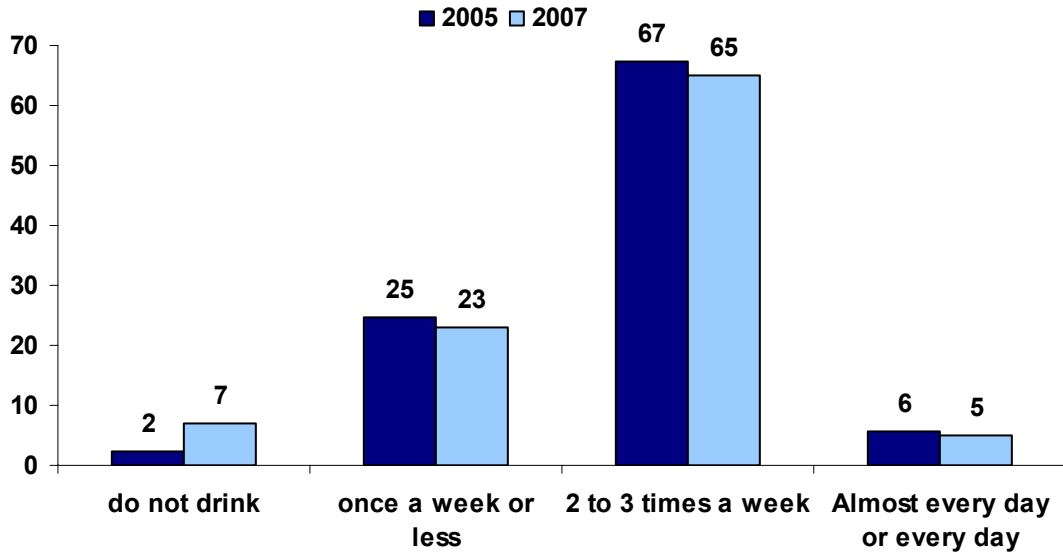
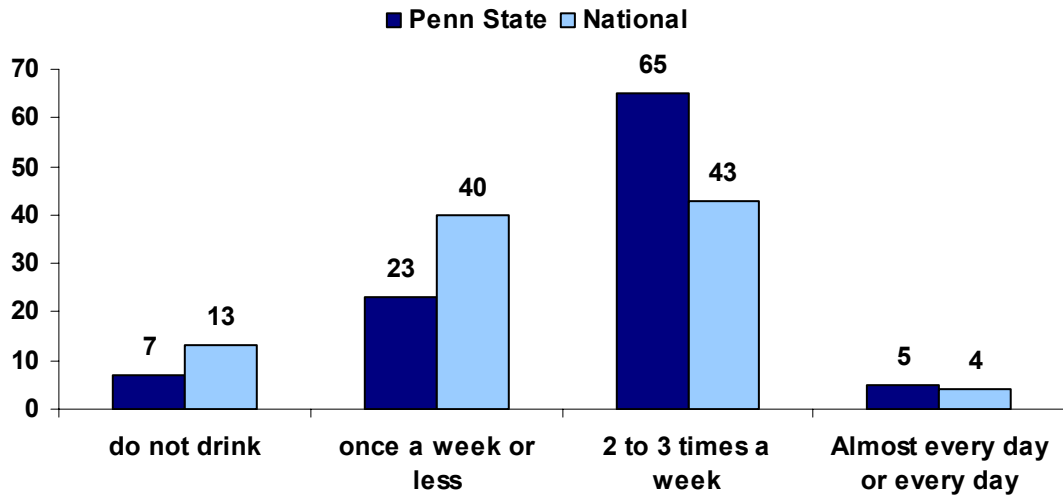
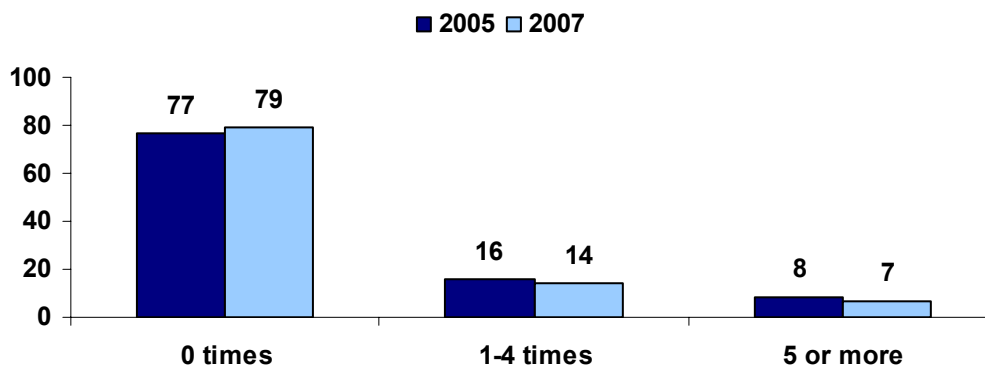


Chart 5.2. Frequency of Drinking - 2007 (by percent)



- In 2007, 21% of the respondents reported using marijuana or other illegal drugs in the past 30 days (compared to 23% in 2005) (see Chart 6).¹⁵

Chart 6. Students who Used Marijuana or Other Drugs in the Past 30 Days (by percent)



- Despite the frequent high-risk drinking, in 2007, 83% of Penn State students felt their fraternity/sorority experience substantially enhanced their ability to understand the consequences of high-risk drinking (up from 77% in 2005)(see Table 4.0), and 76% (up from 72% in 2005) responded that their fraternity/sorority experience contributed substantially to their ability to drink responsibly (see Table 3.1).
- In addition, in 2007, 77% felt their fraternity/sorority experience substantially enhanced their ability to understand the consequences of drug use and abuse (an increase from 71% in 2005) (see Table 4.0).
- In 2007, 62% felt their fraternity/sorority experience substantially enhanced their ability to adopt a healthy lifestyle (up from 58% in 2005) (see Table 4.0).
- **In 2007, Penn State fraternity and sorority members reported significantly higher FRATERNITY/SORORITY ENHANCED SELF AWARENESS than they did in 2005 (see Table 9.0).**
- **When compared to students at peer institutions Penn State students responded significantly higher with regard to FRATERNITY/SORORITY ENHANCED SELF AWARENESS and ranked in the top 50% of all participating institutions, making this an area of strength (see Tables 9.1 to 9.3).**

Table 4.0. Fraternity/Sorority Enhanced Self Awareness

Percent who substantially enhanced their ability to:	2005	2007	Sig. ⁺¹⁶	Change ¹⁷
Understand the consequences of drug use and abuse	71	77	***	↑
Understand the consequences of excessive drinking	77	83	**	↑
Clarify your values	75	77	*	↑
Understand your sexuality	59	62	NS	--
Adopt a healthy lifestyle	58	62	**	↑

+ Level of Statistical Significance - *** p < .001; ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

¹⁵ This question was only asked of Penn State students.

¹⁶ Significance is based on t-tests for average score per question.

¹⁷ Change is based on significance.

Diversity

Students were asked a series of questions about how their attitudes had changed toward people different from themselves since joining their fraternity or sorority.

- In 2007, 46% of Penn State students indicated they had developed a more positive attitude toward people with religious affiliations and people whose ethnicities were different from their own (see Table 5.0).
- Interestingly, 13% in 2007 indicated their attitudes toward the opposite gender had become more negative since joining their fraternity/sorority (see Table 5.0).
- Compared to 2005, students in 2007 reported significantly greater improvement in their attitudes toward persons whose ethnicity is different from their own, persons from other countries, persons of the opposite gender, and persons with disabilities (see Table 5.1).
- **In 2007, Penn State fraternity and sorority members reported they had significantly higher gains in their ATTITUDE CHANGES REGARDING DIVERSITY compared to respondents in 2005 (see Table 9.0).**
- **However, compared to students at other institutions, Penn State students reported significantly lower gains in their ATTITUDE CHANGES REGARDING DIVERSITY, making this an area for improvement. Penn State students responded similarly to students at peer institutions (see Tables 9.1 to 9.3).**

Table 5.0. Attitude Changes Regarding Diversity – 2007: By Percent

Extent participants' attitudes about the following groups of people changed since joining their fraternity/sorority (in percent)	More Negative	Unchanged	More Positive
Religious affiliations different from yours	4	50	46
Ethnicity different from yours	4	50	46
Persons from other countries	4	57	39
Opposite gender	13	46	41
Sexual orientation different from yours	7	58	35
Persons with disabilities	3	61	36

Table 5.1. Attitude Changes Regarding Diversity: 2005 and 2007 Average Scores

Extent participants' attitudes about the following groups of people changed since joining their fraternity/sorority	Mean 2005	Mean 2007	Sig.+ ¹⁸	Change ¹⁹
Religious affiliations different from yours	4.85	4.90	NS	--
Ethnicity different from yours	4.69	4.84	*	↑
Persons from other countries	4.59	4.74	*	↑
Opposite gender	4.46	4.64	**	↑
Sexual orientation different from yours	4.52	4.54	NS	--
Persons with disabilities	4.54	4.66	*	↑

Scale: 1 = more negative; 4 = unchanged; 7 = more positive

+ Level of Statistical Significance - ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

¹⁸ Change is based on significance.

¹⁹ Significance is based on t-tests for average score per question.

Membership Education

Penn State students were also asked several questions related to the membership recruitment and new member education process of Penn State's fraternities and sororities.²⁰ Of the students who responded (data not shown):

- 33% in 2007 indicated that they had no intention of joining a fraternity/sorority when they first arrived at Penn State, and only 28% indicated they had strong intentions of joining a fraternity/sorority prior to their arrival (these data are consistent with 2005 responses);
- 93% in 2007 (compared to 91% in 2005) responded their new member education/intake period was no longer than 12 weeks; and
- 26% in 2007 (compared to 27% in 2005) reported they participated in activities during the new member/pledge/intake period which would have been embarrassing to them if others knew of these activities.

The Office of Fraternity and Sorority Life

Students were asked questions concerning their satisfaction with the Office of Fraternity and Sorority Life.

- In 2007, students expressed the greatest satisfaction with the Office of Fraternity and Sorority Life's programming efforts related to alcohol education and leadership training (see Tables 6.0 and 6.1).
- Students reported significantly greater satisfaction with the Fraternity and Sorority Life office in the areas of leadership training, general support for chapter objectives, clear communication of policies, collaboration on solving problems, and diversity education programming in 2007 when compared to 2005 (see Table 6.1).
- **In 2007, Penn State fraternity and sorority members reported significantly higher levels of SATISFACTION WITH FRATERNITY/SORORITY OFFICE than in 2005 (see Table 9.0).**
- **Penn State students reported significantly lower levels regarding their SATISFACTION WITH FRATERNITY/SORORITY OFFICE compared to students at other institutions, making this an area of improvement for Penn State (see Tables 9.1 to 9.3). (Penn State students responded similarly to students at peer institutions.)**

Table 6.0. 2007 Satisfaction with the Fraternity and Sorority Life Office: By Percent

Satisfaction (in percent) with the campus Fraternity/Sorority Life office regarding:	Dissatisfied	Neutral	Satisfied
Alcohol education programming	8	25	67
Leadership training*	11	22	67
General support for chapter objectives*	20	19	61
Clear communication of policies*	20	20	60
Collaboration on solving problems*	19	22	59
Diversity education programming	15	28	57

* included in the SATISFACTION WITH FRATERNITY/SORORITY OFFICE factor

²⁰ These questions were only asked of Penn State students.

Table 6.1. Satisfaction with the Fraternity and Sorority Life Office: 2005 and 2007 Average Scores

	2005 Mean	2007 Mean	Sig.+ ²¹	Change ²²
Alcohol education programming	5.18	5.32	NS	--
Leadership training*	5.05	5.20	*	↑
General support for chapter objectives*	4.70	4.88	*	↑
Clear communication of policies*	4.68	4.86	*	↑
Collaboration on solving problems*	4.69	4.84	NS	--
Diversity education programming	4.65	4.90	**	↑

* included in the SATISFACTION WITH FRATERNITY/SORORITY OFFICE factor

Scale: 1 = very dissatisfied, 4 = neutral, 7 = very satisfied

+ Level of Statistical Significance - ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Fraternity/Sorority Programming

In another section, students were asked to rate their satisfaction with various programming initiatives.

- In both 2005 and 2007, students expressed the greatest satisfaction with social activities, community service programs, and athletic activities (see Tables 7.0 and 7.1).
- Students reported significantly greater satisfaction with all areas of fraternity/sorority programming (with the exception of social activities) in 2007 when compared to 2005 (see Table 6.1).
- **Compared to how Penn State students responded in 2005, fraternity and sorority members reported significantly higher levels of SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING in 2007 (see Table 9.0).**
- **When compared to students at other institutions, however, Penn State students rated SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING significantly lower, making this an area for improvement (see Tables 9.1 to 9.3). (Penn State students responded similarly to students at peer institutions.)**

Table 7.0. 2007 Satisfaction with Fraternity/Sorority Programming: By Percent

Satisfaction (in percent) with the extent to which campus Fraternity/Sorority programming has provided meaningful:	Dissatisfied	Neutral	Satisfied
Social activities	10	12	78
Athletic activities	10	14	76
Community service programs	9	13	78
Leadership development programs	11	19	70
Council/Government	14	21	65
Mentoring programs	19	24	57
Academic support programs	21	23	56
Cultural activities	17	25	58

²¹ Significance is based on t-tests for average score per question.

²² Change is based on significance.

Table 7.1. Satisfaction with Fraternity/Sorority Programming: 2005 and 2007 Average Scores

	2005 Mean	2007 Mean	Sig.+ ²³	Change ²⁴
Social activities	5.55	5.64	NS	--
Athletic activities	5.30	5.48	*	↑
Community service programs	5.34	5.54	**	↑
Leadership development programs	5.04	5.32	***	↑
Council/Government	4.92	5.09	*	↑
Mentoring programs	4.58	4.76	*	↑
Academic support programs	4.56	4.74	*	↑
Cultural activities	4.54	4.81	***	↑

Scale: 1 = very dissatisfied, 4 = neutral, 7 = very satisfied

+ Level of Statistical Significance - *** p < .001; ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Anticipated Alumni Activity

Lastly, students were asked three questions regarding their anticipated involvement with their chapter after graduation.

- In 2007, 69% indicated they are substantially likely to remain involved in their fraternity/sorority after graduation (compared to 67% in 2005) (see Table 8.0).
- Similarly, 67% indicated they are substantially likely to provide financial support to their chapter after graduation (an increase from 62% in 2005) (see Table 8.0).
- **Overall, students responded similarly in 2005 and 2007 with regard to their ANTICIPATED ALUMNI ACTIVITY (see Table 9.0).**
- **Compared to students at other institutions, Penn State students also responded similarly with regard to their ANTICIPATED ALUMNI ACTIVITY. Penn State students responded significantly higher than students at peer institutions (see Tables 9.1 to 9.3).**

Table 8.0. Likelihood of Alumni Participation

Percent who, as alumni, are substantially likely to:	2005	2007	Sig.+ ²²	Change ²³
Attend alumni events	72	73	NS	--
Remain involved in the fraternity/sorority	67	69	NS	--
Provide financial support to your fraternity/sorority	62	67	*	↑

+ Level of Statistical Significance - * p < .05; NS: There is no significant statistical difference between these means.

²³ Significance is based on t-tests for average score per question.

²⁴ Change is based on significance.

APPENDICES

A. Factor Composition²⁵

Factor 1. FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS

To what degree has your fraternity/sorority experience enhanced your ability to:

- Q13. Meet new people
- Q14. Establish close friendships
- Q15. Live cooperatively
- Q16. Transfer social skills to other settings
- Q17. Adjust to the college social environment

Factor 2. FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES

To what degree has your fraternity/sorority experience enhanced your ability to:

- Q18. Establish academic goals
- Q19. Organize time to meet responsibilities
- Q20. Establish an effective study schedule
- Q21. Set priorities to accomplish what is most important
- Q22. Prepare for tests
- Q23. Engage faculty outside the classroom

Factor 3. FRATERNITY/SORORITY ENHANCED SELF AWARENESS

To what degree has your fraternity/sorority experience enhanced your ability to:

- Q24. Understand the consequences of drug use and abuse
- Q25. Understand the consequences of excessive drinking
- Q26. Clarify your values
- Q27. Understand your sexuality
- Q28. Adopt a healthy lifestyle

Factor 4. FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS

To what degree has your fraternity/sorority experience enhanced your:

- Q29. Oral communication skills
- Q30. Written communication skills
- Q31. Reading skills
- Q32. Decision-making skills
- Q33. Computer skills
- Q34. Problem solving skills
- Q35. Time management skills
- Q36. Conflict resolution skills

Factor 5. FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS

To what degree has your fraternity/sorority experience enhanced your ability to:

- Q37. Assume positions of responsibility
- Q38. Organize events
- Q39. Manage finances
- Q40. Motivate others
- Q41. Run meetings
- Q42. Publicize activities
- Q43. Meet deadlines

Factor 6. SATISFACTION WITH FRATERNITY/SORORITY OFFICE

Fraternity/Sorority Life Office - Satisfaction with:

- Q44. Alcohol education programming
- Q45. Diversity education programming
- Q46. Leadership training
- Q47. Clear communication of policies
- Q48. Collaboration on solving problems
- Q49. General support for chapter objectives

²⁵ Reliabilities are based on Cronbach's Alpha.

Factor 7. SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING

Fraternity/Sorority Programming - Satisfaction with meaningful:

- Q50. Social activities
- Q51. Athletic activities
- Q52. Cultural activities
- Q53. Council/Government
- Q54. Community service programs
- Q55. Leadership development programs
- Q56. Mentoring programs
- Q57. Academic support programs

Factor 8. SATISFACTION WITH HOUSING

How satisfied are you with your:

- Q58. Ability to study in your room
- Q59. Ability to study in your house
- Q60. Ability to sleep without interruption
- Q61. Degree of privacy

Factor 9. FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT

Career Development - Degree that fraternity/sorority experience enhanced your ability to:

- Q62. Identify potential career paths
- Q63. Acquire internships
- Q64. Improve your interviewing skills
- Q65. Improve your networking skills

Factor 10. SAFETY AND SECURITY

Safety and Security - How safe/secure do you feel on campus regarding:

- Q66. Being in your room
- Q67. Possessions in your room
- Q68. Being in your house/residence hall
- Q69. Walking on campus at night

Factor 11. OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE

To what degree has your fraternity/sorority provided opportunities to participate in community service activities:

- Q70. Outside the university
- Q71. Within the university

Factor 12. ATTITUDE CHANGES REGARDING DIVERSITY

To what extent has your attitude about the following groups of people changed since joining your fraternity/sorority:

- Q72. Opposite gender
- Q73. Ethnicity different from yours
- Q74. Sexual orientation different from yours
- Q75. Persons with disabilities
- Q76. Religious affiliation different from yours
- Q77. Persons from other countries

Factor 13. ANTICIPATED ALUMNI ACTIVITY

Alumni – as an alumnus/alumna, how likely are you to:

- Q78. Remain involved in the fraternity/sorority
- Q79. Provide financial support to your fraternity/sorority
- Q80. Attend alumni events

Factor 14. EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH

To what degree has your fraternity/sorority experience contributed to your:

- Q81. Academic success
- Q82. Identifying a career direction
- Q83. Establishing effective social skills
- Q84. Learning self discipline
- Q85. Commitment to community service
- Q86. Ability to drink responsibly

Factor 15. OVERALL PROGRAM EFFECTIVENESS

- Q87. Experience: Overall how satisfied are you with your fraternity/sorority experience?
- Q88. Recommendation: How inclined are you to recommend being in a fraternity/sorority on this campus?
- Q89. Overall Value: When you compare the cost to the quality of your fraternity/sorority experience, how do you rate its overall value?

B. Summary of Factors

Table 9.0: Factor Comparisons Between Penn State Responses in 2005 and in 2007				
List of Factors	PSU Factor Mean - 2005	PSU Factor Mean - 2007	Sig. ⁺	Change ²⁶
Factor 1. FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS	6.02	6.13	*	↑ .11
Factor 2. FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES	4.84	5.00	*	↑ .16
Factor 3. FRATERNITY/SORORITY ENHANCED SELF AWARENESS	5.07	5.28	**	↑ .21
Factor 4. FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT	5.03	5.14	NS	--
Factor 5. FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS	5.63	5.85	***	↑ .22
Factor 6. SATISFACTION WITH FRATERNITY/SORORITY OFFICE	4.82	4.98	*	↑ .16
Factor 7. SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING	4.99	5.18	***	↑ .19
Factor 8. SATISFACTION WITH HOUSING	4.97	5.05	NS	--
Factor 9. FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT	4.87	5.13	***	↑ .26
Factor 10. SAFETY AND SECURITY	5.92	6.02	*	↑ .10
Factor 11. OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE	5.49	5.75	***	↑ .26
Factor 12. ATTITUDE CHANGES REGARDING DIVERSITY	4.61	4.73	*	↑ .12
Factor 13. ANTICIPATED ALUMNI ACTIVITY	5.09	5.22	NS	--
Factor 14. EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH	5.03	5.24	**	↑ .21
Factor 15. OVERALL PROGRAM EFFECTIVENESS	5.97	6.08	*	↑ .11

+ Level of Statistical Significance – *** p < .001; ** p < .01; * p < .05; NS: There is no significant statistical difference between these means.

Table 9.1: Penn State's Factor Means And Performance Compared to Other Institutions – 2007 ²⁷				
List of Factors	PSU Factor Mean	Area of Strength	Area to Maintain	Area for Improvement
Factor 1. FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS	6.13	✓		
Factor 2. FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES	5.00		✓	
Factor 3. FRATERNITY/SORORITY ENHANCED SELF AWARENESS	5.28	✓		
Factor 4. FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT	5.14	✓		
Factor 5. FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS	5.85	✓		
Factor 6. SATISFACTION WITH FRATERNITY/SORORITY OFFICE	4.98			✓
Factor 7. SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING	5.18			✓
Factor 8. SATISFACTION WITH HOUSING	5.05		✓	
Factor 9. FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT	5.13	✓		
Factor 10. SAFETY AND SECURITY	6.02	✓		
Factor 11. OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE	5.75		✓	
Factor 12. ATTITUDE CHANGES REGARDING DIVERSITY	4.73			✓
Factor 13. ANTICIPATED ALUMNI ACTIVITY	5.22		✓	
Factor 14. EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH	5.24		✓	
Factor 15. OVERALL PROGRAM EFFECTIVENESS	6.08		✓	

²⁶ Change is based on significance.

²⁷ Performance is primarily based on a comparison of the significant differences of Penn State's factor means compared to all institutions that participated in the assessment and to their peer institutions. Additionally, Penn State's overall ranking was considered when determining areas of strength, areas for improvement, and areas to maintain.