

The Association of Fraternity Advisors and  
Educational Benchmarking, Inc.  
National Survey

## **Fraternity/Sorority Assessment**



**The Pennsylvania State University**  
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PENNSTATE



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## 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 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. 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 2005; 26 other institutions also participated. Student Affairs Research and Assessment coordinated the study at University Park.

In total, 696 Penn State students responded to the survey for a 22.0% response rate and a +/- 3.29% confidence interval. Of the Penn State respondents, 51.0% were female, 49.0% lived in chapter housing (on and off campus), 68.0% were affiliated with their fraternity/sorority for more than two semesters, and 88.0% were white Americans.

In this report, data are provided for the key questions in the survey in accordance with Penn State initiatives, and comparable data are provided to peer institutions (12 institutions) based on Carnegie Classification (doctoral/research universities – extensive) and to the national sample (26 institutions) when applicable.<sup>1</sup> In addition, the data related to the 15 factors are provided. These factors provide a concise way to determine Penn State's areas of strength and areas for improvement.<sup>2</sup> In addition, differences between groups at Penn State are highlighted (e.g. men and women, students who are officers in their chapters compared to those who are not).

## 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, 57% responded they were “very satisfied.” In total, 92% expressed satisfaction.
- Approximately 91% were strongly inclined to recommend joining a fraternity/sorority at Penn State.
- When comparing the cost to the quality of their fraternity/sorority experience, 77% rated the overall value as being at least “very good.”
- Students who participated in six or more hours of community service per week reported significantly higher OVERALL PROGRAM EFFECTIVENESS than members who participated in less than six hours of community service per week. This was also the case for peer institutions and all institutions in the national sample.
- **Students at Penn State rated the OVERALL PROGRAM EFFECTIVENESS significantly lower than did students at peer institutions and at all participating institutions, making this an area for improvement.**

### Academics

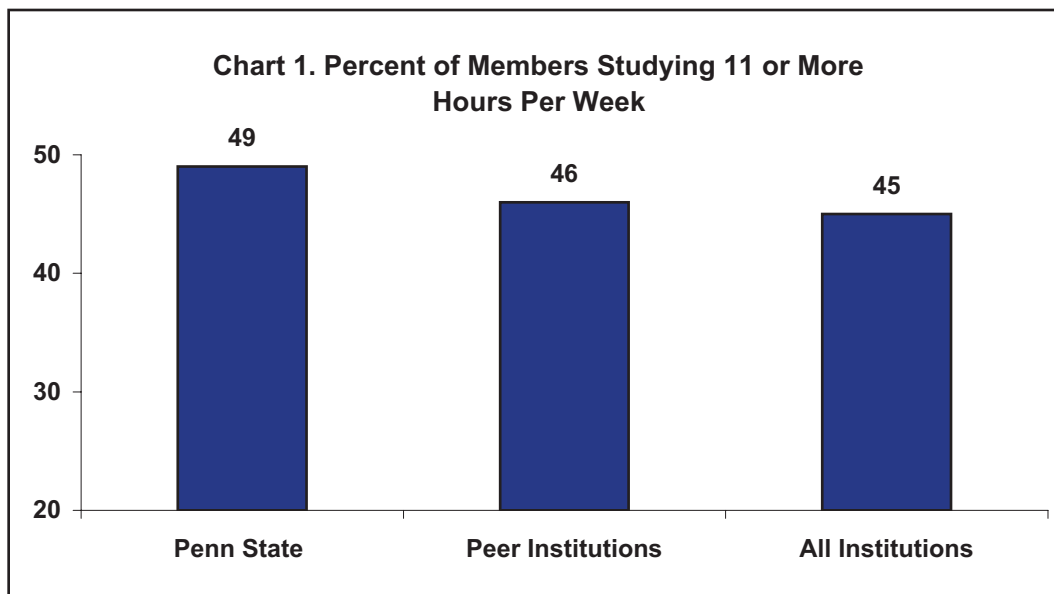
Another area of interest is the impact of fraternity/sorority membership on students' academic achievement.

- When asked the average number of hours they study, 49% of Penn State students responded they studied 11 or more hours per week (see Chart 1).
- Sixty-three percent (63%) believed their fraternity/sorority experience substantially enhanced their ability to establish academic goals.
- Almost half (48%) of students felt their fraternity/sorority experience substantially enhanced their ability to engage faculty outside the classroom.

<sup>1</sup> In addition to the national survey, Penn State included 10 institution-specific questions that preclude comparisons to other institutions.

<sup>2</sup> 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 and factor names are denoted by the use of SMALLCAPS.

- Penn State students who studied 11 or more hours per week reported significantly higher FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES than did members who studied 10 or fewer hours per week. This was also the case for all institutions in the national sample.
- Students who participated in six or more hours of community service per week reported significantly higher FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES than did students who participated in less than six hours of community service per week.
- Likewise, students who typically consumed three drinks or fewer in one sitting reported significantly higher FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES than did members who typically consumed more than three drinks in one sitting. This was also the case for peer institutions and all institutions in the national sample.
- **When compared to students at other institutions, Penn State students responded similarly with regard to FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES.**



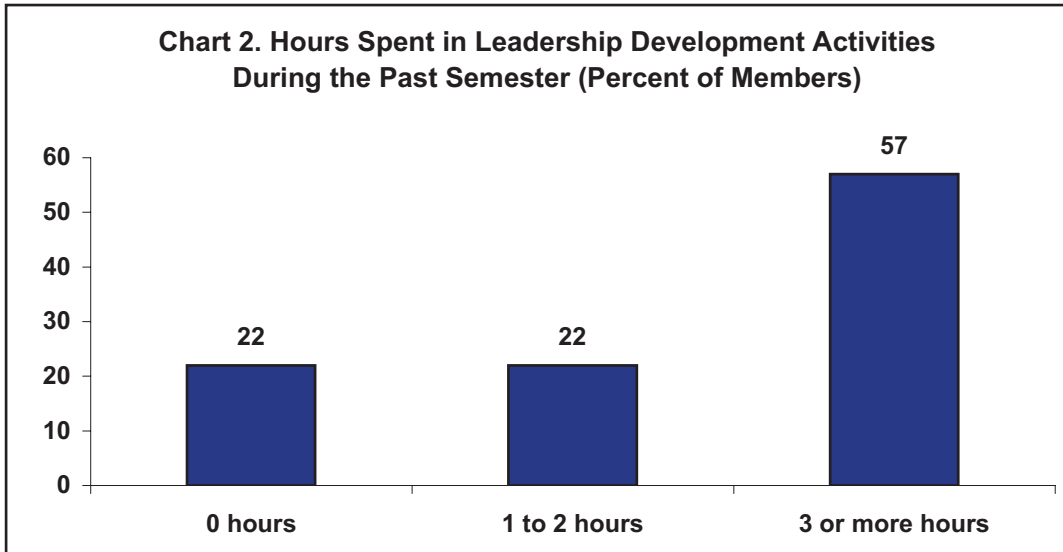
### Leadership and Personal Development

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

- During the past semester, 79% of Penn State students participated in leadership development activities; 57% spent three or more hours participating in such activities (see Chart 2).<sup>3</sup>
- Approximately 88% felt their fraternity/sorority experience substantially enhanced their ability to assume positions of responsibility, and 86% felt their experience substantially enhanced their ability to organize events (see Table 1.0).
- In addition, 83% and 82%, respectively, responded that their fraternity/sorority experience substantially enhanced their conflict resolution skills and time management skills (see Table 1.1).
- Penn State students who had been a chapter officer were significantly more likely to report FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS than were members who had not been a chapter officer. This was also true for peer institutions and all institutions in the national sample.
- Penn State students who participated in six or more hours of community service per week were significantly more likely to report FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS and FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS than were students who participated in less than six hours of community service.

<sup>3</sup>This question was only asked of Penn State students.

- Moreover, Penn State students reported significantly higher scores in **FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS** and **FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS** than did students at other peer institutions, making these areas of strength.



**Table 1.0. Leadership Skills Enhanced as a Result of Fraternity/Sorority Experience**

Percent who substantially enhanced the following leadership skills:	Penn State
Assume positions of responsibility	88
Organize events	86
Motivate others	84
Meet deadlines	81
Run meetings	76
Publicize activities	75
Manage finances	71

**Table 1.1. Personal Development Skills Enhanced as a Result of Fraternity/Sorority Experience**

Percent who substantially enhanced the following personal development skills:	Penn State
Conflict resolution skills	83
Time management skills	82
Oral communication skills	81
Decision-making skills	79
Problem solving skills	72
Written communication skills	53
Reading skills	42
Computer skills	40

## Interpersonal Skills, Personal Growth, and Career Development

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

- Most students felt their fraternity/sorority experience had a positive impact on their interpersonal skills. For example, 93% indicated it substantially enhanced their ability to meet new people, and 90% said it substantially enhanced their ability to establish close friendships (see Table 2.0).
- Eighty-five percent reported that their fraternity/sorority experience substantially contributed to their establishing effective social skills, but only 55% said it substantially contributed to their academic success (see Table 2.1).
- Approximately three-quarters of Penn State students reported that their fraternity/sorority experience substantially enhanced their ability to improve their networking skills, but only half reported substantial gains in acquiring internships (see Table 2.2).
- Penn State fraternity members reported significantly higher FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT than did sorority members. This was also true for peer institutions and all institutions in the national sample.
- **In addition, Penn State students rated FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS significantly higher than did students at other institutions, making this an area of strength.**
- **At the same time, Penn State students were significantly less likely than their peers to report that their EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH as defined by items such as learning self discipline and establishing a commitment to community service. This is an area of improvement for Penn State.**
- **Penn State students responded similarly to students at other schools with regard to FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT.**

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

<b>Percent who substantially enhanced the following interpersonal relationship skills:</b>	<b>Penn State</b>
Meet new people	93
Establish close friendships	90
Transfer social skills to other settings	88
Adjust to the college social environment	87
Live cooperatively	84

**Table 2.1. Personal Growth as a Result of Fraternity/Sorority Experience**

<b>Percent for whom their fraternity/sorority experience contributed substantially to the following:</b>	<b>Penn State</b>
Establishing effective social skills	85
Learning self discipline	77
Ability to drink responsibly	72
Commitment to community service	68
Academic success	55
Identifying a career direction	51

**Table 2.2. Career Development Enhanced as a Result of Fraternity/Sorority Experience**

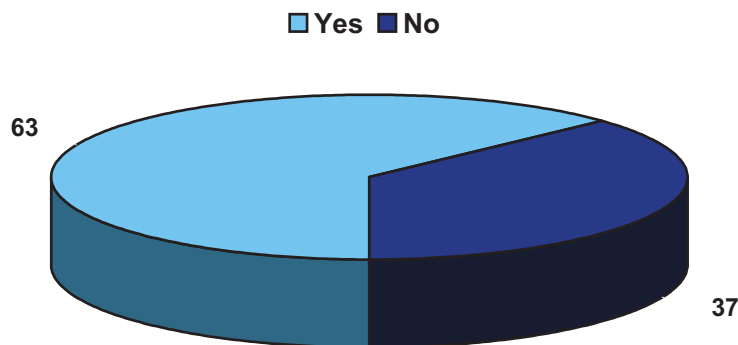
Percent for whom their fraternity/sorority experience substantially enhanced their ability to:	Penn State
Improve your networking skills	77
Identify potential career paths	64
Improve your interviewing skills	60
Acquire internships	51

**Community Service/Philanthropic Involvement**

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

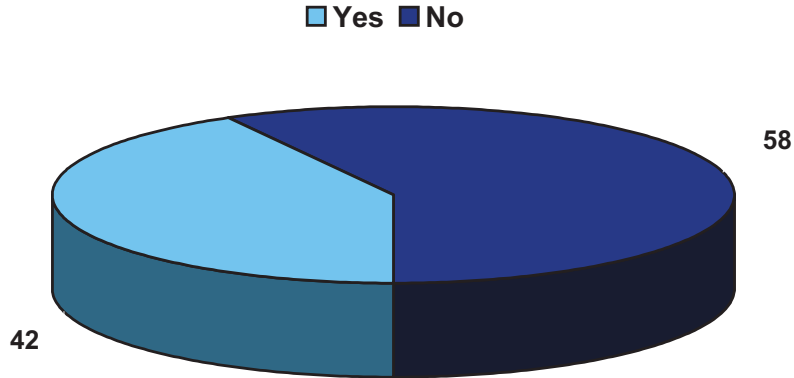
- In the past month, 63% participated in philanthropic efforts, not including THON efforts (see Chart 3), while 42% participated in community service (hands-on service to others) (see Chart 4).<sup>4</sup>
- Approximately 66% felt strongly that their fraternity/sorority provided opportunities to participate in community service activities outside the university, and 81% felt strongly that their fraternity/sorority provided opportunities to participate in community service within the university.
- The evidence strongly suggests participation in six or more hours of community service per week leads to a better overall fraternity/sorority experience across all factors in comparison to participation in less than six hours per week of service.
- **When compared to students at peer institutions and all institutions, Penn State students rated the OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE provided by their fraternity/sorority significantly lower, making this an area for improvement.**

**Chart 3. Students who Participated in Philanthropic Efforts During the Past Month (by percent: excluding THON)**



<sup>4</sup>These questions were only asked of Penn State students.

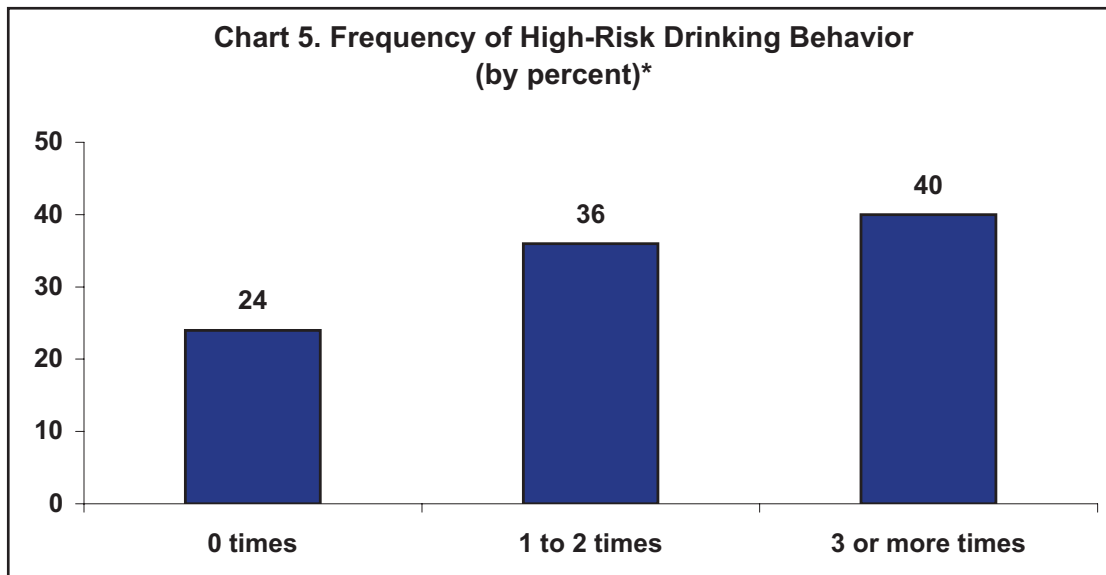
**Chart 4. Students who Participated in Community Service During the Past Month (by percent)**



**Health and Wellness: Alcohol and Other Drug Use**

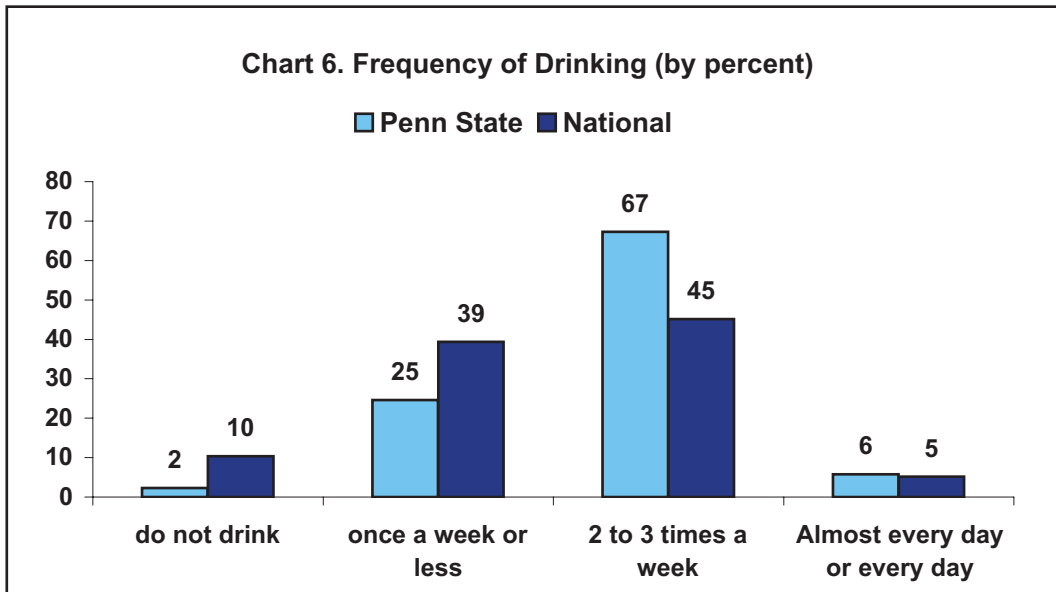
The survey included questions about students' alcohol consumption and other drug use as well as the impact their fraternity/sorority experience has had on increasing their self awareness with regard to health and wellness.

- In a two-week period, 76% of Penn State Greek students reported engaging in high-risk drinking behavior (see Chart 5).<sup>5</sup> (The Penn State high-risk drinking rate among undergraduate students is approximately 55%.)
- When Greek students were also asked to report typical drinking behavior, 56% reported consuming 5 or more drinks in one sitting. The percentage for the national Greek sample was 44%.
- Among Penn State students, 67% reported typically drinking two to three times a week compared to 45% of Greeks nationally (see Chart 6).
- Students who typically consumed three drinks or fewer in one sitting had a significantly better fraternity/sorority experience across 10 of the 15 factors than students who typically consumed more than three drinks in one sitting.



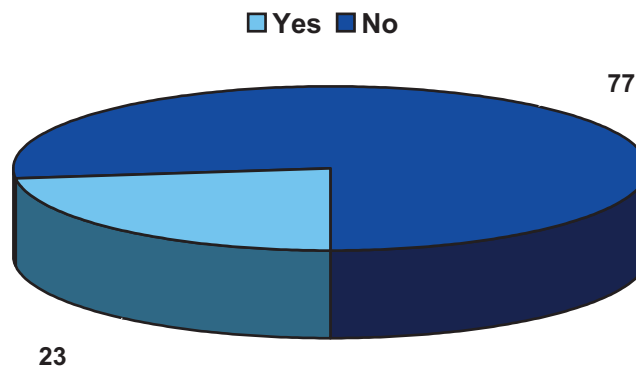
\* Based on the two-week period prior to taking the survey.

<sup>5</sup> This question was only asked of Penn State students.



- Almost a quarter (23%) of the respondents reported using marijuana or other illegal drugs in the 30 days prior to the survey (see Chart 7).<sup>6</sup>
- Despite the frequent high-risk drinking, 77% of Penn State students felt their fraternity/sorority experience substantially enhanced their ability to understand the consequences of high-risk drinking, and 72% responded that their fraternity/sorority experience contributed substantially to their ability to drink responsibly (see Table 2.1).
- In addition, 71% felt their fraternity/sorority experience substantially enhanced their ability to understand the consequences of drug use and abuse.
- Approximately 59% felt their fraternity/sorority experience substantially enhanced their ability to understand their sexuality and to adopt a healthy lifestyle.
- **The data clearly demonstrate that the prevalence and quantity of alcohol consumption among Penn State Greeks are considerably higher compared to Greek students at other institutions.**
- **Penn State students responded similarly to students at other institutions with regard to FRATERNITY/SORORITY ENHANCED SELF AWARENESS.**

**Chart 7. Students Who Used Marijuana or Other Illegal Drugs During the Past Month (by percent)**



<sup>6</sup> This question was only asked of Penn State students.

## 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.

- Over 40% of Penn State students indicated they had developed a more positive attitude toward people with religious affiliations and ethnicities different from their own (see Table 3.0).
- Interestingly, 17% indicated their attitudes toward the opposite gender had become more negative since joining their fraternity/sorority (see Table 3.0).
- **When compared to students at peer institutions and to the total sample, Penn State students rated themselves significantly lower with regard to ATTITUDE CHANGES REGARDING DIVERSITY, making this an area for improvement at Penn State.** (Note: Penn State ranked second to last when compared to the other institutions.)

**Table 3.0. Attitude Changes Regarding Diversity: By Percent**

Extent participants' attitudes about the following groups of people changed since joining their fraternity/sorority (by percent)	More Negative	Unchanged	More Positive
Religious affiliations different from yours	5	47	47
Ethnicity different from yours	7	51	42
Persons from other countries	5	58	37
Opposite gender	17	46	37
Sexual orientation different from yours	9	56	36
Persons with disabilities	5	61	34

## The Office of Fraternity and Sorority Life

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

- Students expressed the greatest satisfaction with the Office of Fraternity and Sorority Life's programming efforts related to alcohol education (66%) and leadership training (64%) (see Table 4.0).
- While on average they were least satisfied with the diversity education programming provided by Fraternity and Sorority Life, 25% were dissatisfied with The Office of Fraternity and Sorority Life's general support of the chapter (see Table 4.0).
- Sorority members reported significantly higher levels of SATISFACTION WITH FRATERNITY/SORORITY OFFICE than did fraternity members. This was also true for peer institutions and all institutions in the national sample.
- Fraternity/Sorority members who had not been chapter officers reported significantly higher levels of SATISFACTION WITH FRATERNITY/SORORITY OFFICE than did members who had been chapter officers. This was also true for peer institutions and all institutions in the national sample.
- **Furthermore, when compared to peer institutions, Penn State ranked lowest in students' SATISFACTION WITH FRATERNITY/SORORITY OFFICE, an area targeted for improvement.**

**Table 4.0. Satisfaction with the Fraternity and Sorority Life Office**

Satisfaction (by percent) with the campus Fraternity/Sorority Life Office regarding:	Dissatisfied	Neutral	Satisfied
Alcohol education programming	12	22	66
Leadership training	15	22	64
General support for chapter objectives	25	17	58
Clear communication of policies	23	21	56
Collaboration on solving problems	21	23	55
Diversity education programming	21	25	54

## Fraternity/Sorority Programming

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

- Students expressed the greatest satisfaction with social activities (77%), athletic activities (73%), and community service programs (72%) (see Table 5.0).
- Only about 50% expressed satisfaction with mentoring programs, academic support programs, and cultural activities (see Table 5.0).
- Similar to SATISFACTION WITH FRATERNITY/SORORITY OFFICE, sorority members reported significantly higher levels of SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING than did fraternity members. This was also true for peer institutions and all institutions in the national sample.
- In addition, students who had not been a chapter officer reported significantly higher SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING than members who had been a chapter officer. This was also true for peer institutions and all institutions in the national sample.
- **Similar to students' SATISFACTION WITH FRATERNITY/SORORITY OFFICE, Penn State students' SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING was among the lowest of all institutions, making this an area for improvement at Penn State.**

**Table 5.0. Satisfaction with Fraternity/Sorority Programming**

Satisfaction (by percent) with the extent to which campus Fraternity/Sorority programming has provided meaningful:	Dissatisfied	Neutral	Satisfied
Social activities	11	13	77
Athletic activities	11	16	73
Community service programs	13	15	72
Leadership development programs	15	21	64
Council/Government	16	23	61
Mentoring programs	22	27	52
Academic support programs	23	26	51
Cultural activities	22	29	50

## Anticipated Alumni Activity

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

- Sixty-seven percent indicated they were highly likely to remain involved in their fraternity/sorority after graduation (see Table 6.0).
- However, fraternity members' ANTICIPATED ALUMNI ACTIVITY with their fraternities was significantly greater than sorority members' ANTICIPATED ALUMNI ACTIVITY with their sororities. This was also true for peer institutions and all institutions in the national sample.
- **Penn State students responded similarly to students from other schools regarding their ANTICIPATED ALUMNI ACTIVITY.**

**Table 6.0. Likelihood of Alumni Participation**

Percent who, as alumni, are highly likely to:	Penn State
Attend alumni events	72
Remain involved in the fraternity/sorority	67
Provide financial support to your fraternity/sorority	62

## **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. Of the students who responded:

- 32% 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;
- 91% responded their new member education/intake period was less than 12 weeks in length; and
- 73% reported they did not participate in activities during the new member/pledge/intake period which would have been embarrassing to them if others knew of these activities.

Penn State students were also asked to reflect back upon the reasons they chose to join a fraternity/sorority (see Table 7.0).

**Table 7.0. Why Students Joined a Fraternity/Sorority (coded open-ended responses)**

<b>Themes</b>	<b>Number</b>	<b>Themes</b>	<b>Number</b>
Make Friends/Meet People	251	Family Influence	25
Get Involved/Something to Do	91	Leadership Opportunities	22
Fun/Social Reasons	87	Personal Improvement	18
Creating Community/Making Campus Smaller	64	Service Opportunities	18
Liked People/Ideals/Fit in	54	Partying/Drinking	14
Networking	53	Housing/Living Opportunities	12
Friends Joined/Were Members	49	Miscellaneous	47
Brotherhood/Sisterhood/Sense of Family	44		

### **Excerpts of Themes**

#### **Make Friends/Meet People**

- It's a great way to meet people.
- to make new/more friends
- I joined to help develop relationships that would last a lifetime.
- I joined to greatly increase my amount of friends, and so that I will always have people to spend time with.
- As an incoming freshman, I did not come to Penn State with any friends from high school, and I did not live in East Halls. I joined a sorority because I thought that it would help me to meet as many people as possible.

#### **Get Involved/Something to Do**

- ...to become more involved within the University. I thought that Greek Life was a great way to start getting involved.
- I really wanted to get involved in THON, and fraternities and sororities have had a big part in that.
- I wanted to be more involved in the Penn State community.

#### **Fun/Social Reasons**

- social opportunities
- to have a great social life
- to have fun!

#### **Creating Community/Making Campus Smaller**

- to make a huge campus seem a lot smaller
- to get adjusted to a school the size of Penn State
- Penn State is a really big school, and coming from a small high school with a very close group of friends, I wanted to look to a sorority.
- to feel more a part of Penn State and have something to identify myself with on this huge campus
- to develop a sense of belonging
- to be part of something larger than myself

#### **Networking**

- Being a member has led me to many professional opportunities, and I enjoy being able to build my resume.
- for the professionalism in my major and potential career, and to enhance networking
- enhance future opportunities

### **Friends Joined/Were Members**

- A friend who was in the fraternity recommended I rush, and when I did I liked the house and the brothers.
- My friends made me rush, and while I was doing it, I thought it could be a good experience to join a sorority.
- an invitation from friends and a general curiosity toward the Greek system

### **Brotherhood/Sisterhood/Sense of Family**

- develop close relationships with others in order to make Penn State seem more like home
- feeling a "family"
- to have a group of girls that I know I can count on and consider to be my sisters
- great guys who know what being in a brotherhood is all about, without taking the Penn State social drinking scene too far...

### **Family Influence**

- I knew I always wanted to. My cousin joined one her freshman year and said it was the best experience.
- family tradition
- Both of my parents and my two older brothers were in Greek life.
- Both my mother and grandmother had been in sororities and had wonderful experiences with it. It was something I decided I wanted to be a part of from my first semester.

### **Leadership Opportunities**

- My primary reason for joining a sorority was to gain leadership skills.
- to gain leadership opportunities and experience
- understanding and working on my leadership skills
- to become a better leader in society

### **Personal Improvement**

- to improve my social skills
- learn to be a better person
- to be part of a diverse group of gentlemen that strive for education, cultural awareness and community service
- I really wanted to have a group of girls that would reflect the type of person I am and intend to become.

### **Service Opportunities**

- to be involved in different events such as community service and THON
- community service opportunities

### **Partying/Drinking**

- I wanted to party, not stay in my dorm room.
- a way to party underage...  
and to party hard while meeting friends.

### **Housing/Living Opportunities**

- I actually am not a big fan of typical fraternities and sororities. I only joined my chapter because it's so different from other fraternities. We take pride in our house and its cleanliness and are not obnoxious, although we still have a great time. Our yard and house are both always spotless...
- The house was really nice and in a good location.
- have a unique housing option

### **Miscellaneous**

- the leadership, brotherhood, and networking available – I am currently an IFC officer and very active within the community. The fraternity has greatly improved my social skills, and none of what I am doing now would be possible without it.
- The fraternity experience brings you better real life training than any other experience that you could have while at college. That is why I chose to become a part of fraternity life.
- I quit my fraternity. Joining was the worst choice I've ever made. Friendships are based solely on getting drunk or smoking drugs. It was ridiculous. I had to leave if I wanted to salvage my school career and overall better my life.
- because the house was based on my major and people with the same interests as mine and it had a non-social approach to fraternity life
- I joined out of curiosity.

**A. Factor Composition**

**Factor 1. FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS**

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

- Q1. Meet new people
- Q2. Establish close friendships
- Q3. Live cooperatively
- Q4. Transfer social skills to other settings
- Q5. 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:

- Q6. Establish academic goals
- Q7. Organize time to meet responsibilities
- Q8. Establish an effective study schedule
- Q9. Set priorities to accomplish what is most important
- Q10. Prepare for tests
- Q11. Engage faculty outside the classroom

**Factor 3. FRATERNITY/SORORITY ENHANCED SELF AWARENESS**

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

- Q12. Understand the consequences of drug use and abuse
- Q13. Understand the consequences of excessive drinking
- Q14. Clarify your values
- Q15. Understand your sexuality
- Q16. Adopt a healthy lifestyle

**Factor 4. FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT SKILLS**

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

- Q17. Oral communication skills
- Q18. Written communication skills
- Q19. Reading skills
- Q20. Decision-making skills
- Q21. Computer skills
- Q22. Problem solving skills
- Q23. Time management skills
- Q24. Conflict resolution skills

**Factor 5. FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS**

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

- Q25. Assume positions of responsibility
- Q26. Organize events
- Q27. Manage finances
- Q28. Motivate others
- Q29. Run meetings
- Q30. Publicize activities
- Q31. Meet deadlines

**Factor 6. SATISFACTION WITH FRATERNITY/SORORITY OFFICE**

Fraternity/Sorority Life Office - Satisfaction with:

- Q32. Alcohol education programming
- Q33. Diversity education programming
- Q34. Leadership training
- Q35. Clear communication of policies
- Q36. Collaboration on solving problems
- Q37. General support for chapter objectives

**Factor 7. SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING**

Fraternity/Sorority Programming - Satisfaction with meaningful:

- Q38. Social activities
- Q39. Athletic activities

- Q40. Cultural activities
- Q41. Council/Government
- Q42. Community service programs
- Q43. Leadership development programs
- Q44. Mentoring programs
- Q45. Academic support programs

**Factor 8. SATISFACTION WITH HOUSING**

How satisfied are you with your:

- Q46. Ability to study in your room
- Q47. Ability to study in your house
- Q48. Ability to sleep without interruption
- Q49. Degree of privacy

**Factor 9. FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT**

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

- Q50. Identify potential career paths
- Q51. Acquire internships
- Q52. Improve your interviewing skills
- Q53. Improve your networking skills

**Factor 10. SAFETY AND SECURITY**

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

- Q54. Being in your room
- Q55. Possessions in your room
- Q56. Being in your house/residence hall
- Q57. 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:

- Q58. Outside the university
- Q59. 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:

- Q60. Opposite gender
- Q61. Ethnicity different from yours
- Q62. Sexual orientation different from yours
- Q63. Persons with disabilities
- Q64. Religious affiliation different from yours
- Q65. Persons from other countries

**Factor 13. ANTICIPATED ALUMNI ACTIVITY**

Alumni – As an alumni, how likely are you to:

- Q66. Remain involved in the fraternity/sorority
- Q67. Provide financial support to your fraternity/sorority
- Q68. Attend alumni events

**Factor 14. EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH**

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

- Q69. Academic success
- Q70. Identifying a career direction
- Q71. Establishing effective social skills
- Q72. Learning self discipline
- Q73. Commitment to community service
- Q74. Ability to drink responsibly

**Factor 15. OVERALL PROGRAM EFFECTIVENESS**

- Q75. Experience: Overall how satisfied are you with your fraternity/sorority experience?
- Q76. Recommendation: How inclined are you to recommend being in a fraternity/sorority on this campus?
- Q77. 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 8.0. Penn State's Factor Means And Performance Compared to Other Institutions**

List of Factors	PSU Factor Mean	Area of Strength	Area to Maintain	Area for Improvement
Factor 1. FRATERNITY/SORORITY ENHANCED INTERPERSONAL RELATIONSHIP SKILLS	6.02	✓		
Factor 2. FRATERNITY/SORORITY ENHANCED ACADEMIC ABILITIES	4.84		✓	
Factor 3. FRATERNITY/SORORITY ENHANCED SELF AWARENESS	5.07		✓	
Factor 4. FRATERNITY/SORORITY ENHANCED PERSONAL DEVELOPMENT	5.03		✓	
Factor 5. FRATERNITY/SORORITY ENHANCED LEADERSHIP SKILLS	5.63	✓		
Factor 6. SATISFACTION WITH FRATERNITY/SORORITY OFFICE	4.82			✓
Factor 7. SATISFACTION WITH FRATERNITY/SORORITY PROGRAMMING	4.99			✓
Factor 8. SATISFACTION WITH HOUSING	4.97		✓	
Factor 9. FRATERNITY/SORORITY ENHANCED CAREER DEVELOPMENT	4.87		✓	
Factor 10. SAFETY AND SECURITY	5.92	✓		
Factor 11. OPPORTUNITIES TO PARTICIPATE IN COMMUNITY SERVICE	5.49			✓
Factor 12. ATTITUDE CHANGES REGARDING DIVERSITY	4.61			✓
Factor 13. ANTICIPATED ALUMNI ACTIVITY	5.09		✓	
Factor 14. EXPERIENCE CONTRIBUTED TO PERSONAL GROWTH	5.03			✓
Factor 15. OVERALL PROGRAM EFFECTIVENESS	5.97			✓

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