AN EXPLORATORY STUDY OF GREEK LIFE

AT RHODES COLLEGE

by

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EXECUTIVE SUMMARY

This exploratory study of Greek life was conducted in response to a request by Rhodes College in Memphis, Tennessee, where administrators are interested in learning more about fraternity and sorority life at the College. Our initial discussions with College administrators suggested that opinions about Greek life at Rhodes were decidedly mixed, and mirrored those commonly-held both in the academy and in broader society. Many indicated that fraternities and sororities play a positive role by developing student leaders, providing social bonding opportunities for members, and by offering a significant amount of student life programming to the entire student body. Others suggested that these organizations—through their behaviors, customs, and values—have detrimental effects on the academic and social development of their members, as well as harmful side-effects on non-members. Given the diversity of thought about Greek life, it was determined that student affairs administrators and the Greek organizations themselves could benefit from a better understanding of how various campus constituencies perceive Greek students and organizations and what they perceive the effects of Greek membership to be.

The study specifically examines whether membership in a Greek organization enhances or diminishes student engagement and various desirable outcomes of college, and is organized around the following study questions:

1) Do perceptions differ among students, faculty, administrators, Interfraternity Council fraternities, and Panhellenic Council sororities about
   a) the effects of fraternity and sorority life on Greeks?
   b) Greek organizations and their members?

2) Do Greeks differ from Independents in
   a) their pre-college and demographic characteristics?
   b) their levels of student engagement and engagement-related behaviors?
   c) their college outcomes, including grade point average, graduation, educational and personal growth, and development of practical and interpersonal competencies?

3) Are there differences among Interfraternity Council fraternities or among Panhellenic Council sororities in
   a) their levels of student engagement and engagement-related behaviors?
   b) their college outcomes, including grade point average, graduation, educational and personal growth, and development of practical and interpersonal competencies?

After analyzing a wealth of data provided by the College and augmented by surveys of full-time degree-seeking students, full-time faculty members, and full-time administrators in academic and student affairs, we identified several key findings. Greek students were found to be no less engaged overall than Independent students. Greek students consume alcohol with greater frequency and in larger amounts than Independents. Community service is extolled as a hallmark of Rhodes' fraternities and sororities, but we found no differences between Greeks and Independents in the amount of time they devote to it. Greeks report higher levels of growth in interpersonal and practical competencies than do Independents. Greeks relatively lower college grade point averages are not related to their membership in a fraternity or sorority. Finally, Greeks graduate at a strikingly higher rate than do Independents, even though Independents are academically better prepared upon entering College.

As a result of these findings, we make several recommendations:

1. Administrators at Rhodes should sponsor a thorough qualitative investigation into the effects of Greek life at the College.
2. Administrators at Rhodes should undertake further study to better understand the extent to which Greek life pervades student life on the Rhodes campus.
3. Administrators at Rhodes should conduct a careful and thorough examination of the social engagement possibilities for Independent students.
4. Administrators at Rhodes should implement a system to monitor the unplanned departure of Independent students from the institution.
5. If it is determined that Greek life at Rhodes exerts too much institutional press or severely limits the possibilities for social engagement of Independents, administrators should consider structural mechanisms to reduce at least the appearance of Greek domination of campus culture.
6. Administrators at Rhodes should implement a system to ensure that complete and accurate information about the Greek rush and pledge process is collected, maintained, and that it can be integrated with data from the College's student information system.
7. Administrators at Rhodes should consider deferring Greek rush until the second semester.
8. Administrators at Rhodes should study carefully specific fraternities and sororities both to address troublesome findings and to better understand and propagate positive ones.

INTRODUCTION

About Rhodes College

Rhodes College can date it origins back to the Clarksville Academy, which was founded in 1837. Eleven years later, the academy conveyed its property to the Masonic Grand Lodge of Tennessee, and became part of the degree-granting Masonic University of Tennessee. In 1855, control of the university changed from the Masons to the Presbyterian Church. In 1925, the College relocated to its present location in Memphis, assuming its present name only in 1984 in honor of former president, Peyton Nalle Rhodes. Today, Rhodes is a leading liberal arts college, enrolling almost 1700 students from 46 states, the District of Columbia, and 13 foreign countries. Rhodes' challenging academic program is notable for its required four-semester interdisciplinary humanities sequence, "The Search for Values in the Light of Western History and Religion," which has served as a model for similar programs at numerous other liberal arts colleges. In 2007, the College instituted its "Foundations Curriculum," which establishes a framework for liberal education and life long learning (Trustees of Rhodes College, 2008).

In addition to seeking academically talented students who will excel in the College's rigorous academic program, Rhodes intentionally seeks to enroll students who wish to engage with and influence their communities. Students at Rhodes are involved in more than 80 co-curricular organizations, which encompass academic and honor societies, performance groups, athletic teams, cultural and political organizations, fraternities and sororities, religious fellowships, service organizations, student government bodies, and a variety of other special interest groups. Recognizing that co-curricular organizations can enhance educational experiences and strengthen the campus community through quality social, educational, and cultural programming, the College is undertaking a long-term assessment of the overall effectiveness of these groups.

The number and diversity of student organizations, however, suggests a measured approach to such an assessment. As 50 percent of Rhodes' students belong to a fraternity or sorority[1], Greek societies represent the largest homogeneous grouping of student organizations, thus making them the logical place to begin this assessment. Moreover, the Greek system provides a significant amount of social programming on campus, so that even Independents[2] have frequent opportunities to interact with these organizations. Given the extent to which Greek life permeates the culture of the institution, it is perhaps somewhat surprising that relatively little is already known about Greek life at Rhodes. Because fraternities and sororities have the potential to exert a significant influence on all aspects of campus life, this small liberal arts college is interested in better understanding its Greek life program.

About This Study

Largely exploratory in nature, we believe this study may discover some areas in need of improvement or more-detailed research, but we also imagine that it will likely illuminate the salutary effects of the Greek system at Rhodes. As the study is only a first step in the larger assessment of student organizations at Rhodes College, identifying the positive effects of fraternities and sororities might then allow administrators there to reproduce those effects in other settings or disseminate them more widely throughout the student body. Should the College desire to study its fraternities and sororities longitudinally, the findings from this study should provide baseline data to assess the effectiveness of these organizations over time, as well as instrumentation for that purpose. This study may also serve as an exemplar for envisioned assessments of other student organizations.

Nationally, opinions regarding the contributions of fraternities and sororities to campus life have been decidedly mixed. Supporters note that these organizations can benefit both their individual members and their institutions. Greek societies provide nurturing sub-communities where their members not only make friends and have fun, but also develop interpersonal and leadership skills (Astin, 1993; Kimbrough, 1995), learn how organizations work, instill shared values, and provide service to their broader communities. Indeed, the Greek experience may "provide unusually rich out-of-class learning and personal development opportunities for undergraduates" (Kuh & Lyons, 1990, p. 21). Moreover, membership in fraternities and sororities is believed to increase on-campus social opportunities, support retention efforts, and bolster student and alumni loyalty to the institution.

Detractors criticize these organizations for behaviors antithetical to both their institutions' missions and to the lofty ideals upon which the national organizations were founded (Kuh & Lyons, 1990; Malaney, 1990; Neuberger & Hansen, 1997). Focusing on stereotypical *Animal House* behavior such as alcohol abuse, hazing, sexual assault, and poor academic performance, critics charge that fraternities and sororities engage in behaviors that promote status distinction, reinforce conformity and social apathy, and

1 To avoid ambiguity, we use the term "fraternity" to refer to Greek organizations for men, and "sorority" to refer to those for women, even though some women's groups label themselves as "fraternities."

2 We use the term "Independents" to refer to students who are not members of a fraternity or sorority.

denigrate individual worth and dignity. Furthermore, Astin (1993) found that involvement in a fraternity or sorority was negatively associated with college GPA, altruism, and social activism while being positively associated with alcohol consumption, hedonism, and materialism.

We visited the Rhodes campus in September 2008 to bring clearer focus to our study, to learn more about Rhodes' student organizations in general, and to better understand Greek life at the College. During our visit, we heard a variety of observations and opinions about fraternity and sorority life there in our informal conversations with students and administrators. Some recognized the many positive effects of fraternities and sororities on student development and on social life at Rhodes for both Greek and Independent students. Greeks were seen as well integrated into the fabric of campus life, with significant overlap between Greek societies and other student organizations, notably student government and athletics. Some noted that fraternities and sororities are a breeding ground for leaders in other student organizations. Others mentioned concerns about the Greek experience diverting students from their academic pursuits, Greek exclusivity and elitism, and excessive partying by Greeks.

Admittedly, we interviewed only a small number of individuals during our visit. Even so, we were not entirely surprised to find a range of opinion about fraternity and sorority life that reflects the broad diversity of thinking about these organizations that exists both within the academy and in broader society. However, the somewhat polarized views of Greek life on this small campus suggested that student affairs administrators and the organizations themselves would benefit from understanding better how Greek students and organizations are perceived by principal constituencies at the College. One broad aim of this project, therefore, is to objectively describe how students, faculty, and administrators perceive these organizations and their members. Specifically, we ask whether perceptions differ among students, faculty, administrators, Interfraternity Council fraternities, and Panhellenic Council sororities about the effects of fraternity and sorority life on Greek students and about Greek organizations and their members.

A second objective of this project is to understand better whether these perceptions of Greek students and organizations and the outcomes of Greek membership are grounded in fact, or if they arise from anecdotal experience or from the stereotypes of fraternity and sorority life. If Greek students actually differ from their Independent counterparts in important college outcomes, understanding the nature of the differences will be important to student affairs administrators at Rhodes both in ameliorating negative outcomes and extending positive ones to Independent students at the College. Conversely, if Greeks do not differ from Independents, then knowing that may help these administrators allay concerns of those who fear that the Greek experience is harmful, or to put to rest the claims that it is particularly beneficial. Specifically, we ask whether Greeks differ from Independents in pre-college and demographic characteristics, and in their levels of student engagement, academic achievement, practical and interpersonal competencies, and in certain related behaviors.

The next objective is to determine if there are differences among Greek students in these same areas. If exemplary or problematic outcomes and behaviors are concentrated in certain segments of the Greek population, it may benefit student affairs administrators at Rhodes to be aware of isolated practices that are worthy of emulation, or of localized challenges that may merit special attention. While Rhodes administrators are likely already aware of recurrent or blatant problems among segments of the student population, our study may reveal isolated strengths that were not apparent to them or potential problems that may have heretofore been undetected. Specifically, we ask if there are differences among the six fraternities that belong to the Interfraternity Council or among the five sororities that belong to the Panhellenic Council in pre-college and demographic characteristics, and in their levels of student engagement, academic achievement, practical and interpersonal competencies, and in certain related behaviors.

The final objective of this exploratory study is to make recommendations to student affairs professionals at the College about the steps they might take next in order to understand more fully aspects of the Greek life experience that appear to warrant further study, either because they are potentially problematic or because they promise to be beneficial to other organizations or students at the College. Although this project somewhat ambitiously seeks to answer a number of important questions about fraternity and sorority life at the College, its scope is necessarily limited. This means that other questions, perhaps no less important, cannot be investigated, especially if they emerge in the analysis phase of the project. These will be identified for further study by the College. Lastly, we will identify more immediate steps that the College should take to strengthen the Greek life system at Rhodes.

To recapitulate, questions this study seeks to answer are as follows:

1) Do perceptions differ among students, faculty, administrators, Interfraternity Council fraternities, and Panhellenic Council sororities about
   a) the effects of fraternity and sorority life on Greeks?
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In the sense that we seek to describe and compare groups along each of these strands, these study questions are relatively straightforward, perhaps even simple. Taken together, however, the conceptual underpinnings of these questions and our findings should produce a collage that at least begins to answer the overarching question about the effectiveness of student organizations at the College. It may also provide answers to the perhaps ineffable concern that the Greek experience may be detrimental to the academic and social development of Rhodes students.

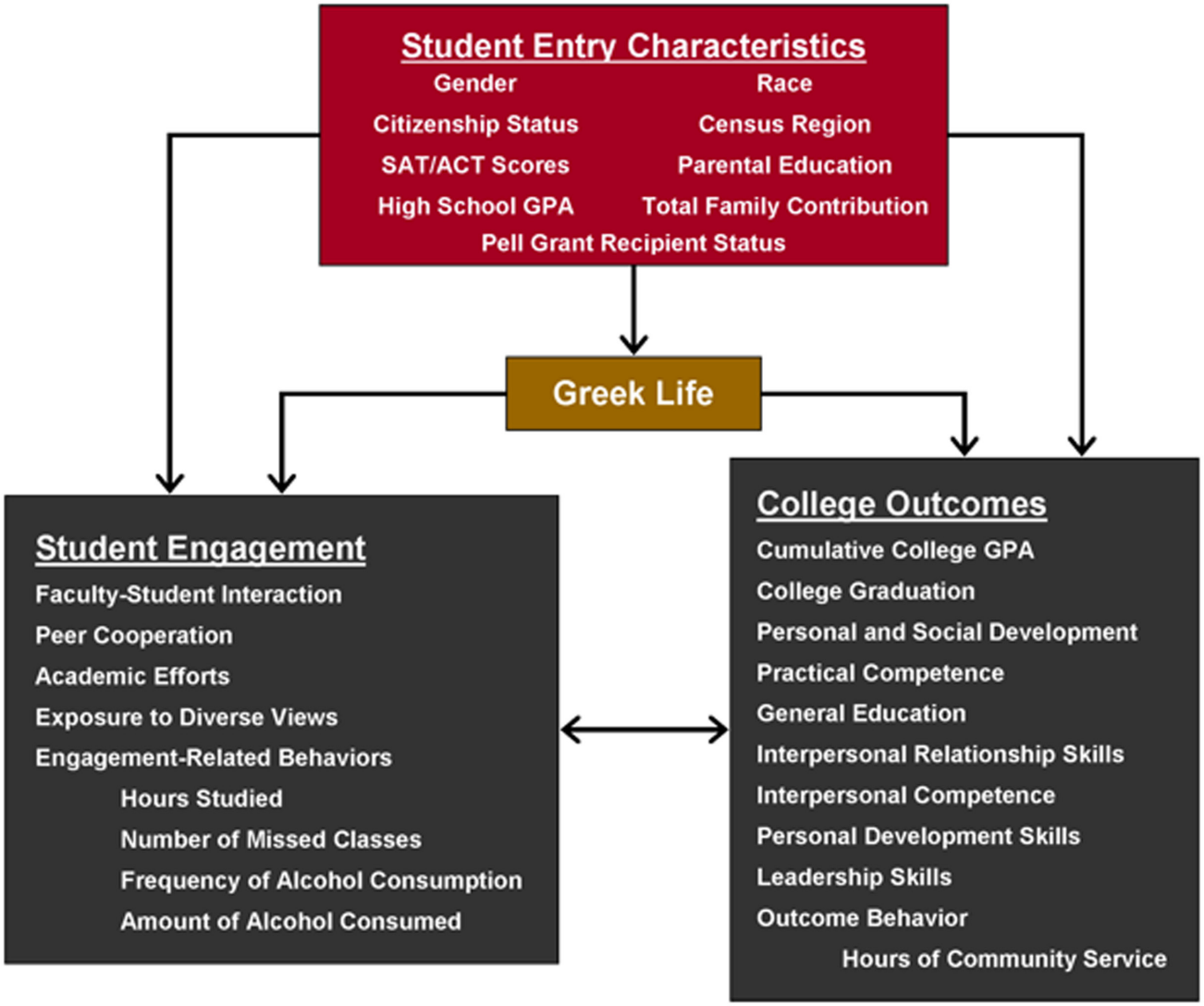
CONCEPTUAL FRAMEWORK

Conceptually, our study broadly focuses on student engagement and engagement-related behaviors, student outcomes, and the ways in which Greek life at the College fosters or inhibits or enhances engagement and desirable outcomes. The various literatures—engagement, college outcomes, and Greek life—are highly intertwined, accumulative, and contingent. Given the complicated and often contradictory nature of this literature and various student development theories, it can be difficult to compartmentalize the findings into discrete, atomized pockets. Figure 1 diagrams the scaffolding upon which we design our study, and may be helpful for the reader in understanding it.

A review of the literature regarding fraternities and sororities reveals no dearth of information on the topic. Studies grounded in a variety of disciplinary approaches have scrutinized almost every imaginable theoretical and practical aspect of Greek organizations. These societies have long been a source of controversy and object of research in higher education, and the detrimental effects of these organizations have been publicized in both the academic and popular press. Much of this publicity emanates from Greek organizations at large public institutions. Research comparing Greeks to independents on measures of engagement, achievement, and persistence at small private institutions is relatively rarer.

Because of the entrenched and complicated nature of the relationships that Greek organizations have with their respective colleges and universities, previous studies have investigated not only the synergistic, mutually advantageous aspects of those relationships, but also the ways in

Figure 1.



which these organizations and their activities may run counter to the values of the institution and to those of society as a whole (e.g., anti-intellectualism, academic misconduct, drug and alcohol abuse, sexually promiscuous and predatory behavior, racial discrimination, and social elitism). In addition, there exists a large body of literature focusing on the legal issues that have embroiled many Greek societies.

This brief review of the literature examines the nature of Greek life in contemporary higher education; especiallyas Greek membership affects student engagement, engagement-related behaviors, and college outcomes (cumulative grade point average, college graduation, educational and personal growth, and interpersonal and practical competencies). The literature has informed the formulation of the study questions and design for this project. Finally, existing literature will serve as the scaffolding for bridging theory and practice in the findings and recommendations that may emerge from this study. We begin by reviewing student engagement and the outcomes that will serve as the main dependent variables in our study. We then discuss the various ways in which Greek life fosters or inhibits student engagement and the realization of desirable student outcomes.

STUDENT ENTRY CHARACTERISTICS

Wilder and McKeegan (1985) made a discrete separation of antecedent and subsequent characteristics of Greek and Independent students, noting the obligation of researchers to identify and control for antecedent characteristics, rather than attributing differences between Greeks and Independents to the Greek system itself. The longitudinal work of Wilder, et al. (1986) compared attitude change in Greeks with that of Independents, and found that the largest attitudinal differences existed before students affiliated themselves with Greek organizations. Tinto (1993) agreed, noting that individual characteristics upon entering college have a profound influence upon students' decisions to persist in their college careers, insisting, however, that input characteristics alone are not responsible for persistence decisions.

Subsequent work investigating students' pre-enrollment characteristics and college performance was done by Grubb (2006), who found that Greeks often had different pre-enrollment experiences, responsibilities, and attitudes than Independents. Utilizing a case study method, Grubb controlled for SAT scores, college major, gender, and state of residence, and concluded that in-state students with higher SAT verbal scores and lower SAT math scores were more likely to join a fraternity or sorority. In addition, Greeks had lower college grade point averages (GPAs) in their senior year than Independents. Despite their lower pre-enrollment and college academic performance, Greeks were more likely to have graduation-eligible GPAs than independents. One possible reason that Greeks were more likely to progress to graduation is that they were also found to declare their college majors earlier than Independents, which might be expected to result in higher levels of student engagement.

Student Engagement

According to Hu and Kuh (2002), the single most important factor in college student learning and personal development is student engagement. Engagement and academic achievement are so inextricably linked that Kuh (2004) concluded that it is impossible to determine if engagement inspires achievement or vice versa. The time and energy that college students devote to educationally purposeful activities is perhaps the single best predictor of their learning and personal development (Astin, 1993; Kuh, 2004; Pace, 1980; Pascarella & Terenzini, 1991). Colleges seek to implement practices that engage students academically such as student-faculty contact, cooperation among students, time on task, high expectations, prompt feedback, and active learning (Astin, 1993; Chickering & Gamson, 1987; Chickering & Reisser, 1991; Kuh, 2004; Pascarella & Terenzini, 1991). In addition, collegiate environments that are perceived to be inclusive and diverse also encourage student development and learning (Education Commission of the States, 1995; Kuh & Hu, 2001; Kuh, Schuh, & Whitt, 1991).

There can be no uncertainty about Rhodes College's commitment to an engaged student body. The College's vision statement unambiguously asserts that student engagement is one of the institutions most fundamental aspirations. As Rhodes seeks to engage a diverse student body in a "challenging, inclusive, and culturally-broadening college experience" by inspiring and involving students in "meaningful study, research, and service," student engagement is naturally a central focus of out attention in this study (Trustees of Rhodes College, 2008, p. 7). We are concerned with student engagement specifically to help student affairs administrators at Rhodes understand whether the Greek experience there fosters, impedes, or has no effect on student engagement at the College.

Most of the current investigations into and literature concerning this subject relies on the work of the National Survey of Student Engagement (NSSE). We utilize four College Activities scales from that survey as our principal measures of student engagement, which represents four principles of good educational practice: faculty-student interaction, peer cooperation, academic effort, and exposure to diverse views (Kuh, 2004). Engagement definitions include amount of time spent studying and time spent interacting with faculty and peers (Astin, 1993). We examine the four components of engagement measured by the NSSE College Activities scale below.

Faculty-Student Interaction

Much of the literature on student engagement focuses on the pivotal role of student-faculty interaction. Chickering and Gamson (1987) identified faculty-student contact as one of the seven principles for good practice in undergraduate education. Astin (1985) found that frequent faculty-student interaction resulted in the highest levels of student satisfaction with the academic experience. His finding is supported by the work of Umbach and Wawrzynski (2005), who found that college faculty behavior and attitudes had a significant impact on student learning and engagement, especially when the faculty create an academic environment utilizing effective educational practices. They conclude that faculty members play the single most important role in student learning.

Students who regularly engage with faculty develop higher levels of intellectual growth and interpersonal skills. While peer interaction also has a powerful influence on college students, particularly first-year students, interaction with faculty is equally important, especially for men. The first

few informal contacts with faculty are the most important, laying the foundation for students' social and academic engagement (Pascarella, Terenzini, & Hibel, 1978). First year contact is critical in the subsequent persistence and graduation of college students. Berger and Milam (1999) found that early interaction of students with faculty has a positive effect on student involvement in the initial fall semester, which positively affects the students' level of engagement and persistence. Early involvement with faculty increases student perception of institutional commitment, which, in turn, leads to a higher level of social integration (Braxton, Hirschy, & McClendon, 2004). Kuh and Hu (2001) discovered that the amount of student-faculty contact increased during a student's four years of college, and student engagement increased likewise. However, they also found that the effects of student-faculty interactions are conditional based upon the academic preparation of the student. Academically better prepared students interacted more frequently with their professors.

Peer Cooperation

Learning communities, defined as the same group of students taking two or more classes together, have been shown to increase student engagement (Brower & Dettinger, 1998). Lenning and Ebbers (1999) identified four forms of learning communities, including curricular learning communities, classroom learning communities, residential learning communities, and student-type learning communities. According to Zhao and Kuh (2004), central features of such learning communities include active, collaborative learning activities and the involvement in complementary academic and social activities outside of the classroom. They found that the participation in learning communities positively correlates with academic engagement, academic performance, college attendance, and satisfaction with the college experience.

Cooperative learning experiences are an effective method of learning comprised of group work, learning in small groups, interdependence and cooperative behavior among group members, and individual accountability (Millis & Cottell, 1998). Such endeavors need not be lengthy, semester-long projects in order to instill a sense of connection with other students. The cooperative nature of shared classroom assignments further enhances a student's cognitive development as well as sense of belonging in a group pursuing a common goal. In a four-year longitudinal study, Astin (1993) discovered that undergraduate pedagogies that promoted cooperative learning made significant contributions to student achievement. Such interaction with peers provides students with encouragement and support, thereby positively affecting student engagement and development. Whitt, et al. (1999) found that peer involvement—both in and out of the classroom—contributes to critical cognitive development.

Peer cooperation has positive effects on other aspects of engagement, such as faculty-student interaction and exposure to diverse views. Students involved in cooperative peer activities have more positive opinions regarding the quality of the education they are receiving, the degree of support they receive from the college as a whole, and their satisfaction with the college experience as a whole. These effects are most marked during the first year of college, but remain throughout the senior year. Collaborative learning opportunities also foster engagement of students who might otherwise feel estranged, such as members of minority groups and transfer students, and also expose all students to diverse viewpoints and people (Zhao & Kuh, 2004).

Academic Effort

Academic effort is associated with campuses that set high expectations for their students. The setting of high expectations for academic excellence is the foundation for a campus environment that values and rewards academic achievement. When faculty set high performance expectation for their students, students generally strive to meet them (Kuh, Kinzie, Schuh, & Whitt, 2005). Academic challenge is also related to other markers of engagement. Umbach and Wawrzynski (2005) found that increased academic challenge is positively related to student experiences with active and collaborative learning.

First-year students are more likely to have increased interaction with faculty on campuses where faculty offer greater academic challenges. Academic challenge is also positively related to gains in general education knowledge and practical competencies for first-year students, while seniors report greater personal and social gains, as well as increased general education knowledge on campuses with high academic expectations. Conversely, a key indicator of student isolation and disengagement is a lack of academic effort, which not only adversely affects both the acquisition of knowledge and academic skill development, but also is associated with a withdrawal from other aspects of campus life as well.

Exposure to Diverse Views

Collegiate environments that are perceived to be inclusive and diverse also encourage student development and learning (Education Commission of the States, 1995; Kuh & Hu, 2001; Kuh, et al., 1991; Zhao & Kuh, 2004). Attending college has long been considered a societal rite of passage in which a young person, who has presumably lived in a rather homogeneous environment, is exposed to people and ideas that challenge his or her mental constructs and knowledge base. As the student becomes immersed in such surroundings, the student becomes socially integrated into this community.

Umbach and Kuh (2006) found that students who participate in diversity-related activities report several benefits, including higher levels of academic challenge, more frequent participation in active and collaborative learning, greater gains in educational and personal growth, and greater overall satisfaction with their college experience. These students also perceive that their campus more strongly supports their academic and social needs. Interracial interactions have been shown to be important to the development of student–faculty interactions (Cole, 2007).

In an earlier study, Hu and Kuh (2003) found that students in private institutions, and especially those at smaller liberal arts colleges, more frequently interact with students from different backgrounds and have more diversity experiences than students at other types of institutions. Chang (1999) found that campus diversity was positively related to increases in academic and social self-confidence from the freshman to the senior year, and that diversity experiences had a positive effect on student retention and overall satisfaction with their college experience. Students who interact with peers from diverse backgrounds exhibit greater relative gains in critical thinking skills than those who do not (Pascarella, Palmer, Moye, & Pierson, 2001; Terenzini, Cabrera, Colbeck, Bjorklund, & Parente, 2001). Curricular emphasis on diversity and campus-wide efforts to create a multicultural environment have been shown to positively affect students' sense of community, as well as their overall satisfaction with their college experience (Astin, 1993; Bowen & Bok, 1998; Hurtado, 1999; Pascarella, Palmer, et al., 2001; Terenzini, et al., 2001)

College Outcomes

There are several desired outcomes of a Rhodes' education. The College "aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world" (Trustees of Rhodes College, 2008, p. 7). Given the plural nature of these objectives, we will use multiple outcome measures in our study: cumulative college grade point average (GPA), college graduation, a scale from the NSSE instrument to measure educational and personal growth, and a scale from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated (AFA-EBI) Fraternity/Sorority Assessment instrument, which measures interpersonal and practical competencies.

Cumulative College Grade Point Average (GPA)

Perhaps the most basic outcome measure we use is the college grade point average, which we compute at the end of each term of enrollment. While GPA is certainly an imperfect measure of achievement, it is nonetheless a widely accepted one and one which is utilized by the college. Moreover, the GPAs of freshmen have long been used as a measure of academic achievement, probably due to the direct relationship with college persistence (Allen, 1999; McGrath & Braunstein, 1997). Tinto (1993) notes that the stigma of failure associated with lower GPAs can affect a student's predisposition to persist. In an attempt to identify predictors of freshmen academic success, DeBerard, Spielmans, and Julka (2004) examined ten variables, including GPA, for 204 freshmen. A negative correlation was found between persistence and GPA. Using an independent samples t test, the authors found that the mean GPA for persistors (3.10) was significantly different from that of non-persistors (2.50), ($t = 2.825$, $df = 23$, $p \leq .01$).

In their longitudinal study comparing more than 6000 Greek and Independent seniors at the University of Tennessee, Knoxville, Pike and Askew (1990) found the mean cumulative GPA of Greeks (2.85) was not significantly different from that of Independents (2.94). Independent men, however, exhibited a significantly higher mean GPA (2.84) compared to that of Greek men (2.71). There was no significant difference in the mean GPAs of Greek and Independent women. Greeks reported significantly higher levels of academic effort, involvement in student organizations, and interaction with other students. Controlling for entrance test scores and college experience, the authors found that Independents scored significantly higher than Greeks on the College Outcome Measures Project (COMP), an objective measure of intellectual and analytic skills, communication, reasoning, and problem-solving, and these differences were found for both men and women.

In a later study, Pike (2000) found that Greek and Independent students differed significantly in mean levels of social involvement and gains in general abilities, with Greek students reporting both higher levels of social involvement and greater gains in general abilities. His study also indicated that the unique effects of Greek affiliation were more pronounced for college experiences than for cognitive development. Expanding on his earlier research, Pike (2003) relied upon self-reports to investigate student engagement and learning. Greeks were again found to be at least as engaged as their Independent counterparts, and Greeks in their senior year reported significantly more involvement and academic progress than Independents. Additionally, all Greeks, from freshmen to seniors, reported significantly higher gains in personal development than did their Independent classmates. While care should be taken when interpreting any study based on self-reports (see below), self-reports may be the only reliable way to measure constructs such as growth and engagement. It is also worth noting that this study examined students at a single institution, so the ability to generalize these findings is limited. Moreover, the COMP scores represent only one measure of cognitive development, and other types of cognitive growth may be more difficulty to detect or measure.

In a longitudinal study of more than 2000 students at 18 colleges and universities in 15 states, Pascarella, et al. (1996) found that Greek men scored significantly lower than Independent men on the reading comprehension, mathematics, and critical thinking modules of the Collegiate Assessment of Academic Proficiency (CAAP) examination at the end of their first year of college. Greek women also tested lower than Independent women in reading comprehension. Using the same sample two years later, the authors found that the negative effect on critical thinking in Greek men and on reading comprehension in Greek women had abated, but the negative effect on reading comprehension persisted into the second and third years of college for Greek men.

Lake (2005) compared the first-year academic achievements of Greeks who joined in their first year of college to Independents and found that Greeks academically outperformed Independents, but that students who waited to join a Greek society in the second year had significantly higher first-year GPAs than the students who joined a Greek society in the first. Both Greek and Independent women significantly outperformed men regardless of whether they joined their sorority in the first or second year of college. This study also examined year-to-year retention rates, and found that Greeks were retained at significantly higher rates than Independents. Moreover, those who joined in the second semester of their freshman year rather than the first semester were retained at significantly higher rates.

College Graduation

In examining student persistence, Tinto's (1975) theory of student departure is so prevalent in the literature that it may be described a paradigmatic. First published more than 30 years ago, this theory attempted to describe a predictable process, occurring over a specific period of time, in which students academically and socially integrate in both formal and informal ways with their chosen college or university. Tinto's social integration theory drew heavily from the work of Emile Durkheim (1951), who studied the relationship between an individual's lack of social integration and his or her propensity to commit suicide. Though the parallel between Tinto's and Durkheim's theories may not be immediately obvious, Tinto postulated that the processes of academic and social integration influence students' commitment to the goal of graduation and their commitment to the institution, respectively; i.e., the greater the level of a student's academic and social integration, the greater his or her level of commitment to the goal of graduation and to the institution. Tinto proposed that individual characteristics upon entering college influence students' decisions to persist in their college careers. However, input characteristics alone are not responsible for persistence decisions. Post-enrollment integration into both social and academic communities is critically important in student decisions to persist or depart (Tinto, 1993). That is, the greater the level of students' initial commitments, the greater the level of their subsequent commitments, and, therefore, the greater the likelihood of college persistence.

Braxton, Sullivan, and Johnson's (1997) meta-analysis of Tinto's theory obtained only partial validity within the context of a residential college setting, however. Following Kuhn's (1970) paradigm shift theory, this varied pattern of support presents a challenge to subsequent research: either abandon Tinto's theory altogether and start anew, or revise the theory for residential settings and formulate a new paradigm for commuter settings. Braxton, Hirschy, and McLendon (2004) opted to pursue the latter path, and set about to revise Tinto's theory to account for student departure from both residential and commuter settings. In their revised formulation, the authors identified the following six concepts that affect students' social integration in residential colleges and universities: commitment of the institution to student welfare, institutional integrity, communal potential, proactive social adjustment, psychosocial engagement, and ability to pay. These concepts bolster a student's sense a self-efficacy, the perception that one can engage in specific actions that will result in a desired outcome. Heightened self-efficacy leads to confidence in one's ability to adapt and survive, which increases social integration. As described above, higher levels of social integration lead to greater commitment to the institution, increasing the likelihood of college persistence. Post-enrollment integration into both social and academic communities is critically important in student decisions to persist or depart. As described above, the greater the level of students' initial commitments, the greater the level of their subsequent commitments, and, therefore, the greater the likelihood of college persistence. Tinto (1993) notes that a student's sense of incongruence with his or her peers appears to be a particularly important factor in voluntary departure.

Kamens (1977) notes that college residentiality symbolically transfers socialization authority to the school by physically removing students from the external environment and immersing them not just in the academic realm, but also in the social and cultural spheres of the university. He identified the Greek societies as agents of integration into the non-academic realm of college life. Astin (1985) conceptualized student involvement as the amount of energy, both physical and psychological, that the student devotes to his or her academic experience. He studied over 80 different student outcomes with a focus on different types of student involvement, such as Greek membership, athletic activity, and student-faculty interaction. His finding that student involvement in extra-curricular activities, including membership in fraternities and sororities, positively influences persistence laid the groundwork for much of the recent work done in student involvement theory.

The Greek experience offers a support system that provides both formal and informal resources for its members. Winston and Saunders (1987) posited that the investment of time and energy that a student invests in his or her Greek society instills a psychological attachment not only to the Greek society itself, but also to the college or university as a whole. This attachment translates to a sense of community, which may engender in students a sense of belonging, a level of maturity, and enhanced self-confidence away from their familiar home environments. These emotional ties to the college or university may positively influence student persistence in the short term, as well as positively dispose students to become loyal alumni.

Greek societies may offer an already established social structure for students, particularly for those freshmen who are living away from the structured environments of their homes for the first time, and who may require considerable amount of support and assistance in navigating their new environments. Rush and pledge activities may provide opportunities for social integration at the onset of the introductory freshman semester, however participation in the numerous rush and pledge activities taking place may detract students from fully engaging with their peers, with faculty, and even with the academic program.

The work of Maisel (1990) and Strange (1986) emphasizes that while Greek life certainly offers its members enriching experiences and social networking opportunities, it nonetheless requires a vast investment of time and energy, especially from new recruits and pledges; an investment that is often incongruous with the goals and mission of the academy. Pascarella and Terenzini (1991) indicated that the first year of college life is the most critical time in a student's educational career. Pascarella, Flowers, and Whitt (2001) suggest that negative learning outcomes can be traced primarily to the fraternity and sorority rush and pledge periods, with such undesirable outcomes diminishing, or even completely disappearing, as students progress to the sophomore year and beyond. Many, including Kuh, Pascarella, and Wechsler (1996) encourage deferring rush and pledge periods to later in students' academic careers. Hayek, et al. (2002) eschew a blanket deferral policy for the entire Greek system, however, and recommend that institutional research be conducted to identify which fraternities and sororities might benefit from deferred rush and pledge periods.

Educational and Personal Growth

The NSSE scale measuring educational and personal growth is composed of three factors: personal and social development, practical competence, and general education. Personal and social development includes reported gains in self knowledge, ethics, social responsibility, and civic mindedness. Studies comparing moral and ethical development of Greeks and Independents have returned mixed results. Two studies of first-year college students found no significant differences between Greek and Independents in moral reasoning (Cohen, 1982; Marlowe & Auvenshire, 1982). However, Greek women scored lower on principled moral reasoning after two years of college than did Independent women. No such difference between Greek and Independent men was found (Kilgannon & Erwin, 1992). Greeks are more likely than Independents to admit to academic dishonesty, even after controlling for a number of contextual and individual influences, Greeks still reported being involved in more cases of academic dishonesty than Independents (McCabe & Trevino, 1993). Practical competence encompasses gains in quantitative, analytic, computing, and problem-solving skills, as well as a single question about working with other people. In order words, practical competence seeks to measure skills important for the job market. The third factor, general education, measures the hallmarks of a well-educated person.

Interpersonal and Practical Competencies

The AFA-EBI scale measuring interpersonal and practical competencies scale perhaps measures some of the same broad outcomes with which the NSSE educational and personal growth scale is concerned, but does so in a more granular fashion. For instance, while the NSSE scale has a single item about working effectively with other people, the AFA-EFI scale has several questions about meeting people, establishing close friendships, motivating others, managing conflict, living cooperatively, and so on. The AFA-EFI scale is composed of four factors: interpersonal relationships, interpersonal competence, personal development skills, and leadership skills.

These two scales measure educational outcomes that are distinct from grades and graduation, and might be characterized as the "other curriculum," which students cite as equally challenging, rigorous, and illuminating (Kuh, Pace, & Vesper, 1995). This curriculum is not necessarily formally delivered in the classroom. These practical experiences in time management, interpersonal relationships, socialization skills, and integration of critical thinking skills with real life situations contribute to the development of the individual as he or she matures. As one Stanford University senior stated, "It is funny that we are talking about things outside the classroom because I feel like that is the place that I have done my most growing" (Kuh, et al., 1995). While the curriculum provides the organizing framework for academic institutions, many out-of-class experiences contribute to the valued outcomes of a college education. Such experiences require students to develop and hone new skills as they interact with different groups of individuals and peers from varied backgrounds, whose values may differ from their own. Such experiences challenge students both personally and socially and often require them to develop new perspectives on issues. Competence in day-to-day living was identified as one of

the seven vectors of development, in which interpersonal competence and physical and manual competence are no less important than intellectual competence (Chickering & Reisser, 1991).

Greek Life

As previously mentioned, our concern with student engagement and desired outcomes of the undergraduate collegiate experience in this study is to assist student affairs administrators at Rhodes in understanding better how the Greek experience on their campus may enhance or diminish the engagement levels and outcomes of the fifty percent of the student body that belongs to a fraternity or sorority there. Fraternities and sororities are among the most studied aspects of student life in the American college and university. Studies grounded in a multidisciplinary approach, addressing both theoretical and practical questions, have scrutinized seemingly every aspect of Greek social organizations. The plural—and often contradictory—nature of findings from these studies makes it difficult to understand the implications, if any, for a particular setting. Research that has alternatively suggested both positive and negative outcomes for Greeks students may have important implications, however, and cannot be easily ignored.

Isolationism

A great deal of both the popular and scholarly and literature about fraternities and sororities suggests that the practices of these groups may inhibit the development of conditions associated with purposeful student engagement. To the extent that these groups are secretive and isolationist, they can naturally separate their members from other individuals and aspects of the college experience. In turn, if Independents, faculty, and administrators see these students and organizations as set apart from the mission and values of the institution, this can further isolate members of the Greek community. Such isolation can constrain faculty-student interaction, peer cooperation, and exposure to diverse views.

If students derive all of their academic and social support from their Greek counterparts, they may withdraw from the greater community, which may lead to feelings of abandonment by and disenfranchisement from the institution. Kuh and Lyons (1990) noted that Greek organizations are prone to unbalanced, anti-intellectual behavior that may result in a lack of interest in the classroom and less time and effort devoted to the kinds of academic endeavor that would lead to increased interactions with faculty and peers. Moreover, Greeks may simply prefer to spend time with members of their fraternity or sorority rather than work with Independents who do not share this bond.

Such isolation can inhibit engagement not only because it impedes social and academic contact with Independents, but also because it inhibits contact with diverse people and ideas that have been shown to foster engagement on a college campus. Detractors of Greek societies point to practices that prevent interaction and exposure to diverse people and ideas, and thus perpetuate the pre-college characteristics of students. The perpetuation of pre-matriculation characteristics along with the further instillation of homogeneous characteristics may prevent personal and social growth, which is a basic objective of a college education. The development of critical thinking in a liberal education requires students to be intellectually challenged by thrusting them from their pre-college "comfort zones." To the extent that Greek societies are racially and sexually homogeneous, they may unduly constrain student development.

Diversity

Since the founding of the nation's first African-American fraternity, Alpha Phi Alpha, at Cornell University in 1906, the Greek system in the United State has been largely segregated along racial lines, with African American groups displaying fundamental differences in organization and tradition in addition to the obvious distinctions in membership. Despite the widely-acknowledged benefits of Greek membership for African-American students (Kimbrough, 1995), studies regarding Greek societies and diversity are not encouraging. In a comprehensive study of over 2,000 students at 18 colleges and universities throughout the United States, Greek membership was found to be negatively associated with openness to diversity at the conclusion of the first year of college for white men and women, a finding which held even after controlling for pre-college traits, college experiences, and college environment. Interestingly, for African-American students, Greek membership was positively associated with openness to diversity (Pascarella, et al., 1996). Similarly, Antonio (2001) found that Greeks of both sexes reported fewer interracial interactions and lower levels of racial understanding.

Greek organizations are also thought to promote, or at least reinforce, chauvinistic attitudes in relationships between men and women. Senior-year fraternity members are less supportive of gender equality and display higher levels of male domination and sexual aggression than senior-year Independents (Sanday, 1990). Moreover, academic courses focusing on race, ethnicity, gender, sexuality, and global and international issues were found to have significantly less impact on Greek students than Independents, with levels of intolerance among Greek students actually increasing during the course (Palmer, 2000).

Greek segregation is not limited merely by race and gender. In a study of the sorority rush process, Atlas (1994) found distinct differences between females who rushed and those who did not. Women who rushed were from wealthier families, consumed more alcohol, and were

more physically attractive with exhibitionistic tendencies than women who remained Independent. In another study, Greeks were found to be generally more conservative, from higher socio-economic backgrounds, less sensitive to moral and social injustice, more involved in campus extracurricular activities, and less culturally sophisticated than Independents. In addition, Greeks were less autonomous, more dependent on family and peers, more susceptible to normative peer pressures, and placed less importance on personal independence than did Independents. Finally, they tended to view the primary role of their college education as a means of increasing their own value and income in the marketplace after graduation. These differences existed at the beginning of the college career and persisted through graduation, with little discernible change due to the four-year college experience (Baier & Whipple, 2001).

Few colleges or universities have suggested an end to the systematic racial, gender, and socio-economic separation perpetuated by fraternities and sororities. The lack of any mandate to change the current system of Greek segregation probably results both from a fear of tampering with a system that seems to offer benefits to African-American students as well as the inherent difficultly of tackling the Greek recruitment system in which racial and gender separation is an endemic element (Schmitz & Forbes, 1994). Ultimately, however, there may be a price to pay for accepting this deeply entrenched system:

> When individuals are placed in such protective communities, other aspects of their identities become invisible to them. Those who never encounter African Americans never have to think about *their* own whiteness. Those who never encounter poverty never have to think about *their* own economic privilege. Those who never encounter homosexuals never have to confront the meaning of *their* own heterosexuality. Their own race, class, ethnicity, and sexual orientation, therefore, are free to masquerade as natural and universal (DeSantis, 2007).

Alcohol

One of the principal concerns about Greeks and student engagement revolves around the drinking culture of fraternities and sororities. Excessive student drinking plagues campuses across the country, and senior administrators estimate that alcohol consumption may account for as much as 30% of unnecessary student departure (Anderson & Gadaleto, 2001). Other statistics are equally troubling: 85% of students consume alcohol during the academic year, and 50% of these students binge drink, and drink frequently (Wechsler, Kuh, & Davenport, 1996). Excessive drinking results in physical health hazards, including unsafe sexual practices, which is another behavior associated with Greek life (Porter & Pryor, 2007; Sanday, 1990; Wechsler, et al., 1996). In addition, chronic, excessive drinking can result in cognitive impairment and time away from academic endeavors.

Drinking behaviors are deeply entrenched in the physical, cognitive, emotional, and cultural sphere of Greek life (Eberhardt, Rice, & Smith, 2003). The social possibilities afforded by Greek life are well known to students. In one study, over 60% of new students believed that the opportunity to attend a party is much greater if one belongs to a fraternity or sorority (Maisel, 1990; Malaney, 1990). Fraternity and sorority membership has been shown to increase the likelihood that a student will abuse alcohol. A 1996 study revealed that 80% of women living in sorority houses and 86% of men living in fraternity houses were binge drinkers. Fifty-eight percent of sorority members and 71% of fraternity members not living in Greek housing binge drank (Wechsler, et al., 1996). These findings were virtually the same regardless of whether the students involved had been binge drinkers while in high school. Binge drinking rates for Independents were substantially lower: 45% for men and 35% for women. In their review of the literature, these authors found that "virtually every study of drinking in college shows that fraternity members tend to drink more heavily, more frequently, and have more alcohol-related problems than their fellow students" (Wechsler, et al., 1996, p. 260). A 1990 study found that 75% of students disagreed with a statement that fraternity and sorority parties encourage responsible consumption of alcoholic beverages (Malaney, 1990). Critics of fraternities and sororities point to such behaviors as proof that Greek societies either are not in agreement with, do not understand, or do not care about the institution's mission and priorities (Randall & Grady, 1998).

Porter and Pryor (2007) studied a random sample of students from private, highly selective institutions to determine if heavy, episodic alcohol consumption (binge drinking) affects student engagement, academic performance, and time use. While they found that while Greeks generally exhibit higher levels of engagement than Independents, they also found that Greeks are also more likely to engage in binge drinking. In fact, they identified excessive alcohol consumption as the strongest negative factor effect on academic success, probably due to spending decreased time on academic pursuits and more on purely recreational activities. Moreover, they note that binge drinking is correlated negatively with student-faculty interaction. Given that frequent student-faculty interaction is associated with the highest levels of student satisfaction with the academic experience, binge drinking among fraternity and sorority members may serve as a significant barrier to student engagement and academic success.

In a work examining the relationship between fraternity and sorority membership and binge drinking, DeSimone (2006) found that that fraternities utilize alcohol not only in their recruitment efforts, but also as a tool of ongoing socialization, resulting in binge drinking becoming a normative behavior. He concluded that either fraternity membership is associated with an increased incidence of binge drinking, or that there is a salient characteristic among students who join fraternities that predisposes them to binge drinking:

> ....it is impossible to argue with absolutely certainty that the fraternity membership coefficient represents a causal effect. At a minimum, however, a very idiosyncratic selection mechanism must prevail for these results to be consistent with the absence of a causal effect. In particular, fraternity members must drink more intensely than non-members, yet consume alcohol in similar frequencies and situations and for similar lengths of time (DeSimone, 2006, p. 26).

Underage fraternity drinkers are most at risk; indeed, they are most notably responsible for the connection between fraternity membership and binge drinking. Underage fraternity drinking may result from a kind of mentoring system in which freshmen are influenced to binge drink by upperclassmen, particularly during the rush and pledge periods.

Hazing

Another practice that has garnered opprobrium from both the academic community and the public at large is hazing, the secretive nature of which makes it difficult to define, investigate, and ultimately prevent (Hollman, 2002). The problem is exacerbated by the fact that students who pledge and undergo rush activities have implicitly displayed more positive beliefs about the purpose of pledging and have more positive perceptions of Greeks organizations than those students who do not seek membership. Their inherent approval of the process, in turn, leads to susceptibility to it (Cokley, et al., 2001). To the extent that such activities diminish self-efficacy, they can interfere with the pledge fully engaging with his college community. Faculty-student interaction can be hampered if the pledge is embarrassed about some aspect of his pledging circumstance when interacting with faculty.

An important confounding variable in assessing how Greek organizations may influence their members to engage in undesirable activities such as binge drinking and hazing is collegians' locus of control. Individuals who ascribe to an internal locus of control take responsibility for their actions, and believe that they are ultimately in control of their own destiny. Conversely, those who believe in an external locus of control believe that external forces account for their actions, and consequently take little or no responsibility for whatever befalls them (Rotter, 1966). McCuddy and Peery (1996) examined the relationships between locus of control and ethical beliefs. Those with an internal locus of control were found to possess higher ethical standards, and also believe that others have higher ethical standards. In the context of current study, Greeks with an internal locus of control may be less likely not only to engage in the socially undesirable behaviors associated with Greek life, but also less likely to condone such behaviors when others engage in them. Such students may hold themselves to a higher standard of behavior that recognizes that the individual is ultimately responsible for his or her own actions and the resultant consequences. Indeed, such students may be less prone to joining a Greek organization in the first place.

Conclusion

The great diversity of higher education institutions in the United States—diversity in students, faculty, curriculum, control, structure of Greek systems—makes it difficult to generalize the findings of many of the studies discussed herein. Even institutions that are apparently similar may have radically different underlying cultures, subcultures, values, and norms. For this reason, caution must be exercised when making assumptions regarding the influence of these factors on student development, performance, and engagement (Wilder, McKeegan, Midkiff, Skelton, & Dunkerly, 1997). Moreover, the findings can be contradictory and confusing. As with many factors that influence student development, directionality and size of effects may vary among students and institutions.

Disregarding the popular belief that Greek students and organizations are not attuned to the values and missions of their sponsoring institutions, the literature suggesting a negative relationship between Greek organizations and student engagement and outcomes is troubling, and may be especially important for an institution like Rhodes, which is concerned with maintaining a high degree of academic rigor and student engagement. Small, selective liberal arts colleges often have strong campus cultures that emphasize both academic and social development. Activities that do not support one or both of these can be disruptive. The activities undertaken by Greek societies may subvert the goals of higher education by creating a disjunction with academic endeavors and achievement. Conversely, there is a body of research that suggests a positive relationship between Greek membership and both cognitive and social gains in students. We take into account the contrapuntal nature of the literature concerning Greek life in higher education in the design of our study.

STUDY DESIGN

Two sources of data are utilized in this exploratory study. The College supplied sets of data for students, faculty, and administrators, which are described in detail below. In addition, the study utilizes data collected from two surveys, one of which was one administered to full-time, degree seeking students and the other to full-time faculty members and administrators in academic and student affairs. Again, the development of these surveys and the details of their administration are discussed in some detail below.

The decision to use these two sources of data was largely a pragmatic one. All of the data needed for the study could have been collected through anonymous surveys. However, as the College already had on hand a substantial part of the desired data, we determined that the most prudent course of action was to utilize that data and restrict the use of surveys to the collection of data that was otherwise unavailable. This approach offers the advantage of minimizing self-reporting and halo effect errors. Moreover, it resulted in surveys that were shorter than they otherwise would have been. While the literature on the relationship between survey length and response rates is hardly unanimous (Bogen, 1996; Cook, Heath, & Thompson, 2000; Sax, Gilmartin, & Bryant, 2003), we erred on the side of caution in not making an already substantial survey instrument even lengthier. One final positive outcome of this approach to data collection is that we are able to produce a robust data set for institutional researchers at the College for use in future studies (see Appendix F).

Data Provided by Rhodes College

The Institutional Research Office at Rhodes College supplied data for 1) all full-time, degree-seeking undergraduate students enrolled at the College in the Fall 2008 semester; 2) all members of the first-time, full-time freshman cohorts entering the College from 1999 through 2004; and 3) all full-time faculty members and administrators employed at the College in the Fall 2008 semester. Unless otherwise noted, student data was provided for both the currently enrolled undergraduates and the previously enrolled cohorts. These data are described in Table 1 below.

Table 1: Data Supplied by the College

Student Demographic Information	Student College Information
Gender	Freshman Cohort (entry year)
Date of Birth	Expected or Actual Year of Graduation
Race	Major(s)
Citizenship Status	Major Grade Point Average(s)
State of Residence	Cumulative Grade Statistics
Student Contact Information	Semester Hours Attempted
College Email Address (current students only)	Semester Hours Earned
Student Pre-College Information	Semester Hours Passed
College Academic Index (admission rating)	Grade Point Average (GPA)
American College Testing Program (ACT) Scores	Term Grade Statistics (for each term enrolled)
English Subscore	Semester Hours Attempted
Mathematics Subscore	Semester Hours Earned
Reading Subscore	Semester Hours Passed
Science Subscore	Grade Quality Points Earned
Composite Score	Grade Point Average (GPA)
Scholastic Aptitude Test (SAT) Scores	Financial Aid
Verbal Subscore	Pell Grant Recipient Status *
Mathematics Subscore	Estimated Total Family Contribution (TFC) *
Composite Score	Faculty/Administrator Information
Final High School Grade Point Average (GPA)	Employment Status (full- or part-time)
Student Greek Society Information	Faculty Status
Membership Status	Academic or Administrative Department
Society Name	Position Title
Term Membership Status (for each term enrolled)	College Email Address

*Provided only for students enrolled in the Fall 2008 semester

Student Survey Design

We reviewed several extant student surveys in the development of its survey instruments. Four surveys provided questions conceptually related to the study questions: these included the National Survey of Student Engagement (NSSE), Association of Fraternity Advisors-Educational Benchmarking, Incorporated (AFA-EBI) Fraternity/Sorority Assessment, The University of Toledo's Perceptions of Campus-Based Student Fraternity and Sorority Influences on Student Life and Student Outcomes Survey, and Shippensburg University's Greek Perceptions Survey. In addition, we developed four questions for the student survey.

Measuring Student Engagement

The National Survey of Student Engagement (NSSE) was designed to assess both the degree to which students engage in empirically derived good educational practices and what they gain from their college experiences (Kuh, 2001a, 2004). The NSSE survey instrument, known as the College Student Report (CSR), measures student behaviors that are highly correlated with many desirable learning and personal development outcomes of college, and asks students to report the frequency with which they engage in dozens of activities that represent good educational practice. Other items assess the amount of reading and writing students have done during the current semester; the number of hours per week they devote to school work, extracurricular activities, employment, and family matters; and the nature of their examinations and coursework. In addition, students estimate their educational and personal growth since entering college and rate their satisfaction with their college (Kuh, 2004). We focus on two sections of the CSR: College Activities and Educational and Personal Growth.

NSSE researchers conducted an exploratory principal components analysis on 22 items in the College Activities section of the CSR. This yielded four factors that account for about 45% of the variance in student responses (see Appendix C, Table 1). These factors, discussed in the conceptual framework above, represent principles of good educational practice: faculty-student interaction, peer cooperation, academic effort, and exposure to diverse views (Kuh, 2004). We utilize these four factors as our principal measure of student engagement. Reliability coefficients or each of these four scales are listed in Appendix C, Table 2. The underlying constructs of engagement represented by the 22 items in these four scales are consistent with the behaviors that previous research has linked with good educational practice, the majority of which are positively correlated with desirable outcomes of college. The exceptions are two questions about information technology, which have not yet been empirically confirmed as good educational practice, and a single item about coming to class unprepared. It is not surprising, of course, that the coming to class unprepared item (CLUNPREP) is not highly correlated with the other 21 College Activities items. We reverse-scored this item to facilitate analysis.

We conducted a confirmatory factor analysis (CFA) of these four factors using Amos® software from SPSS®, results of which suggested a good model fit. Confirmatory factor analysis utilizes a number of approaches to assess the fit of a model to a set of data, including the Comparative Fit Index (CFI), the chi-square goodness of fit test, and the Root Mean Square Error of Approximation (RMSEA). There are a variety of guidelines for interpreting the fit of a specific model based on these indices. Generally, CFI values approaching 1.0, and RMSEA values less than 0.05 all indicate acceptable fit (Kline, 2005). A statistically significant chi-square value suggests poor fit, but this test is very sensitive to sample size and may be statistically significant when the n is large, as it is in the current study. For the four factors identified by NSSE, the obtained CFI = .774, RMSEA = .033, and $\chi^2 = 1320.08$, $df = 221$, $p < .001$. The CFI and RMSEA values suggest that the proposed model reasonably fits the data at hand. The results of the significant chi-square test must be interpreted cautiously given the large sample size of 955 participants. Furthermore, taken in light of the other measures, which suggest adequate fit, the results of the chi-square test should not be taken in isolation as evidence of poor model fit as large sample sizes tend to artificially inflate chi-square values.

Measuring Student Outcomes

We utilize four sets of student outcome measures in our study: 1) cumulative GPA at the end of each semester of college enrollment, 2) college graduation, 3) three scales taken from the Educational and Personal Growth section of the NSSE survey, and 4) four scales taken from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated (AFA-EBI) Fraternity/Sorority Assessment. We discuss the four sets of student outcome measures below. The first two of these, cumulative GPA and graduation from Rhodes were supplied directly by the College. We discuss the other two sets below.

NSSE researchers conducted and exploratory principal components analysis of the 15 items that comprise the Educational and Personal Growth section of the NSSE survey instrument, which yielded three factors. The first of these factors is personal and social development, comprised of eight items that "represent outcomes that characterize interpersonally effective, ethically grounded, socially responsible, and civic minded individuals" (Kuh, 2004, p. 10). The second factor, practical competence, contains five items that reflect those skills needed to be effective in the job market. General education is the final factor, which is made up of three items that are hallmarks of a well-educated person. These three factors account for about 57.3% of the total variance (Kuh, 2004) (Appendix C, Table 3). Scales for each of the factors were constructed, and their

reliability coefficients are listed in Appendix C, Table 4. Kuh indicates that previous research (Brandt, 1958; Davis & Murrell, 1990; DeNisi & Shaw, 1977; Hansford & Hattie, 1982; Lowman & Williams, 1987; Pace, 1985; Pike, 1995) shows that responses to the items in this scale have been shown to be generally consistent with other evidence of achievement, such as achievement test scores. The College Student Experiences Questionnaire (CSEQ), also designed by Kuh, is a conceptual predecessor of the CSR. Student responses to gains items from that instrument were highly correlated with relevant achievement test scores (Anaya, 1999; Pike, 1995). We conducted a confirmatory factor analysis (CFA) of these three factors using Amos® software from SPSS®, results of which suggested that the model fits the data reasonably well: CFI = .863, RMSEA = .037, and $\chi^2 = 847.98$, $df = 114$, $p < .001$. Again, we rely on the CFI and RMSEA and interpret the chi-square statistic with great caution given the sample size.

The four scales taken from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated (AFA-EBI) Fraternity/Sorority Assessment include interpersonal relationships, interpersonal competence, personal development skills, and leadership skills, each of which were reported by AFA-EBI to have alpha coefficients ranging from .92 to .95. Our own reliability analysis yielded slightly lower alphas ranging from .83 to .90, which are nonetheless acceptable (see Appendix C, Table 5). These questions ask students to use a four-point Likert scale to assess the degree to which their college experiences have enhanced their abilities in various aspects of personal and interpersonal growth. Our confirmatory factor analysis of these four factors suggests the model for fits the data reasonably well: CFI = .845, RMSEA = .046, and $\chi^2 = 2129.18$, $df = 200$, $p < .001$.

Measuring Campus Perceptions about Greek Life

We use two sets of items from The University of Toledo's Perceptions of Campus-Based Student Fraternity and Sorority Influences on Student Life and Student Outcomes Survey to measure campus perceptions about Greek life at Rhodes. The first set includes 21 items, which ask respondents to estimate the positive or negative effects of fraternity or sorority membership on various student outcomes and behaviors using a five-item Likert scale. We divide these twenty-one items into four conceptually-related scales, whose individual alpha coefficients indicate reliability: academic effects (.85), personal development effects (.87), interpersonal development effects (.87), and college integration effects (.90) (Appendix C, Table 6). Our confirmatory factor analysis on these four factors suggests the model fits the data, but only at a minimally acceptable level: CFI = .862, RMSEA = .051, and $\chi^2 = 1901.40$, $df = 145$, $p < .001$.

The second set of items taken from the Toledo survey asks respondents to indicate their level of agreement or disagreement with 17 statements about Greek students and Greek organizations using a five-item Likert scale. We divide these 17 questions into four conceptually–related scales, whose alpha coefficients indicate reliability: Greek academic culture (.86), Greek college culture (.85), Greek elitism (.82), and Greek social activities (.76) (Appendix C, Table 7). Our confirmatory factor analysis on these four factors suggests the model for this scales fits the data, but again only at a minimally acceptable level: CFI = .788, RMSEA = .060, and $\chi^2 = 2249.34$, $df = 126$, $p < .001$. The CFI measures are adequate, but the RMSEA statistic is questionable. We repeat our earlier caution about giving too much credence to the chi-square statistic given the sample size.

Finally, the student survey asks five questions in which students, four of which provide information about their behaviors that we deem to be indicative of their level of engagement: a single item about the amount of time they devoted to study, another about how often they miss class, and a third that asks about the frequency with which students consume alcohol. If the answer to this question indicates that a student does consume alcohol, we ask a fourth question about the amount of alcohol he or she consumes in a typical sitting. Another question asks about the amount of time that students devote to community service, which is one desirable outcome of college. It is also an area in which Greek societies believe that they excel. Students are also asked to indicate their parents' levels of education, which is the only pre-enrollment factor that the College itself did not directly provide to us.

Faculty and Administrator Survey

The survey of faculty and administrators is substantially shorter than the student survey. It was developed after consulting Greek surveys from other colleges and universities, as well as literature on Greek life. Two sets of the questions parallel questions on the student survey (see Appendix E). The first set includes 21 items, which ask respondents to estimate the positive or negative effects of fraternity or sorority membership on various student outcomes and behaviors using a five-item Likert scale. We divide these twenty-one items into four conceptually-related scales, whose individual alpha coefficients indicate reliability (Appendix C, Table 6): academic effects, personal development effects, interpersonal development effects, and college integration effects. In the second, survey respondents are asked to indicate their level of agreement or disagreement with 17 statements about Greek students and Greek organizations using a five-item Likert scale. We divide these 17 questions into four conceptually–related scales, whose alpha coefficients indicate reliability (Appendix C, Table 7): Greek academic culture, Greek college culture, Greek elitism, and Greek social activities.

In addition to the two sets of questions regarding Greek life and its effects on students, faculty and administrators are asked to provide information about the number of years they have been employed at Rhodes, whether they belonged to a fraternity or sorority when they were in college, whether they have served as an advisor for a fraternity or sorority, whether they believe that Greek students are easily identifiable, and, if so, how they are identifiable. In addition, the survey asks two open ended questions concerning the contributions of fraternities and sororities to Rhodes and the ways in which these organizations might become more effective and beneficial.

Self-Reports

This student survey relies on self-reports, which is common practice in assessing undergraduate educational experiences. Some outcomes, such as personal and educational growth, cannot be measured by achievement tests alone. Student reports may be the only meaningful source of data about many indicators of educational practice, such as activities in which students engage and how they use their time. Kuh (2004) notes that several studies have investigated the validity and credibility of self-reports (Baird, 1976; Berdie, 1971; Pace, 1985; Pike, 1999; Pohlmann & Beggs, 1974; Turner & Martin, 1984). Two general problems may affect the accuracy of such reports: (1) the inability of respondents to provide accurate information, and (2) the unwillingness of respondents to provide information they know to be truthful. The more important of these two is the first, in which students may not have enough experience to render a precise judgment or may not understand the question (Wentland & Smith, 1993). The second problem recognizes the social desirability of questions and answers: students may intentionally report inaccurate information about their activities or backgrounds (Aaker, Kumar, & Day, 1998). With the exception of questions that explore sensitive areas or put respondents in a potentially embarrassing situation, however, individuals generally respond accurately to questions about their past behavior (Bradburn & Sud

The "halo effect" may also influence student self-reports. That is, students may slightly exaggerate certain aspects of their behavior or performance, such as the amount that they gain from attending college, and the level of effort they put forth in certain activities. To the extent that the "halo effect" influences student self-reports, however, it appears to be relatively constant across different types of students (Pike, 1999). Thus, while what students actually do may differ from what they report they do, the effect should be consistent across types of students, so that one group does not appear to be advantaged or disadvantaged in comparison to another.

Kuh (2004) notes that, in spite of these potential problems, student self reports are likely to be valid under five general conditions: (1) when the requested information is known to the respondents; (2) when the questions are phrased clearly and unambiguously; (3) when the questions refer to recent activities; (4) when the respondents think the questions merit a serious and thoughtful response; and (5) when answering the questions does threaten or embarrass the respondent or encourage socially desirable responses (Bradburn & Sudman, 1988; Converse & Presser, 1989; Laing, Swayer, & Noble, 1989; Pace, 1985; Pike, 1995).

Survey Administration

We administered the two surveys to their respective populations at Rhodes, rather than to samples of those populations. The student survey was administered to all full-time, undergraduate, degree-seeking students enrolled at the College in the fall 2008 semester (N=1656). The faculty and administrator survey was administered to all full-time faculty at the College (N = 153) and to those full-time administrators (N = 49) whose work focuses directly on students. These administrators come primarily from the academic and student affairs divisions of the College. The entire populations received their respective survey instruments. While surveying the entire student population had the potential to produce an unwieldy number of responses, the use of an online survey instrument rendered the responses manageable. Surveying the entire populations, rather than samples, mitigated the possibility that selection bias and sampling errors were introduced into the study.

Pilot Testing

The student survey instrument was piloted by several volunteer students at The University of the South in Sewanee, Tennessee, which is a peer institution of Rhodes College. Students participating in the pilot administration were not aware that the survey would ultimately be administered at Rhodes College, and were asked to provide feedback about the survey questions. The pilot survey was administered from November 20-25, 2008.

Administration of the Surveys at Rhodes College

From December 2-22, 2008, during the last two weeks of the Fall 2008 semester at Rhodes, the final surveys were administered utilizing SurveyMonkey.com® web-based survey software. This software is frequently used for administering surveys at Rhodes, and students, faculty, and administrators there are familiar with its use. Moreover, the software automates results in preparation for data analysis.

Students, faculty, and administrators each received targeted emails from the Vice-President for Student and Information Services announcing the surveys on December 1, 2008, which lent an institutional imprimatur to the

study. In addition, Greek leaders and advisors were enlisted to encourage Greek participation. Individual invitations to participate in the survey were sent by email to students, faculty, and administrators on December 2, 2008. Valid college email addresses were provided by the institutional research office at Rhodes. In addition to briefly describing the purpose of the study, the invitation email noted that participation in the study was voluntary, and that the identity of respondents would remain confidential. In addition, an incentive for participation was offered to students: those who responded will be entered into a drawing for one of ten $25 gift certificates from amazon.com® or iTunes®.

The SurveyMonkey.com® software allowed for the management of participants by tracking those who had responded. This prohibited individuals from responding to the survey more than once. In addition, this tracking also provided for follow-up messages to be targeted to non-respondents only, who received follow-up email messages encouraging their participation. Follow-up reminders for students, faculty, and administrators were deemed important to mitigate errors of non-observation. Six follow-up emails were sent to students and three were sent to faculty and administrators from December 4-21, 2008. Finally, the SurveyMonkey.com® software recorded the email address of each respondent in this confidential survey, so that we were able to link survey responses directly to the data provided by Rhodes. Care was taken to permanently remove the email address once the data sets were linked, in order that respondents might not be identified. Using this feature allowed the researchers to mitigate the halo effect in terms of reporting academic performance and test scores. In addition, it allowed the surveys, especially the student survey, to be substantially shorter than would have otherwise been the case, which may have increased the response rate (Bogen, 1996; Cook, et al., 2000; Sax, et al., 2003).

Survey Response

Though research on the matter is ongoing, online student surveys usually produce response rates between 30% and 60% (Division of Instructional Innovation and Assessment, 2003; Johnson, 2007). The institutional research office at Rhodes indicates that previous online surveys conducted among students at the College have produced slightly higher response rates of between 35% and 65%. The student response rate for this survey was 57.7% (see Appendix A, Table 1), and the faculty/administrator response rate was 66.8 % (see Appendix A, Table 3), both of which we deem acceptable for our purposes.

We compare the demographics of initial and follow-up student responders in Appendix A, Table 2 and initial and follow-up faculty and administrator respondents in Appendix A, Table 4. We investigated the possibility of non-response bias by comparing early and late respondents. We used an independent sample *t* test to compare means of initial and follow-up responders among students and among faculty and administrators on each of the scales. For students, the tests indicated a significant difference ($p < .05$) only on the Practical Competence scale. We calculated Cohen's *d*, a measure of effect size for the scale. We found the effect sizes for both the Educational and Personal Growth scale ($d = 0.13$) and the Practical Competence scale ($d = 0.15$) not to indicate meaningful effects. The means scores of initial and follow-up respondents among faculty and administrators were not found to be statistically different. We proceeded on the basis that potential non-response bias is not problematic in this study.

We recognize the potential for response bias in these surveys. Social desirability may color student responses to many questions. Given both the nature of these methods and what the survey items seek to measure, both surveys are susceptible to "volunteerism." It could be that students who are academically engaged and who are achieving at higher levels are more responsible and conscientious, and thus are also most likely to complete the survey. Faculty and administrators who are particularly supportive of or hostile towards fraternities and sororities may be more likely to complete the survey. Moreover, we are sensitive to the possibility of organized non-response to our student survey by Greek students, who may feel threatened by some of the questions. The study's sponsors at Rhodes have engaged Greek leaders in an effort to build support for the survey and minimize the incidence of organized non-response. Guided by appropriate research methods, including all the aforementioned, possible sources of any response bias and error that is detected will help guide our understanding of the results and conclusions drawn from the analysis of the data collected.

Given the response rates to these surveys and the similarities of the respondents to the respective situations, we believe that these surveys may be generalized to their respective survey populations, but not beyond. Although there is no claim here to generalize even to similar populations at similar institutions, the methods used in this research, if proven effective, could be duplicated at other colleges and universities concerned with these issues.

ANALYSIS DESIGN

We organize our analysis around the framework of the study questions. Unless otherwise noted, we use an alpha level of .05 for statistical significance in all tests. Nickerson (2000) points out, however, that a small *p* value does not necessarily indicate practical significance. Indeed, "statistical significance testing does not imply meaningfulness" (Olejnik & Algina, 2000, p. 241). Statistical significance relies heavily on sample size, evaluating the probability of obtaining the sampling outcome by chance. Large sample sizes frequently produce statistically significant results that have little practical meaning. Therefore we calculate effect sizes to assist in interpreting the practical significance of results (Kirk, 2001). Specifically, we use Cohen's *d* as a measurement of effect size in independent sample *t* tests, where a value of 0.20 represents a small effect, 0.50 a moderate effect, and 0.80 a large effect. For analysis of variance, we utilize Cohen's *f*, where 0.10 represents a small effect, 0.25 a medium effect, and 0.40 a large effect (Kotrlik & Williams, 2003).

In conducting independent samples *t* tests, we utilized Levene's test for equality of variances to test one of the assumptions of the test, namely whether the variance of the two groups was equal. In cases where the variance of the groups was found to be different, and the condition of homogeneity of variance was therefore not satisfied, we evaluate the *t* statistic based upon an adjusted degrees of freedom which takes into account the dissimilar variances in the two groups. For analysis of variance, we use the ANOVA in the General Linear Model as the one-way ANOVA is problematic for unbalanced samples.[3] In conducting analysis of variance, we utilized Levene's test of equality of error variance to test whether the variance among the groups was equal. In cases where the variance among the groups was found to be different, and the assumption of homogeneity of variance was therefore not satisfied, we adjust our alpha level to .025 to reduce the probability of Type I error.

In cases where independent samples *t* tests and analyses of variance reveal no significant differences on scales, we examine the individual items that comprise those scales for differences. We understand that the examination of individual scale items can contribute to Type I errors, and the reader should interpret findings on individual items cautiously. Findings based on individual items should not serve as proxies for the underlying construct that is measured by the entire scale from which the individual item comes. Nonetheless, we believe that the examination of individual items might reveal important practical information for Rhodes administrators.

3 If the sample sizes in a one-way ANOVA are not approximately equal, and especially if the larger sample variances are associated with the smaller sample sizes, then the calculated *F* statistic may be dominated by the sample variances for the larger samples, so that the test is less likely to correctly identify significant differences in the means if the larger samples are associated with the larger population variances, and more likely to report nonexistent differences in the means if the smaller samples are associated with the larger population variances. Unbalanced sample sizes also increase any effect due to non-normality.

FINDINGS

Study Question 1a. - Do perceptions differ among students, faculty, administrators, Interfraternity Council fraternities, and Panhellenic Council sororities about the effects of fraternity and sorority life on Greeks?

Campus perceptions of the effects of joining a Greek organization on students are measured using four scales from the University of Toledo's Perceptions of Campus-Based Student Fraternity and Sorority Influences on Student Life and Student Outcomes Survey: Academic Achievement Effects (AAE), Personal Development Effects (PDE), Interpersonal Development Effects (IDE), and College Integration Effects (CIE). The alpha, means, and standard deviations for these scales are displayed in Appendix B, Table 1. The interpretation of means is within the context of the ordinal data from the survey instrument used in this study, which asked respondents to assess these effects by rating the individual items using a five-point Likert scale with responses ranging from a very negative effect to a very positive effect.

Greek and Independent Students

Independent samples *t* tests were performed comparing the mean scores of Greek students with those of Independent students on each of the four scales. The tests for all four scales were found to be statistically significant with a large effect sizes (Appendix B, Table 2), indicating that Greek students perceive the effects of fraternity and sorority membership on students to be more positive than do their Independent counterparts.

Students and Faculty-Administrators

Independent samples *t* tests were performed comparing the mean scores for all students with those of all faculty and administrators on each of the four scales. The tests for all four scales were found to be statistically significant with small and moderate effect sizes (Appendix B, Table 3), indicating that students see the effects of fraternity and sorority membership more positively that do faculty and administrators.

Faculty and Administrators

We conducted an independent samples *t* test comparing the mean scores for faculty with those of administrators on each of the four scales. The tests for all four scales were found to be statistically significant with small and moderate effect sizes (Appendix B, Table 4), indicating that faculty do not view the effects of Greek membership on students as positively as do their administrative counterparts.

Interfraternity Council Fraternities

Analysis of variance was performed to determine if there were differences among the six Interfraternity Council fraternities (Appendix A, Table 6), and revealed significant differences and small effect sizes for three of the four scales that measure perceptions of the effects of Greek membership: Academic Achievement Effects (AAE) F (5,143) = 2.328, $p < .05$, $f = .29$; Interpersonal Development Effects (IDE) F (5,143) = 2.858, $p < .05$, $f = .32$; and College Integration Effects (CIE) F (5,143) = 4.513, $p < .01$, $f = .40$ (Appendix B, Table 5). The Scheffe post hoc tests did not reveal significant differences among the fraternities on the Academic Achievement Effects or the Interpersonal Development Effects scale. In the case of the College Integration Effects scale, Sigma Alpha Epsilon reported a higher mean (4.72, SD = .33) than Alpha Tau Omega (M = 4.11, SD = .66), indicating that Sigma Alpha Epsilon members believe that the effects membership are more positive than Alpha Tau Omega members when it comes to integrating students into college life. We note, however, that Alpha Tau Omega's perception was quite positive (Appendix B, Tables 5a-c).

As no significant differences were observed on the Personal Development Effects scale, we performed analysis of variance on the individual items that comprise that scale. In this case, the analysis of variance revealed a significant difference only on the EFFSERVICE item, which asks students to rate their perception of the effects of Greek membership on a student's contributions to philanthropic or community service projects: F (5,143) = 5.194, $p < .001$, $f = .43$. The Scheffe post hoc tests indicate that Sigma Alpha Epsilon (M = 4.74, SD = .53) and Kappa Sigma (M = 4.45, SD = .57) have significantly higher means scores than did Kappa Alpha Order (M = 3.69, SD = 1.01) and Sigma Nu (M = 3.64, SD = .63), indicating that Sigma Alpha Epsilon and Kappa Sigma members perceive that Greek membership has a more positive effect on a Greek student's contributions to philanthropic or community service projects (Appendix B, Table 5d).

Panhellenic Council Sororities

An analysis of variance was conducted to compare mean scores of the four Panhellenic Council sororities (Appendix A, Table 6) on the four scales we use to measure perceptions of the effects of Greek life. Significant differences with quite small effect sizes among the sororities were found on three of the four scales: Academic Achievement Effects (AAE), F (3,262) = 4.487, $p < .01$, $f = .23$; Personal Development Effects (PDE), F (3, 262) = 2.900, $p < .05$, $f = .18$; and College Integration Effects (CIE), F (3,262) = 3.875, $p < .05$, $f = .21$ (Appendix B, Table 6). The Scheffe post hoc tests reveled that Alpha Omicron Pi reported lower scores (M = 3.37, SD = .73) than Kappa Delta (M = 3.84, SD = .75) on the Academic Achievement Effects scale. Alpha Omicron Pi also reported lower scores (M = 4.21, SD = .64) than Kappa Delta (M = 4.52, SD = .50) on

the College Integration Effects scale. The post hoc tests did not reveal significant differences among the four groups for the Personal Development Effects (PDE) scale (Appendix B, Tables 6a-c).

No significant difference among the four sororities was identified on the Interpersonal Development scale. As such, we performed analysis of variance on the individual items that comprise that scale. These items include EFFSOCIAL, EFFFRIEND, EFFLEADER, EFFCOMM, EFFNET which ask about the perceived effects on Greek membership on social life, opportunities to develop strong friendships, development of leadership skills, development of interpersonal communication skills, and opportunities to network respectively. The analysis of variance revealed no significant differences among the groups on any of the items (Appendix B, Table 6).

Study Question 1b. - Do perceptions differ among students, faculty, administrators, Interfraternity Council fraternities, and Panhellenic Council sororities about Greek Organizations and their members?

Campus perceptions of Greek organizations and their members are measured using four scales derived from the University of Toledo's Perceptions of Campus-Based Student Fraternity and Sorority Influences on Student Life and Student Outcomes Survey: Greek Academic Culture (GAC), Greek College Culture (GCC), Greek Elitism (GEL), and Greek Social Activities (GSA). The means and standard deviations for these scales, grouped by student respondents, faculty-administrator respondents, and all respondents, are displayed in Appendix B, Table 7. The interpretation of means is within the context of the ordinal data from the survey instrument used in this study, which asked respondents to assess their level of agreement with 17 statements about Greek students and organizations using a five-point Likert scale with responses ranging from strongly disagree to strongly agree. Seven items in the scale that cast Greek students and organizations in a negative light were reverse scored see Appendix F).

Greek and Independent Students
Independent samples *t* tests were performed comparing the mean scores of Greek students with those of Independent students on each of the four scales. The tests for all four scales were found to be statistically significant with a large effect sizes, indicating that Greek students have a higher level of agreement with the statements, and thus a more positive view of Greek organizations and students, than do their Independent counterparts (Appendix B, Table 8).

Students and Faculty-Administrators
We conducted independent samples *t* tests comparing the mean scores of students with those of faculty and administrators on the four perceptions of Greek students and organizations scales. All four tests were found to be statistically significant with small to moderate effect sizes, indicating that students view fraternities, sororities, and their members more favorably than do faculty and administrators (Appendix B, Table 9).

Faculty and Administrators
We conducted independent samples *t* tests comparing the mean scores of faculty with those of administrators on the four scales (Appendix B, Table 10). The test for the Greek Academic Culture (GAC) scale was found to be statistically significant with a moderate effect size indicating that administrators have a more positive view of Greek academic culture than do faculty. For the Greek College Culture (GCC) scale, the test was found to be statistically significant with a small effect size. No significant differences were observed for the Greek Elitism (GEL) and Greek Social Activities (GSA) scale. Given that no significant differences were observed on these two scales, we conducted independent samples *t* tests on the individual items within each scale, and found a statistically significant difference on only the GTIME item from the Greek social activities scale. While faculty and administrators alike agreed that Greek societies take too much of students' time, faculty ($M = 2.20$, $SD = 1.15$) agreed with this statement more strongly than did administrators ($M = 2.76$, $SD = 1.00$).

Open-Ended Questions for Faculty and Administrators
We include here our qualitative analysis of two free-form questions that were included on the faculty and administrator survey. These questions deal with perceptions of Greek students and organizations, so we include them here. Unlike much qualitative research these questions are not structured by a conceptually related protocol or framework. The first question asked, "What contributions do Greek organizations make to Rhodes College?," and the second, "How might Greek organizations at Rhodes be improved to make them more effective and beneficial?" The purpose of such open-ended questions in this exploratory study was to determine if there were other important issues that we had missed in our earlier interviews or in our survey. The use of such questions allows respondents to give more details about an issue than structured questions allow. In a sense, such questions acted as a safety net by helping us identify issues not covered by the closed questions, either by elaborating and explaining some of the findings from closed questions, or identifying new issues.

As a result, the analysis of such questions does not rely on a predetermined conceptually-clustered matrix, which displays data related by theme for each subject based on the underlying conceptual framework. While some of the responses to our open-ended questions may relate to the underlying conceptual framework, there is no assumption that each respondent will address any or all of the concepts that undergird the study. To analyze our data, we read each

response and generated a coding framework as each new thread or theme emerged. As a theme was repeated or elaborated on in subsequent responses, we included those with the initial one. Once complete, we reviewed the framework to determine if certain themes should be merged to offer a more parsimonious framework, or others separated because they are distinct ideas. Finally, we re-read the individual responses and code them into this matrix.

The responses to the first question, which asked about the contributions of Greek organizations to the College, demonstrated a broad spectrum of knowledge of Greek societies. A few respondents seemed to have detailed and substantial knowledge of the Greek system and how it operates, while other respondents were uninformed. Two major themes emerged. The first suggests that both faculty members and administrators see Greek organizations as providing important social opportunities for students, including helping students make friends, feel secure, and establish a sense of belonging at the College. This was punctuated by a dissonant undercurrent often found in both the popular and academic literature that perceives Greek societies as composed of a homogeneous demographic that prevents exposure to a more diverse college experience. Greek organizations were seen as sheltered cliques that isolate students from one another from the outset of the college experience. The most caustic of these responses stated that the Greek organizations functioned as "a place for insecure students to avoid confronting their insecurities." However, this remark was moderated by a more understanding opinion, "Social belonging is important at that age. Some find it through Greek organizations, and for the most part benefit more than they are harmed."

The second theme that emerged from both faculty and administrator responses was a more positive one that acknowledged that Greek societies offer positive contributions to the College, especially in community service activities. Some did recommend that the Greek societies do more community and services activities, rather than devoting only limited time to such endeavors. In contrast, some even saw engagement in community service as merely a ruse that provides cover to Greeks for other, less worthy, activities. Several respondents discussed the contribution that Greek organizations make in continuing Rhodes traditions and promoting school spirit. At a small residential college such as Rhodes, such traditions are critical because of the heavily symbolic nature that draws and maintains an active alumni (and donor) population. One of the more interesting responses claimed that "Greeks also have a much higher contribution rate to the college than nongreeks." Another respondent suggested that Greek organizations should sponsor "more joint activities with other clubs so that it feels like part of campus life - not a dominating force on campus." In light of the findings of the current study and the suggestions for future investigation, this is provocative statement. It may be that the influence of Greek societies is so pervasive on the Rhodes campus that Independent students may not have sufficient opportunities to be actively engaged outside of the classroom.

When asked "How might Greek organizations at Rhodes be improved to make them more effective and beneficial?," both faculty and administrators focused on a single theme: delaying rush until at least the second semester of the academic year. This was probably influenced by the perception of first-year students being overly-involved in rush activities at the expense of academic engagement. There were several suggestions that delaying rush would offer students the chance to make friends naturally on their own, rather than through the artificial constraints of the Greek rush process. It was also suggested that this would give students the opportunity to meet a more diverse population and make friends from a wider community rather than being pushed into the "Rhodes bubble." There appeared to be quite vehement opinions on this subject with respondents displaying quite a breadth of knowledge on the subject of Greek life. Overall, there was acknowledgment that social connections are important, but faculty especially were disdainful of activities that they see as counterproductive to Rhodes' mission and goals and in conflict with students' academic pursuits.

Concern was also voiced in the responses regarding alcohol consumption and its prevalence at social events. There were several suggestions that it would beneficial for Greek societies to sponsor alcohol-free social events in order to enhance their image, i.e., "Have being Greek mean more than just being part of a club that primarily drinks/parties together - have service and community building be less centered around alcohol." The pervasiveness of alcohol consumption raised concerns that there is a "boys will be boys" attitude among administrators that may put students at risk and diminish the Rhodes experience. The popular and academic literature concur with this suggestion, warning that irresponsible behavior is physically, mentally, and socially detrimental to the students' well-being, in addition to tarnishing a school's reputation.

One response did raise an issue of a more insidious nature:

> A little silliness goes a long way. I hate to see college women acting like junior high girls—giggling, putting little hearts on things, spending hours on silly skits. Fraternities and sororities appear to be strongly invested in maintaining outmoded constructions of masculinity and femininity—to the detriment of the moral development of their members.

This interesting observation is well documented in the academic literature, particularly by DeSantis (2007), but may be difficult to change. As mentioned above, the maintenance of symbols and traditions is important in a small

residential liberal arts college, with drastic change being difficult to achieve.

One respondent did not see the Greek system as within the purview of faculty and administrative concerns:

> I don't believe faculty have a role in deciding the 'effectiveness' or 'benefit' of Greek organizations, just as I don't believe faculty should have a role in deciding the effectiveness or benefit of how students spend their free time. These are student organizations and it's none of our business.

This view was very much in the minority, however, with most other respondents expressing definite ideas and concerns. Overall, there is a sense of dissatisfied resignation about the system. One respondent wrote that, "There's not much you can do to intervene in or guide the social life of 18 year olds." Another, "I don't think that any suggestions one could make would be acceptable. One thing we might try is spring rush: this is now a heresy at Rhodes."

Interfraternity Council Fraternities

Analysis of variance revealed significant differences and small effect sizes among the six fraternities for two of the four scales that measure perceptions of Greek students and organizations: Greek College Culture (GCC) F (5,141) = 2.542, $p < .05$, $f = .30$ and Greek Social Activities (GSA) F (5,143) = 2.290, $p < .05$, $f = .28$ (Appendix B, Table 11), but the Scheffe post hoc tests did not reveal significant differences among the fraternities on the two scales (Appendix B, Tables 11a-b).

The analysis of variance found no significant difference among the six fraternities on the Greek Academic Culture (GAC) scale or the Greek Elitism (GEL) scale. We performed analysis of variance on the four items that comprise the GAC scale. These items—GFRSTUDY, GSOSTUDY, GGRADES, GACVALU—ask respondents about the degree to which they agree or disagree with statements about aspects of Greek academic life. Likewise, we performed analysis of variance on the three items that comprise the Greek Elitism scale. These items—GATTRACT, GWEALTH, GELITE—ask respondents the extent to which they agree or disagree with statements about elitism in fraternity and sorority life. The analyses of variance revealed no significant differences on these items (Appendix B, Table 11).

Panhellenic Council Sororities

An analysis of variance was conducted to compare mean scores of the four Panhellenic Council sororities on the four scales we use to measure perceptions of Greek students and organizations: Greek Academic Culture (GAC), Greek College Culture (GCC), Greek Elitism (GEL), and Greek Social Activities (GSA). Significant differences with quite small effect sizes among the sororities were found on three of the four scales: Greek Academic Culture (GAC) F (3,260) = 3.236, $p < .05$, $f = .19$, Greek College Culture F (3,260) = 3.770, $p < .05$, $f = .21$, and Greek Social Activities (GSA) F (3,260) = 4.428, $p < .01$, $f = .23$ (Appendix B, Table 12). The Scheffe post hoc tests revealed that Alpha Omicron Pi reported lower scores (M = 3.60, SD = .76) than Kappa Delta (M = 3.94, SD = .62) on the Greek College Culture (GCC) scale. Likewise, Alpha Omicron Pi reported lower scores (M = 3.08, SD = .68) than Kappa Delta (M = 3.47, SD = .62) on the Greek Social Activities (GSA) scale. The post hoc tests did not reveal significant differences among the four groups for the Greek Academic Culture (GAC) scale (Appendix B, Tables 12a-c).

The analysis of variance revealed no significant difference among the four sororities on the Greek Elitism (GEL) scale. As no significant differences were observed, we performed analysis of variance on the individual items that comprise that scale. These items include GATTRACT, GWEALTH, and GELITE which ask respondents the extent to which they disagree with statements about elitism in fraternity and sorority life. The analysis of variance revealed no significant differences among the groups on any of the items (Appendix B, Table 12).

Study Question 2a. - Do Greeks differ from Independents in their pre-college and demographic characteristics?

With the exception of two variables concerning parents' educational levels, all demographic and pre-college data were provided directly by the College (Table 2). The two variables about father's and mother's highest educational level were collected in the survey of currently-enrolled students. We employed several statistical procedures to determine if there are differences between Greeks and Independents in demographic and pre-college characteristics. For the categorical variables of gender, race, citizenship, census region, Pell grant status, father's educational level, and mother's education level (Table 7) we first utilize contingency tables and the chi-square statistic to determine if Greek status is independent of or associated with these demographic variables.

As the chi square statistic assumes fairly large expected frequencies (five or more), it was necessary to recode the race variable and the two variables related to parents' educational levels. The chi square results suggest that Greek status is independent of gender and U.S. census region. The obtained values for race, U.S. citizenship, Pell grant status, father's educational level, and mother's educational level, however, are large enough to reject the null hypothesis that Greek status is independent of these demographic variables (Table 3). The chi square statistic is not directional; therefore, we cannot describe the nature of the relationship based on it alone.

Table 2. Categorical Pre-College Characteristics of Currently Enrolled Students

	Greek		Independent		Population	
	N = 822		N = 834		N = 1656	
Gender	N	%	N	%	N	%
Female	486	59.1	464	55.6	950	57.4
Male	336	40.9	970	44.4	706	42.6
Race						
American Indian/Native American	4	0.5	2	0.3	6	0.4
Asian/Pacific Islander	13	1.7	89	11.1	102	6.2
Black, Non-Hispanic	24	3.1	96	12.0	120	7.2
Hispanic/Latino	18	2.3	17	2.1	35	2.1
White, Non-Hispanic	721	92.1	590	73.8	1311	79.2
Multiracial	3	0.4	5	0.6	8	0.5
U.S. Citizenship						
Citizen	819	99.6	793	95.2	1612	97.3
Non-Citizen	3	0.4	40	4.8	43	2.6
U.S. Census Region						
Northeast	56	6.8	49	6.2	105	6.3
Midwest	93	11.4	79	10.0	172	10.4
South	639	78.1	638	80.6	1277	77.1
West	30	3.7	26	3.3	56	3.4
Pell Grant Status						
Recipient	767	93.3	697	83.6	192	11.6
Non-Recipient	55	6.7	137	16.4	1464	88.4
Father's Education Level (Survey Respondents Only)						
Less than a high school diploma	2	0.5	8	1.7	10	1.1
High school diploma	16	3.8	47	9.9	63	7.0
Some college	24	5.7	52	10.9	76	8.4
Associate's degree	6	1.4	13	2.7	19	2.1
Bachelor's degree	142	33.5	150	31.4	292	32.4
Master's degree	81	19.1	93	19.5	174	19.3
Professional degree	117	27.6	74	15.5	191	21.2
Doctoral degree	36	8.5	40	8.4	76	8.4
Mother's Education Level (Survey Respondents Only)						
Less than a high school diploma	1	0.2	4	0.8	5	0.6
High school diploma	18	4.2	41	8.6	59	6.5
Some college	33	7.8	74	15.5	107	11.9
Associate's degree	13	3.1	25	5.2	38	4.2
Bachelor's degree	204	48.1	185	38.8	389	43.2
Master's degree	107	25.2	95	19.9	202	22.4
Professional degree	36	8.5	38	8.0	74	8.2
Doctoral degree	12	2.8	15	3.1	27	3.0

Table 3. Contingency Table of Pre-College Characteristics for Currently Enrolled Students

		Greek Status			
		Greek	Independent	Total	χ^2
Gender	Female	483	464	950	
	Male	336	370	706	
	Total	834	822	1656	2.060
Race	White	721	590	1311	
	Black	24	96	120	
	Other	38	113	151	
	Total	759	703	1462	93.389***
U.S. Citizenship	U.S. Citizen	819	793	1612	
	Non-Citizen	3	40	43	
	Total	822	833	1655	32.185***
U.S. Census Region	Northeast	56	49	105	
	Midwest	93	79	172	
	South	639	638	1277	
	West	30	26	56	
	Total	818	792	1610	1.473
Pell Grant Status	Recipient	55	137	192	
	Non-Recipient	767	697	1464	
	Total	822	834	1656	38.283***
Father's Level of Education	High school diploma or less	18	55	73	
	Associate's degree or less	30	65	95	
	Bachelor's degree	142	150	292	
	Master's degree or higher	234	207	441	
	Total	424	477	901	30.508***
Mother's Level of Education	High school diploma or less	19	45	64	
	Associate's degree or less	46	99	145	
	Bachelor's degree	204	185	389	
	Master's degree or higher	155	148	303	
	Total	424	477	901	28.004***

* $p < .05$, ** $p < .01$, *** $p < .001$

In order to better understand the nature of the relationship between these categorical variables and Greek and Independent status, we calculated odds ratios using 2-by-2 risk estimates in SPSS®, and report the results in Table 4. The data are analyzed using the predicted odds of a student joining a fraternity or sorority given any particular pre-college or demographic variable. The odds ratio for any specific independent variable indicates the increased (or decreased) odds of a student becoming Greek when he or she falls into one category or another. For example, let's assume that we are interested in learning if having red hair is associated with becoming Greek. We code not having non-red hair as 0, and having red hair as 1. An odds ratio of 1.0 indicates that the odds of becoming Greek are equal for those with red hair and those without. An odds ratio greater than 1.0 indicates the number of times more likely a student is to become Greek if he or she has red hair: an odds ratio of 3.5 indicates that a student is three and one-half times more likely to become Greek if he or she has red hair. Conversely, an odds ratio less than one indicates the decreased likelihood of becoming Greek if one has red hair.

To perform the 2-by-2 risk analysis, we further recoded the parents' education into dichotomous variables. These odds ratios indicate that the likelihood of a U.S. citizen becoming Greek is almost 14 times greater than for a non-citizen. Furthermore, they suggest that there is a positive relationship between a student's socio-economic status and his or

her membership in a fraternity of sorority. Specifically, a white student is 4.1 times more likely to join a fraternity or sorority than is a student of another race, while a student receiving a Pell grant is 2.7 times less likely to be Greek. Finally, increases in parental education increase the odds that a student will become Greek. A student whose father's highest level of education is at least a bachelor's degree is 2.6 times more likely to join a fraternity or sorority, and 2.4 times higher if the mother has at least a bachelor's degree

Table 4. Odds Ratios for Joining a Fraternity or Sorority

	Value	95% Confidence Interval	
		Lower	Upper
Odds Ratio for Greek (Yes / No)	4.119	3.041	5.581
White, Non-Hispanic	1.247	1.191	1.306
Other than White, Non-Hispanic	.303	.232	.395
N of Valid Cases	1582		
Odds Ratio for Greek (Yes / No)	13.770	4.243	44.694
U.S. Citizen	1.047	1.030	1.063
Non-Citizen	.076	.024	.245
N of Valid Cases	1655		
Odds Ratio for Greek (Yes / No)	2.741	1.972	3.810
Non-Recipient	1.116	1.078	1.157
Pell Grant Recipient	.407	.302	.549
N of Valid Cases	1656		
Odds Ratio for Greek (Yes / No)	2.633	1.828	3.792
Father - bachelor's degree or higher	1.185	1.113	1.261
Father - less than bachelor's degree	.450	.331	.612
N of Valid Cases	901		
Odds Ratio for Greek (Yes / No)	2.388	1.719	3.318
Mother - bachelor's degree or higher	1.213	1.129	1.303
Mother - less than bachelor's degree	.508	.391	.660
N of Valid Cases	901		

For continuous pre-college and demographic variables, we employed independent samples *t* tests to determine if statistically significant differences between Greeks and Independents exist (Table 9). These variables include college entrance examination scores, high school GPA, and three iterations of total family contribution (earliest, least, and average)[4]. With the exceptions of ACT composite, mathematics, reading, and science scores, all other quantitative variables show statistically significant differences and small effect sizes between Greeks and Independents (see Table 5). The mean college entrance examination scores and mean high school GPAs of Greek students were lower than those of Independents. Consistent with our finding with the categorical Pell grant variable, higher socio-economic status is associated with Greek students, whose average family contribution was $10,691 higher than for Independent students.

4 The College provided financial aid information for each academic year in which current students have been enrolled, among which was the expected family contribution to the student's education, which we use as a proxy for socio-economic status. There was a good deal of year-to-year variation in the amount of the family contribution for some students, so we calculated three variables for our use: the earliest amount, the least amount, and the average amount.

Table 5. Independent Samples t test Continuous Pre-College Variables Currently Enrolled Students

Item	Greek			Independent			Mean	*t*	*df*	*p*	Cohen's
	N	Mean	SD	N	Mean	SD	Difference			2-tailed	*d*
HSACTCOMP	575	27.5	3.0	625	27.8	3.3	0.3**	1.677	1198	.094	0.10
HSACTENGL	575	28.6	4.1	625	29.2	4.0	0.6	2.441	1198	.015	0.14
HSACTMATH	574	26.8	3.8	625	26.8	3.9	0.1***	0.365	1197	.715	0.02
HSACTREAD	575	28.8	4.1	625	29.0	4.3	0.2	0.628	1198	.530	0.04
HSACTSCI	575	25.9	3.6	625	26.3	4.0	0.4***	1.712	1198	.087	0.10
HSSATVERB	646	623	66.4	568	640	79.3	17***	4.058	1212	.000	0.23
HSSATMATH	646	621	74	568	630	77	9***	2.152	1212	.032	0.12
HSSATCOMP	646	1244	120	568	1271	129	26***	3.688	1212	.000	0.21
HSSATACT	822	1243	117	829	1259	130	16	2.574	1649	.010	0.13
HSGPA	818	3.692	0.496	822	3.816	0.467	0.124**	5.224	1638	.000	0.26
LEASTTFC	489	$34,031	$33,638	640	$25,693	$29,977	-$8,338***	-4.391	1127	.000	0.26
EARLYTFC	489	$43,060	$34,743	640	$30,409	$30,606	-$12,651*	-6.489	1127	.000	0.39
AVERTFC	489	$41,196	$32,108	640	$30,505	$29,743	-$10,691***	-5.781	1127	.000	0.35

* $p < .05$, ** $p < .01$, *** $p < .001$

Finally, we utilized logistic regression, which allows us to predict group membership from several independent, or predictor, variables regardless of whether the independent variables are categorical or continuous. In this case, we wish to predict Greek membership based on the pre-college and demographic variables discussed above. We will compare our model, which includes the constant plus the predictor variables to a model with just the constant. If the logistic regression indicates a reliable difference between those two models, then there is a significant relationship between the predictors and Greek membership. Before establishing a model, we ran collinearity diagnostics in SPSS®. These diagnostics produce a Variable Inflation Factor (VIF) for each of the predictor variables. While there is no formal cutoff value, VIF values exceeding 10 are often regarded as indicating collinearity. In weaker models, which is often the case in logistic regression, values greater than 2.5 may be of concern (Allison, 1999). Not surprisingly, our diagnostic analysis identified several pre-college and demographic variables as collinear, leaving us with seven predictor variables with VIF values less than 2.5. These included race (white, non-white), U.S. citizenship, Pell grant, father's educational level, mother's education level, high school GPA, and SAT verbal score. We multiplied high school GPA by 10 and divided the SAT Verbal score by 10 in order to facilitate interpretation.

Table 6 displays the results of the logistic regression of pre-college and demographic predictor variables. Four predictor variables show significant influence on becoming Greek: race, father's education, SAT Verbal score, and high school GPA. Race (white, non-white) is negatively related to becoming a member of a fraternity or sorority ($\beta = -1.357$), and has an odds ratio of less than one (odds ratio = $e^{-1.357} = .258$, $p \leq .001$). In other words, the odds that a student of color will become Greek are nearly four times less than for a white student, holding the other predictor variables constant. Likewise a student whose father's highest level of education is less than a bachelor's degree is only a little more than half as likely (odds ratio = .591, $p < .05$) to join a fraternity or sorority. The model predicts a negative relationship between high school GPA (odds ratio = -.047, $p < .05$) and SAT Verbal score (odds ratio = -.054, $p \leq .001$), with both predicting decreased odds of joining a fraternity or sorority as high school academic achievement increases. A 0.1 increase in high school GPA and a ten-point increase in SAT Verbal score each predict about a five-percent decrease in the odds that a student will become Greek when holding the other predictor variable constant.

We use several techniques recommended by Peng, et al. (2002) to assess the logistic regression model. We evaluate the model's predictive accuracy by noting the percentages of correct classifications it produces using a cut value of 0.5. The model predicts 65.8% of Greek/Independent sta-

tus correctly, while the null model correctly predicted only 50.2% (Table 7). We test the model's goodness-of-fit using the chi-square statistic to assess the omnibus hypothesis that the predictor variables have no effect on a student's Greek status (Cabrera, 1994), where the larger the chi-square statistic the greater the improvement of the test model over the null model (Pampel, 2000). Our chi-square indicates that the model better fits the data than the null model ($\chi^2 = 91.916$, df = 7, $p < .001$). There is no statistic in logistic regression that is completely analogous to R2 in linear regression. Both the Cox-Snell R2 and Nagelkerke R2 attempt to provide a logistic analogy to R2 in ordinary least squares (OLS) regression. The Nagelkerke measure adapts the Cox-Snell measure so that it varies from 0 to 1, as does R2 in OLS. However, neither of these statistics means what R2 does OLS regression (the proportion of variance explained by the predictors). Rather, these R2 indicate how useful the explanatory variables are in predicting the response variable and may be thought of as measures of effect size. We suggest interpreting these R2 statistics with caution.

Table 6. Logistic Regression for Greek Status
638 Current Greek and Independent Students

Predictor	β	**SE β**	**Wald's χ^2**	***df***	***p***	e^{β}
Constant	5.690	.992	32.903	1	.000	
Race (White, non-white)	-1.357	.312	18.890	1	.000	.258
U.S. Citizen	-20.698	8675.288	.000	1	.998	.000
Pell Recipient	-.092	.309	.088	1	.767	.913
Father's Education	-.591	.272	4.722	1	.030	.554
Mother's Education	-.322	.236	1.871	1	.171	.725
High School GPA	-.047	.019	6.445	1	.011	.954
SAT Verbal	-.054	.013	17.653	1	.000	.948
Test			χ^2	***df***	***p***	
Overall model evaluation						
Likelihood ratio test			91.916	7	.000	
Score Test			78.300	7	.000	
Goodness-of-fit test						
Hosmer & Lemeshow			4.203	8	.838	
R^2-type Indices						
Cox and Snell R squared = .134						
Nagelkerke R squared = .179						

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 7. Observed and Predicted Frequencies for Greek Status Logistic Regression with a Cutoff of 0.50

Observed	Predicted		Percentage Correct
	Yes	No	
Greek	236	84	73.8
Independent	134	184	57.9
Overall % Correct			65.8
Sensitivity = 236 / (236 + 83) = 73.8%			
Specificity = 184 / (134 + 184) = 57.9%			
False Positive = 134 / (134 + 236) = 36.2 %			
False Negative = 84 / (84 + 184) = 31.3 %			

In sum, when controlling for other factors, we can expect that Greek students are predicted to come from higher socio-economic backgrounds and to enter college with lower levels of high school academic achievement.

Study Question 2b. - Do Greeks differ from Independents in their levels of student engagement and engagement-related behaviors?

The means and standard deviations for the four scales taken from the NSSE College Activities section—Faculty-Student Interaction (FSI), Peer Cooperation (PCO), Exposure to Diverse Views, and Academic Effort (ACE)—are displayed in Appendix B, Table 24. The interpretation of means is within the context of the ordinal data of the survey instrument used in this study, which asks students to rank these items on a four-point Likert scale. These scales serve as our principal measure of student engagement. We utilized independent samples *t* tests to ascertain whether significant differences between Greek and Independent students exist on the four scales. No statistically significant differences were observed (Appendix B, Table 14).

As significant differences were not observed in the mean scores of the four scales, we also utilized independent sample *t* tests to compare the responses to the individual survey items for differences between the two groups. Five items indicate significant differences ($p < .05$) between Greeks and Independents. The effect sizes are negligible, however, so the practical effect of these statistically significant differences is questionable. From the Faculty-Student Interaction (FSI) scale, the CLQUEST item asks students about the frequency with which they ask questions in class or contribute to class discussions, with Greeks (M = 3.17, SD = 0.77) indicating that they do so less frequently than Independents (M = 3.29, SD = 0.84). Likewise, a significant difference was observed on one item from the peer cooperation scale. When asked about the frequency with which they make presentations in class (CLPRESEN), Greek students (M = 2.36, SD = 077) indicated that they do so less frequently than their Independent counterparts (M = 2.47, SD = .78). Greeks (M = 3.13, SD = 0.70) report that they have worked on a paper or project that requires them to integrate ideas and information from various sources (INTEGRAT) less frequently than Independent students (M = 3.26, SD = 0.81). When it comes to working harder than a student thought he or she could to meet an instructor's expectations (WORKHARD), Greeks (M = 2.64, SD = 0.80) again report a lower mean than Independents (M = 2.77, SD = 0.91). Given these four findings, we were somewhat surprised to find that Greek students (M = 2.93, SD = 0.77) report that they come to class unprepared less frequently (CLUNPREP) than do Independent students (M = 2.81, SD = 0.77). This may suggest that Greek students have developed a different understanding of what it means to be prepared for class (Appendix B, Table 14).

The means and standard deviations for currently-enrolled Greek and Independent students for engagement-related student behaviors appear in Appendix B, Table 15. Students were asked to indicate the number of hours they study each week (HRSSTUDY), the number of class meetings they had missed during the current semester (MISSCLS), how frequently they consume alcohol in a typical week (CONSFREQ), and, if they consume alcohol, how much they typically consume in a sitting (CONSAMT). Response options were coded into several exhaustive categories, the number of which varied for each question. We utilized independent samples *t* tests to ascertain whether significant differences between Greek and Independent students exist

on these measures. There were no statistically significant differences between Greeks and Independents in the number of times they missed class or in the amount of time they devoted to studying (Appendix B, Table 16).

Statistically significant differences ($p < .001$) between Greek and Independents were observed on the two questions about alcohol use. Greeks (M = 2.47, SD = 1.83) reported that they consume alcohol more frequently than Independents (M = 1.83, SD = .83). The mean for Greeks indicates that they fall about halfway between category two (consume alcohol once per week or less) and category three (consume alcohol two to three times per week), while the Independent mean indicates consumption approaching—but less than—category two (consume alcohol once per week or less). For those that indicated that they consumed alcohol, Greeks reported consuming more, with Greeks (M = 2.29, SD = 1.14) indicating that they consume three to four drinks per sitting, while Independents (M = 1.97, SD = 1.09) reported slightly less than three drinks per sitting (Appendix B, Table 16).

Study Question 2c. - Do Greeks differ from Independents in their college outcomes, including grade point average, graduation, educational and personal growth, and development of practical and interpersonal competencies?

We utilized ten measures of desirable college outcomes: cumulative college GPA at the end of each semester of enrollment; college graduation; the three scales measuring educational and personal growth from NSSE (Personal-Social Development, Practical Competence, and General Education); four scales measuring interpersonal and practical competencies from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated (Interpersonal Relationship Skills, Interpersonal Competence, Personal Development Skills, and Leadership Skills); and one behavior (number of hours devoted to community service).

Grade Point Averages

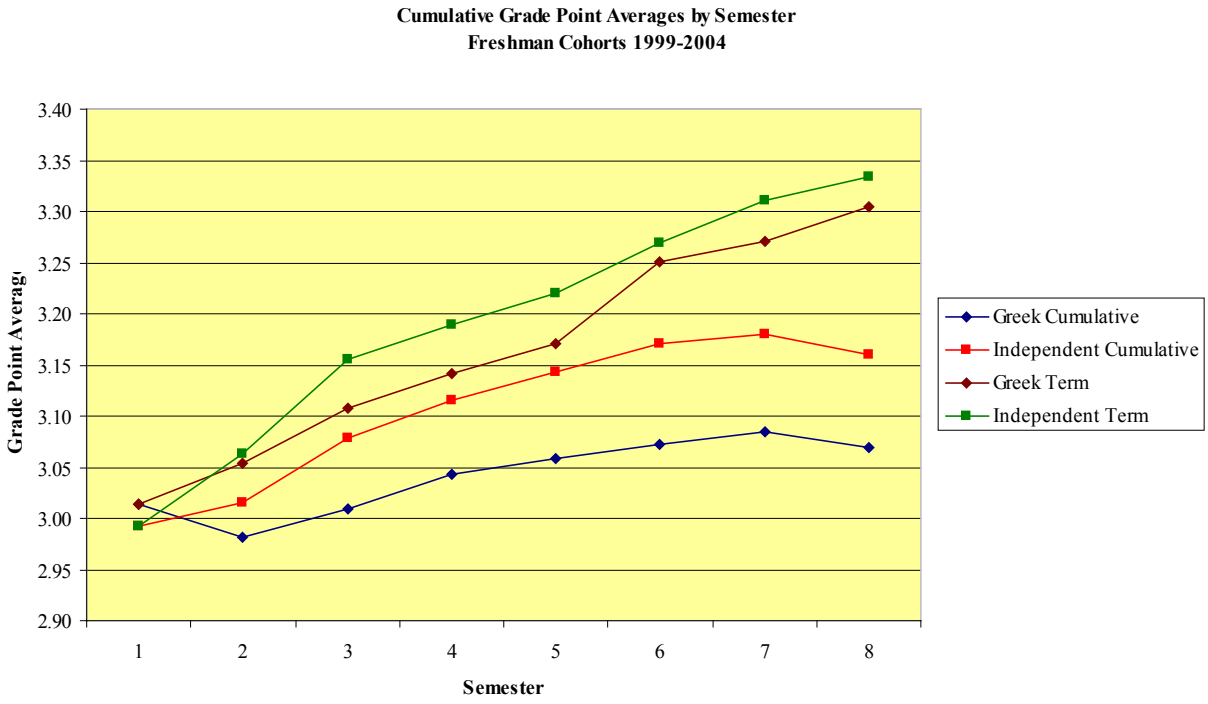
Utilizing data provided by the College, we conducted independent samples t tests comparing the mean cumulative grade point averages of Greeks and Independents at the end of each of the first eight semesters of enrollment for 2631 students who were members of the freshman cohorts that entered the College from 1999 to 2004 (Appendix A, Table 5). As shown in Table 8, there were statistically significant differences between the groups at the conclusion of semesters three though eight, with Greeks exhibiting mean cumulative grade point averages that are from 0.07 to 0.10 grade points lower than those of Independents. Note, however, that the largest of the effect sizes obtained is quite small. We plot both mean cumulative grade point averages for this group, along with term grade point averages for the first eight semesters of enrollment in Figure 2.

Table 8. Independent Samples *t* test – Cumulative Grade Point Averages 2631 Students from the 1999-2004 Freshman Cohorts

Cumulative Grade Point Average after	Greek			Independent			Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	N	Mean	SD	N	Mean	SD					
Semester 1	1309	3.014	0.591	1322	2.992	0.773	0.021	-0.800	2629	.424	0.03
Semester 2	1284	2.981	0.558	1207	3.016	0.679	-0.034	1.382	2489	.167	0.06
Semester 3	1244	3.009	0.518	1020	3.078	0.605	-0.069**	2.920	2262	.004	0.12
Semester 4	1221	3.043	0.486	962	3.116	0.576	-0.073**	3.208	2181	.001	0.14
Semester 5	1206	3.058	0.467	910	3.143	0.551	-0.085***	3.834	2114	.000	0.17
Semester 6	1200	3.072	0.452	888	3.170	0.528	-0.098***	4.562	2086	.000	0.20
Semester 7	1174	3.085	0.431	846	3.181	0.505	-0.096***	4.582	2018	.000	0.20
Semester 8	1018	3.069	0.430	706	3.161	0.511	-0.091***	4.014	1722	.000	0.19

* $p < .05$, ** $p < .01$, *** $p < .001$

Figure 2



Next we turn to a linear model to determine what variables might explain more fully the observed differences between Greeks and Independents. Using the cumulative grade point average at the end of the eighth semester as the dependent variable, we tested four models (Table 9). Collinearity diagnostics were produced for each model and the variable inflation factor (VIF) for each variable in each model was less than 2.5, indicating that collinearity was not a concern. In each of the four models, being Greek was not a significant predictor of the eighth semester cumulative grade point average. Using model D, which includes SAT Composite score with ACT Concordance, high school grade point average, Greek status, gender, race, and U.S. citizenship, we tested the cumulative college grade point average at the conclusion of each of the first eight semesters of enrollment (Table 10). High school and college grade point averages and SAT scores were recoded to facilitate interpretation. In these analyses, Greek status is again an insignificant predictor of cumulative college grade point average, with the exception of the first semester of enrollment, where it is positively related to grade point average ($\beta = .761$, $p < .01$). In other words, we expect that being Greek accounts for a .076 increase in the first semester grade point average when holding the other predictor variables constant. As demonstrated in Figure 2, the first semester is the only one where the mean GPA of Greek students is higher than that of Independents.

We performed similar tests for currently enrolled students and display the results in Table 11. Utilizing independent samples *t* tests, we found statistically significant differences ($p < .05$) in cumulative grade point average at the end of the first, second, and third semesters, with Greeks having lower mean cumulative grade point averages of 0.07, 0.09, and 0.07 respectively. The effect sizes are not significant, however. Mean differences are not statistically significant in the fourth, fifth, or sixth semesters. Using the same model that we used for students from the freshman cohorts of 1999-2004, we regressed each of the cumulative grade point averages for the first six semesters of enrollment for currently enrolled students, and find that Greek status does not significantly predict cumulative grade point average in any term (Table 16). We conclude that while there are differences between the mean grade point averages of Greeks and Independents at the conclusion of some semesters, the differences can be better explained by factors other than Greek status. We note one exception in the analysis of non-current students that suggests that Greek status is a significant positive predictor of grade point average in the first semester of enrollment.

Table 9. Regression Results for Cumulative College GPA at the End of the Eight Semester 2631 Students from the 1999-2004 Freshman Cohorts

	A	B	C	D
Constant	-.857	.271	-.417	2.391
	(.518)	(1.528)	(1.559)	(2.139)
High School SAT Composite w/ ACT Concordance	.124***	.128***	.124***	.125***
	(.011)	(.011)	(.011)	(.011)
High School Grade Point Average	.443***	.412***	.424***	.427***
	(.031)	(.032)	(.032)	(.032)
Greek	.066	.024	.000	.017
	(.243)	(.242)	(.247)	(.246)
Gender		-1.058***	-1.032***	-1.052***
		(.242)	(.244)	(.244)
Race (Non-White, White)			.838*	.893*
			(.378)	(.379)
U.S. Citizenship				-3.099
				(1.619)
R^2	.302	.314	.318	.320
Adjusted R^2	.300	.312	.315	.316
Number of Observations	1113	1113	1098	1098

Standard errors are reported in parentheses.
* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10. Regression Results for Cumulative College GPA for Eight Semesters
2631 Students from the 1999-2004 Freshman Cohorts

	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
Constant	-11.511	-9.421	-5.120	-3.636	-.831	1.486	3.421	2.391
	(2.415)	(2.254)	(2.123)	(2.095)	(1.978)	(1.954)	(1.931)	(2.139)
SAT Composite with ACT Concordance	.167***	.150***	.148***	.145***	.132***	.131***	.121***	.125***
	(.012)	(.012)	(.011)	(.011)	(.010)	(.010)	(.010)	(.011)
High School Grade Point Average	.593***	.572***	.512***	.487***	.460***	.430***	.430***	.427***
	(.037)	(.035)	(.033)	(.032)	(.032)	(.031)	(.030)	(.032)
Greek	.761**	.346	.098	.157	.041	-.130	-.170	.017
	(.273)	(.258)	(.245)	(.237)	(.234)	(.226)	(.219)	(.246)
Gender	-2.023***	-1.844***	-1.689***	-1.293***	-1.332***	-1.287***	-1.181***	-1.052***
	(.280)	(.265)	(.249)	(.241)	(.237)	(.228)	(.220)	(.244)
Race (Non-White, White)	1.457**	1.824***	1.330**	1.409***	1.197**	1.274***	1.222***	.893*
	(.444)	(.418)	(.395)	(.378)	(.373)	(.360)	(.345)	(.379)
U.S. Citizenship	-1.938	-1.610	-2.576	-2.723	-2.336	-3.205*	-3.753*	-3.099
	(1.802)	(1.662)	(1.577)	(1.582)	(1.446)	(1.464)	(1.478)	(1.619)
R^2	.307	.315	.329	.330	.314	.320	.327	.320
Adjusted R^2	.305	.313	.326	.327	.311	.317	.324	.316
Number of Observations	1737	1659	1514	1465	1412	1386	1331	1098

Standard errors are reported in parentheses.
* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11. Independent Samples *t* test – Cumulative Grade Point Averages
Currently Enrolled Students

Cumulative Grade Point Average after	Greek			Independent			Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	N	Mean	SD	N	Mean	SD					
Semester 1	822	3.066	0.625	827	3.133	0.672	-0.067*	2.094	1647	.036	0.10
Semester 2	593	3.051	0.585	533	3.141	0.601	-0.090*	2.539	1124	.011	0.15
Semester 3	598	3.088	0.541	552	3.154	0.561	-0.066*	2.040	1148	.042	0.12
Semester 4	404	3.129	0.516	330	3.173	0.533	-0.044	1.128	732	.260	0.08
Semester 5	393	3.133	0.502	330	3.168	0.523	-0.035	0.927	721	.354	0.07
Semester 6	206	3.146	0.491	151	3.113	0.553	0.033	-0.602	355	.547	0.06

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 12. Regression Results for Cumulative College GPA for Six Semesters Currently Enrolled Students

	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
Constant	-1.454	-2.356	.408	1.606	3.426	2.191
	(1.958)	(2.144)	(1.958)	(2.279)	(2.274)	(3.768)
SAT Composite with ACT Concordance	.134***	.137***	.128***	.123***	.123***	.114***
	(.012)	(.013)	(.012)	(.014)	(.014)	(.021)
High School Grade Point Average	.443***	.439***	.406***	.403***	.366***	.424***
	(.032)	(.033)	(.030)	(.036)	(.036)	(.065)
Greek	-.244	-.398	-.249	-.011	-.059	.230
	(.299)	(.313)	(.286)	(.332)	(.331)	(.494)
Gender	-1.694***	-1.910***	-1.430***	-1.475***	-1.017**	-.816***
	(.297)	(.311)	(.286)	(.333)	(.333)	(.485)
Race (Non-White, White)	1.848***	2.083***	2.144***	2.234***	2.276***	2.587*
	(.415)	(.453)	(.416)	(.495)	(..498)	(.745)
U.S. Citizenship	-1.664	-1.207	-1.673	-1.962	-2.484	-2.589
	(1.003)	(1.242)	(1.152)	(1.334)	(1.383)	(2.615)
R^2	.258	.330	.320	.330	.310	.285
Adjusted R^2	.255	.316	.316	.324	.304	.273
Number of Observations	1559	1087	1110	723	713	352

Standard errors are reported in parentheses.
* $p < .05$, ** $p < .01$, *** $p < .001$

College Graduation

To determine if Greeks differ from Independents in terms of college graduation, we utilized the cohorts of new freshmen who entered Rhodes College from 1999 through 2004. The total population was 2631 (see Table 13). For each of the six cohorts, Greeks appear to have graduated at rates strikingly higher than those of their Independent counterparts (Figure 3). This observation holds for both women and men (see Tables 14 and 15).We first utilize a simple contingency table and the chi-square statistic to determine if graduation is independent of or associated with Greek status. This test was conducted using all 2631 members of the six entering cohorts from 1999-2004. The results suggest a strong association ($\chi^2 = 273.044$, $df = 1$, $p < .001$) (Table 16), with the odds of graduating being over five times higher for Greeks than for Independents (Table 17).

In order to control for pre-college and demographic variables that might be associated with college graduation rate, we used logistic regression. We chose pre-college and demographic variables from our data set, of which there are fewer for these cohorts than there are for currently-enrolled students. We use gender, race (white or non-white), U.S. Census region, high school GPA, SAT Composite score with ACT concordances, and Greek status. We multiplied high school GPA by 10 and divided the SAT Verbal score by 10 in order to facilitate interpretation. Collinearity diagnostics indicate that each of these predictors has a Variable Inflation Factor (VIF) less than 2.5, indicating that collinearity is not a concern (Allison, 1999).

Table 18 displays the results of the logistic regression of pre-college and demographic predictor variables. Three predictor variables show significant influence on graduation: high school GPA, SAT composite with ACT

concordance, and Greek status. High school GPA is positively related to college graduation (β = .096), and has an odds ratio greater than one (odds ratio = $e^{.096}$ = 1.101, p < .001). In other words, each 0.1 increase in high school GPA increases the odds of graduation 1.1 times when holding the other predictor variables constant. Likewise, each ten-point increase in SAT composite score predicts a 1.02 increase in the odds of graduation (p < .001). Greek status remains a strong predictor of graduation even after controlling for pre-college and demographic variables with the odds of graduation being over five and one-half times greater for Greeks than Independents ($p \leq .001$).

Table 13. Graduation Rates of Greek and Independent Students
2631 Students from the 1999-2004 Freshman Cohorts

	Greek			Independent			Population		
		Graduated			Graduated			Graduated	
Cohort	N	n	%	N	n	%	N	n	%
1999	212	206	97.2	226	145	64.2	438	351	80.1
2000	210	193	91.9	186	114	61.3	396	307	77.5
2001	229	182	79.5	185	128	69.2	414	310	74.9
2002	242	197	81.4	192	120	62.5	434	317	73.0
2003	199	198	99.5	256	164	64.1	455	362	79.6
2004	217	202	93.1	277	156	56.3	494	358	72.5
Total	1309	1178	90.0	1322	827	62.6	2631	2005	76.2

Figure 3.

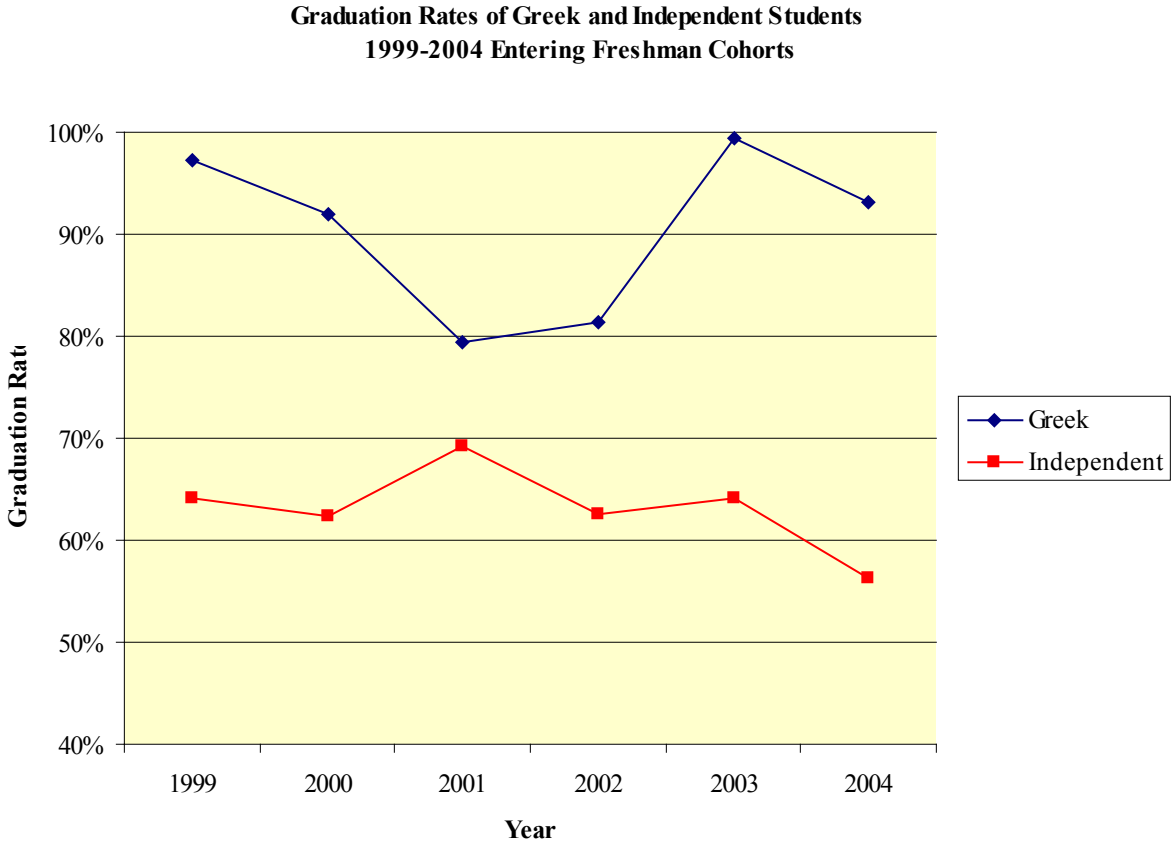


Table 14. Graduation Rates of Greek and Independent Women
1511 Female Students from the 1999-2004 Freshman Cohorts

	Greek			Independent			Population		
		Graduated			Graduated			Graduated	
Cohort	N	n	%	N	n	%	N	n	%
1999	126	122	96.8	125	79	63.2	251	201	80.1
2000	127	116	91.3	100	59	59.0	227	175	77.1
2001	144	115	79.9	103	73	70.9	247	188	76.1
2002	140	117	83.6	97	59	60.8	237	176	74.3
2003	119	118	99.2	154	97	63.0	273	215	78.8
2004	120	116	96.7	356	98	62.8	276	214	77.5
Total	776	704	90.7	735	465	63.3	1511	1169	77.4

Table 15. Graduation Rates of Greek and Independent Men
1120 Male Students from the 1999-2004 Freshman Cohorts

	Greek			Independent			Population		
		Graduated			Graduated			Graduated	
Cohort	N	n	%	N	n	%	N	n	%
1999	86	84	97.7	101	66	65.3	187	150	80.2
2000	83	77	92.8	86	55	64.0	169	132	78.1
2001	85	67	78.8	82	55	67.1	167	122	73.1
2002	102	80	78.4	95	61	64.2	197	141	71.6
2003	80	80	100.0	102	67	65.7	182	147	80.8
2004	97	86	88.7	121	58	47.9	218	144	66.1
Total	533	474	88.9	587	362	61.7	1120	836	74.6

Table 16. Contingency Table of Graduation Status
2631 Students from the 1999-2004 Freshman Cohorts

		Greek Status			
		Greek	Independent	Total	χ^2
Graduated	Yes	1178	827	2005	
	No	131	495	626	
	Total	1309	1322	2631	273.044***

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 17. Odds Ratio for Graduation of Greek and Independent Students 2631 Students from the 1999-2004 Freshman Cohorts

	Value	95% Confidence Interval	
		Lower	Upper
Odds Ratio for Graduation (No / Yes)	5.382	4.354	6.654
Greek	1.917	1.795	2.048
Independent	.356	.305	.417
N of Valid Cases	2631		

Our model correctly predicts graduation in 75.4% of cases using a cut value of 0.50 (Table 19). This represents only a small improvement over the null model, which correctly predicted graduation in 74.0% of cases (Peng, et al., 2002). Nonetheless, the chi-square statistic indicates that the model fits the data better than the null model ($\chi^2 = 227.452$, $df = 8$, $p < .001$) (Cabrera, 1994; Pampel, 2000), allowing us to reject the omnibus hypothesis that the predictor variables have no effect on graduation. Again, we suggest interpreting the R^2 measures with caution as they are not analogous to R^2 in ordinary least squares (OLS) regression.

Table 18. Logistic Regression for College Graduation 1608 Students from the 1999-2004 Freshman Cohorts

Predictor	β	SE β	Wald's χ^2	*df*	*p*	*e*
Constant	-5.327	.880	36.634	1	.000	.005
HSGPA	.096	.016	35.038	1	.000	1.101
HSSATACT	.022	.006	15.685	1	.000	1.022
GREEK (No, Yes)	1.710	.137	155.943	1	.000	5.527
GENDER (F, M)	.014	.127	.012	1	.914	1.014
RACWHT (Yes, No)	-.382	.202	3.563	1	.059	.682
CENREG			3.467	3	.325	
CENREG (Northeast)	.272	.449	.368	1	.544	1.313
CENREG (Midwest)	-.231	.413	.313	1	.576	.794
CENREG (South)	-.240	.354	.460	1	.497	.787
Test			χ^2	*df*	*p*	
Overall model evaluation						
Likelihood ratio test			227.452	8	.000	
Score Test			215.232	8	.000	
Goodness-of-fit test						
Hosmer & Lemeshow			11.685	8	.166	
R^2-type Indices						
Cox and Snell $R^2 = .132$						
Nagelkerke $R^2 = .193$						

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 19. Observed and Predicted Frequencies for Graduation Logistic Regression with a Cutoff of 0.50

Observed	Predicted		Percentage
	Yes	No	Correct
Graduated	1118	72	93.9
Did Not Graduate	324	94	22.5
Overall % Correct			75.4
Sensitivity = 1118 / (1118 + 72) = 93.9%			
Specificity = 94 / (324 + 94) = 22.5%			
False Positive = 324 / (1118 + 324) = 22.5 %			
False Negative = 72 / (72 + 94) = 43.4 %			

Educational and Personal Growth

In Appendix B, Table 17, we report the means and standard deviations of the three scales, Personal-Social Development (PSD), Practical Competence (PCO), and General Education (GED). Results of our independent samples *t* tests on these scales and individual items are reported in Appendix B, Table 18. No significant differences between the mean scores of Greeks and Independents emerged on the three scales. As significant differences were not observed in the mean scores of the three scales, we also utilized independent sample *t* tests to examine the responses to the individual survey items for differences between the two groups. Statistically significant differences ($p < .05$) were found for three items in the scale, the effect sizes were insignificant. These questions ask students to what extent their experiences at Rhodes College have contributed to their knowledge, skills, and personal development in specific areas. From the Practical Competence scale, Greeks (M = 2.78, SD = 0.84) judged that their Rhodes experiences had contributed to their acquisition of job and work-related knowledge and skills (GNWORK) to a greater extent than their Independent counterparts (M = 2.65, SD = 0.87). Greeks (M = 2.86, SD = 0.87) also indicated that their skills in analyzing quantitative problems (GNQUANT) had been enhanced by the Rhodes experiences to a greater degree than Independents (M = 2.74, SD = 0.89). Finally, in one item from the personal-social development scale, Greeks (M = 2.57, SD = 0.90) reported that their personal development in terms of contributing to the welfare of their community (GNCOMMUN) had been enhanced by their college experiences to a greater extent than Independents (M = 2.43, SD = 0.96) (Appendix B, Table 18).

Interpersonal and Practical Competencies

Appendix B, Table 19 displays the alphas, means, and standard deviations of the four scales used to measure interpersonal and practical competence: Interpersonal Relationships Skills (IRS), Interpersonal Competence (INC), Personal Development Skills (PDS), and Leadership Skills (LDS). The interpretation of means is within the context of the ordinal data of the survey instrument used in this study, which asked students to report the extent to which their experiences at Rhodes College had enhanced their abilities in these areas using a four-point Likert scale. These scales serve as the principal measure of interpersonal and practical growth. Independent samples *t* tests were also performed comparing the mean scores for Greeks with those of Independents on each of the four scales. The means scores for Greeks were found to be significantly different from those for Independents on each, with Greek students reporting higher means on each scale with small to moderate effect size (Appendix B, Table 20).

Community Service

In Appendix B, Table 21, we report the mean and standard deviation of the one outcome behavior we measured. The HRSSERV item asked students to report the number of hours they devote to community service on average. Results of our independent samples *t* tests on this item indicate that there is no significant difference between the mean score of Greeks and that of Independents (Appendix B, Table 22).

Study Question 3a. - Are there differences among Interfraternity Council fraternities or among Panhellenic Council sororities in their levels of student engagement and engagement-related behaviors?

We use analysis of variance to test for differences among the six fraternities on the four scales that measure student engagement: Faculty-Student Interaction (FSI), Peer Cooperation (PCO), Exposure to Diverse Views (EDV), and Academic Effort (ACE). The analysis of variance revealed no significant differences on any of the four (Appendix B, Table 23). As no significant differences were observed, we then performed analysis of variance on the individual items that comprise that scales. The analysis of variance revealed a significant difference with small effect size on

the CLQUEST item, which asks students to indicate how frequently they ask questions in class or contribute to class participation (F (5,158) = 2.930, $p < .05$, $f = .30$). Post hoc comparisons using the Scheffe test indicated that the mean score for Sigma Nu (M = 2.20, SD = .86) was significantly higher than that of Kappa Alpha Order (M = 1.44 SD = 0.62), with a moderate effect size Appendix B, Table 23a). The analysis of variance also identified statistically significant differences with small effect size for the TUTOR variable (F (5,158) = 2.443, $p < .05$, $f = .28$), which asks students to indicate how frequently they have tutored other students, but the Scheffe test yielded no significance between groups (Appendix B, Table 23b). Levene's test of equality of error variance for the CLPRESEN item was significant, indicating that we have reason to doubt the assumption of homogeneity of variance for this variable. We compensated by reducing the alpha for statistical significance to .025. This item, which asks students how frequently they have made a class presentation, has a significance level of .042, which does not meet the more stringent requirement of the reduced alpha value (Appendix B, Table 23).

The analysis of variance for engagement-related behaviors (number of hours studied, number of classes missed, frequency of alcohol consumption, and amount of alcohol consumed) among fraternity men revealed that only the HRSSTUDY variable, which asked respondents to indicate the amount of time per week that they study, indicated statistically significant differences with small effect size among fraternities (F (5,145) = 3.228, $p < .01$, $f = .33$). (Appendix B, Table 24). Scheffe post hoc did not identify statistically significant differences between any two groups, however (Appendix B, Table 24a).

An analysis of variance was conducted to compare mean scores of the four Panhellenic Council sororities on the four scales we use to measure student engagement. Significant differences with negligible effect sizes were identified for the Exposure to Diverse Views (EDV) scale (F (3,277) = 3.223, $p < .05$, $f = .19$) and the Academic Effort (ACE) scale (F (3,277) = 2.890, $p < .05$, $f = .18$) (Appendix B, Table 25). Scheffe post hoc tests showed that Alpha Omicron Pi members report statistically higher exposure to diverse views (M = 2.99, SD = .64) than do members of Delta Delta Delta (2.60. SD = .73), while Delta Delta Delta (M = 2.79, SD = .50) reports higher academic effort than does Alpha Omicron Pi (M = 2.56, SD = .46) (Appendix B, Tables 25a-b). The analysis of variance indicated no significant differences among the four sororities on the Faculty-Student Interaction (FSI) scale or the Peer Cooperation (PCO) scale. As no significant differences were observed, we performed analysis of variance on the individual items that comprise these two scales. The analysis of variance revealed no significant differences among the groups on any of the items (Appendix B, Table 25).

We utilized analysis of variance to determine if there are differences among sorority women on four engagement-related behaviors. Significant differences were observed on three of the four items (Appendix B, Table 26). The HRSSTUDY variable, which asked respondents to indicate the amount of time per week that they study, indicated statistically significant differences with negligible effect size among sororities (F (3,262) = 2.793, $p < .05$, $f = .18$). Scheffe post hoc tests did not identify statistically significant differences between any two groups, however (Appendix B, Table 26a). Levene's test of equality of error variance for the CONSFREQ and CONSAMT items were significant, indicating that we have reason to doubt the assumption of homogeneity of variance for these variables. We compensated by reducing the alpha for statistical significance to .025. The CONSFREQ item, which asks respondents to indicate the frequency with which they consume alcohol, was found to be statistically significant at the reduced alpha level (F (3,262) = 10.802, $p < .001$, $f = .35$). The CONSAMT item, which asks respondents to indicate the amount of alcohol they typically consume in one sitting, was also found to be statistically significant at the reduced alpha level (F (3,235) = 4.445, $p < .01$, $f = .24$) (Appendix B, Table 26). Scheffe post hoc tests indicate that members of Delta Delta Delta (M = 2.81, SD = .68) consume alcohol more frequently than members of the three other sororities: Alpha Omicron Pi (M = 2.16, SD = .61), Chi Omega (M = 2.32, SD = .71), and Kappa Delta (M = 2.26, SD = .76). The mean for Delta Delta Delta (2.81, SD = .68) indicates that it falls more than halfway between category two (consume alcohol once per week or less) and category three (consume alcohol two to three times per week) Appendix B, Table 26b). The Scheffe post hoc tests also indicate that members of Delta Delta Delta (M = 2.28, SD = 1.07) are significantly different from members of Alpha Omicron Pi (M = 1.71, SD = .84) in the amount of alcohol they consume per sitting. Delta Delta Delta members who indicated that they consumed alcohol (M = 2.28, SD = 1.07) consume more than three to four drinks per sitting (Appendix B, Table 26c).

Study Question 3b. - Are there differences among Interfraternity Council fraternities or among Panhellenic Council sororities in their college outcomes, including grade point average, graduation, educational and personal growth, and development of practical and interpersonal competencies?

We utilized ten measures of desirable college outcomes: cumulative college GPA at the end of each semester of enrollment; college graduation; the three scales measuring educational and personal growth (EPG) from NSSE (Personal-Social Development, Practical Competence, and General Education); four scales measuring interpersonal and practical competencies from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated (Interpersonal Relationship Skills, Interpersonal

Competence, Personal Development Skills, and Leadership Skills); and one behavior, the number of hours devoted to community service.

Grade Point Averages

Our analysis of variance comparing mean cumulative grade point averages of members of the Interfraternity Council yielded no significant results (Appendix B, Table 27). Statistically significant differences were found among the sororities in the cumulative GPAs at the end of the first three semesters of enrollment (Appendix B, Table 28). Scheffe post hoc tests showed that Delta Delta Delta reported lower mean GPAs than Alpha Omicron Pi in semesters one and two, and than Kappa Delta in semesters one, two, and three (Appendix B, Tables 28a-c).

We use a linear model to determine what variables might explain the observed differences between the group GPAs. Using our previous model (D), which includes SAT Composite score with ACT Concordance, high school grade point average, Greek status, gender, race, and U.S. citizenship, we tested the cumulative college grade point average at the conclusion of each of the first three semesters of enrollment (Table 20). High school and college grade point averages and SAT scores were recoded to facilitate interpretation. Collinearity tests diagnostics were produced and the variable inflation factor (VIF) for each variable in each model was less than 2.5, indicating that collinearity was not a concern. In these analyses, being a member of Delta Delta Delta is an insignificant predictor of cumulative college grade point average when holding the other predictor variables constant. High school grade point average, composite SAT score, and race (in the first semester only), are significant predictors of college GPA.

Table 20: Linear Regression for Cumulative College GPA at the End of the First Three Semesters Currently Enrolled PHC Sorority Members

	Sem 1	Sem 2	Sem 3
Constant	-1.877	2.325	5.223
	(6.249)	(5.543)	(5.208)
SAT Composite with ACT Concordance	.106***	.096***	.096***
	(.022)	(.021)	(.020)
High School Grade Point Average	.402***	.402***	.363***
	(.059)	(.058)	(..054)
Delta Delta Delta Member	-.927	-.977	-.622
	(.565)	(.561)	(..524)
Race (Non-White, White)	2.895*	1.284	.889
	(1.149)	(1.207)	(1.136)
U.S. Citizenship	3.216	1.659	.789
	(5.234)	(4.393)	(4.135)
R^2	.212	.260	.250
Adjusted R^2	.203	.249	.238
Number of Observations	455	325	328

Standard errors are reported in parentheses.
* $p < .05$, ** $p < .01$, *** $p < .001$

College Graduation

To determine if membership in a specific fraternity or sorority is related to college graduation, we examined the cohorts of new freshmen who entered Rhodes College from 1999 through 2004. The total population was 2631 (see Table 13). We first utilize a contingency table (Table 21) and the chi-square statistic to determine if college graduation is independent of or associated with the specific fraternity or sorority to which one belongs. This test suggests that no statistically significant association exists for fraternities for the six cohorts of entering students from 1999-2004. However, there is a relationship between sorority and college graduation for those six cohorts (χ^2 = 7.820, df = 3, $p < .05$).

In order to control for pre-college and demographic variables that might be associated with college graduation, we used logistic regression. We chose pre-college and demographic variables from our data set, of which there are fewer for these cohorts than there are for currently-enrolled students. We use race (white or non-white), U.S. Census region, high school GPA, SAT Composite score with ACT concordances, and Greek society. We multiplied high school GPA by 10 and divided the SAT Verbal score by 10 in order to facilitate interpretation. Collinearity diagnostics indicate that each of these predictors has a Variable Inflation Factor (VIF) less than 2.5, indicating that collinearity is not a concern (Allison, 1999).

Table 21. Contingency Table of Greek Societies for Graduation Status

		Graduation Status			
		Yes	No	Total	χ^2
Interfraternity Council	Alpha Tau Omega	65	4	69	
	Kappa Alpha Order	67	11	78	
	Kappa Sigma	125	15	140	
	Pi Kappa Alpha	93	9	102	
	Sigma Alpha Epsilon	75	15	90	
	Sigma Nu	44	4	48	
	Total	469	58	527	6.478
National Pan-Hellenic Council	Alpha Omicron Pi	135	19	154	
	Chi Omega	168	24	192	
	Delta Delta Delta	188	18	206	
	Kappa Delta	196	11	207	
	Total	687	72	759	7.820*

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 22 displays the results of the logistic regression of pre-college and demographic predictor variables. Three predictor variables show significant influence on college graduation: high school GPA, SAT composite with ACT concordance, and Greek status. High school GPA is positively related to college graduation (β = .096), and has an odds ratio greater than one (odds ratio = $e^{.096}$ = 1.101, $p < .001$). In other words, each 0.1 increase in high school GPA increases the odds of graduation 1.1 times when holding the other predictor variables constant. Likewise, each ten-point increase in SAT composite score predicts a 1.02 increase in the odds of graduation ($p < .001$). Greek status remains a strong predictor of graduation even after controlling for pre-college and demographic variables with the odds of graduation being over five and one-half times greater for Greeks than Independents ($p \leq .001$).

Our model correctly predicts graduation in 88.6% of cases using a cut value of 0.50 (Table 23). This represents no improvement over the null model, which also correctly predicted graduation in 88.6% of cases (Peng, et al., 2002). Nonetheless, the chi-square statistic indicates that the model fits the data better than the null model (χ^2 = 28.131, df = 9, $p < .001$) (Cabrera, 1994; Pampel, 2000), allowing us to reject the omnibus hypothesis that the predictor variables have no effect on graduation. Again, we suggest interpreting the R^2 measures with caution as they are not analogous to R^2 in ordinary least squares (OLS) regression. The model suggests that members of Alpha Omicron Pi are less likely than members of the reference society, Kappa Delta, to graduate.

Table 22. Logistic Regression for College Graduation
456 PHC Sorority Members from the 1999-2004 Freshman Cohorts

Predictor	β	SE β	Wald's χ^2	*df*	*p*	e^{β}
Constant	16.570	9323.881	0.000	1	.999	1.571E + 07
HSGPA	0.146	0.040	13.551	1	.000	1.157
HSSATACT	-0.003	0.016	0.025	1	.874	0.997
SOCIETY			9.029	3	.029	
SOCIETY (Alpha Omicron Pi)	-1.238	0.478	6.706	1	.010	0.290
SOCIETY (Chi Omega)	-0.812	0.449	3.276	1	.070	0.444
SOCIETY (Delta Delta Delta)	-0.158	0.486	0.106	1	.745	0.854
RACWHT (Yes, No)	-.382	.202	3.563	1	.059	.682
CENREG			2.060	3	.560	
CENREG (Northeast)	-19.343	9323.881	0.000	1	.998	0.000
CENREG (Midwest)	-19.614	9323.881	0.000	1	.998	0.000
CENREG (South)	-18.828	9323.881	0.000	1	.998	0.000

Test		χ^2	*df*	*p*
Overall model evaluation				
	Likelihood ratio test	28.131	9	.001
	Score Test	27.483	9	.001
Goodness-of-fit test				
	Hosmer & Lemeshow	4.308	9	.828
R^2-type Indices				
	Cox and Snell R^2 = .060			
	Nagelkerke R^2 = .118			

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 23. Observed and Predicted Frequencies for Graduation
Logistic Regression with a Cutoff of 0.50
456 PHC Sorority Members from the 1999-2004 Freshman Cohorts

Observed	Predicted		Percentage Correct
	Yes	No	
Graduated	403	1	99.8
Did Not Graduate	51	1	1.9
Overall % Correct			88.6
Sensitivity = 403 / (403 + 1) = 99.8%			
Specificity = 1 / (51 + 1) = 1.9%			
False Positive = 51 / (403 + 51) = 11.2 %			
False Negative = 1 / (1 + 1) = 50.0 %			

Educational and Personal Growth

The analysis of variance for the three NSSE scales used to measure educational and personal growth, Personal-Social Development (PSD), Practical Competence (PRC), and General Education (GED), identified no statistically significant differences among the six Interfraternity Council fraternities (Appendix B, Table 29). As no significant differences were observed, we performed analysis of variance on the individual items that comprise these scales. Statistically significant difference emerged on only one item, which comes from the General Education (GED) scale. Significant differences on the GNWRITE item, which asks respondents to indicate the degree to which their experiences at Rhodes have contributed to their ability to write clearly and effectively, were found among the groups: F (5,150) = 2.67, $p < .05$, $f = .30$, but the Scheffe post hoc tests yielded no significant differences between any two groups (Appendix B, Table 29a).

Analysis of variance was performed for the same three scales—Personal-Social Development (PSD), Practical Competence (PRC), and General Education (GED)—for the four Panhellenic Council sororities. No significant differences were identified, so we performed analysis of variance on the individual items that comprise these scales. These analyses of variance on the individual items again found no statistically significant differences among the groups (Appendix B, Table 30).

Interpersonal and Practical Competencies

We utilized four scales from the Association of Fraternity Advisors-Educational Benchmarking, Incorporated Fraternity/Sorority Assessment to measure interpersonal and practical competencies. These include Interpersonal Relationship Skills (IRS), Interpersonal Competence (INC), Personal Development Skills (PDS), and Leadership Skills (LDS). Analysis of variance identified a significant difference with small effect size among the six Interfraternity Council fraternities on the Personal Development Skills scale: F (5,147) = 3.157, $p < .05$, $f = .33$ (Appendix B, Table 31). The Scheffe post hoc test indicated that Sigma Alpha Epsilon respondents (M = 3.28, SD = .61) reported higher gains in personal development skills than those from Alpha Tau Omega (M = 2.47, SD = .94) (Appendix B, Table 31a).

Analysis of variance disclosed no significant differences on the Interpersonal Relationship (IRS) scale, the Interpersonal Competence (IPC) scale, or the Personal Development Skills (PDS) scale. Therefore we also conducted analysis of variance on the individual items that comprise those scales (Appendix B, Table 31). From the IRS scale, the PERCOOP item (F (5,147) = 2.304, $p < .05$, $f = .28$), which asks respondents to rate the degree to which their Rhodes education has enhanced their ability to live cooperatively, and the PEREFFS (F (5,147) = 2.489, $p < .05$, $f = .29$) item, which asks respondents to rate the degree to which their Rhodes education has enhanced their ability to establish effective social skills, differed significantly. Scheffe post hoc tests did not identify significant differences between groups, however (Appendix B, Tables 31b-c). From the INC scale, the PERSOLPP item (F (5,147) = 3.412, $p < .01$, $f = .34$), which asks respondents to rate the degree to which their Rhodes education has enhanced their ability to solve personal problems, and the PERPOTNET (F (5,147) = 2.506, $p < .05$, $f = .29$) item, which asks respondents to rate the degree to which their Rhodes education has enhanced their ability to establish potential networking relationships differed significantly. The Scheffe post hoc tests did not identify significant differences between groups on the PERPOTNET item, but found that respondents from Sigma Alpha Epsilon (M = 3.23, SD = .82) believed that their Rhodes experience had been more beneficial than members of Alpha Tau Omega (M = 2.82, SD = .84) in enhancing their abilities to solve personal problems (Appendix B, Table 31d-e).

We also utilize analysis of variance in testing for significant differences on mean scores for these same four scales—Interpersonal Relationship Skills (IRS), Interpersonal Competence (INC), Personal Development Skills (PDS), and Leadership Skills (LDS—among the Panhellenic Council sororities. No significant differences were found, so we also conducted analysis of variance on each of the individual items that make up these scales. A significant difference with small effect size (F (3,262) = 5.056, $p < .01$, $f = .24$) was found only for the PERMOTIV item, which asks respondents to rate the degree to which their Rhodes education has enhanced their ability to motivate others (Appendix B, Table 32). Scheffe post hoc tests indicate that Alpha Omicron Pi members have a lower mean score (M = 2.60, SD = .93) on this item than did the women of Kappa Delta (M = 3.09, SD = .71) (Appendix B, Table 32a).

Community Service

Utilizing analysis of variance, we tested to determine if there were differences among Interfraternity Council fraternities on the number of hours they devote to community service (HRSSERV). The analysis of variance revealed no significant difference (Appendix B, Table 33). We also utilized analysis of variance to determine if there are differences among Panhellenic Council sorority women on the community service variable. Levene's test of equality of error variance for the variable was significant, indicating that we have reason to doubt the assumption of homogeneity of variance for these variables. We compensated by reducing the alpha for statistical significance to .025. The item was found to be statistically significant at the reduced alpha level (F (3,262) = 3.796, $p < .05$, $f = .21$) (Appendix

B, Table 34). Scheffe post hoc tests indicate that members of Alpha Omicron Pi (M = 2.94, SD = 1.72) devote more hours to community service than do members of Chi Omega (M = 2.09, SD = 1.14) (Appendix B, Table 34a).

Limitations

As with any such study, this one has limitations. The results should not be overgeneralized. We believe that these results may be generalized to their respective survey populations, but not beyond. There is no claim here to generalize even to similar populations at similar institutions. The results are specific to specific populations at Rhodes College, and may not hold true for other groups at that institution, the same groups at other times, or for other liberal arts colleges. The methods used in this research, if proven effective, could be duplicated for similar studies at Rhodes or at other colleges and universities concerned with these issues.

Aspects of this research relied on self reports. While we believe such reports are generally reliable under certain conditions, they are also subject to a number problems, including the halo effect, volunteerism, and, perhaps most importantly in this case, social desirability. Given the focus of this study on Greek life, we also understand that organized response efforts, as well as non-response efforts, could bias the results. The possibility exists that any positive effects for Greek affiliation identified here may be the result of using self-reported measures of gains.

One of the scales in our survey asked students, faculty, and administrators specifically about their perceptions of the effects of Greek organizations on students; it did not ask about their specific experiences with fraternities and sororities. Having said that, we think it reasonable to assume that personal experience with these organizations would have influenced the manner in which individuals responded. Moreover, objective measure of cognitive development and interpersonal development would be welcome.

While we were generally pleased that survey respondents were representative of their populations, a slight survey bias for female student respondents exists. This is not unusual in undergraduate surveys, but it may nevertheless constrain the generalizability of the results to males. Omitted variable bias is a limitation, especially in our regression analyses. Of course, it is almost always the case that some unobserved variable may influence such results. In our case, we especially lament the relative dearth of pre-college socio-economic variables, and especially for students who are no longer enrolled. Finally, our results represent neither an endorsement of nor a criticism of the role of the Greek system at Rhodes or more generally in American higher education.

DISCUSSION

In our examination of differences in student engagement levels between Greek students and Independents, we find that Greek students are no less engaged than their Independent counterparts using the four scales from the National Survey of Student Engagement (NSSE), which measure student faculty interaction, peer cooperation, exposure to diverse views, and academic effort. In addition, Greeks were found neither to miss class more often nor study less than Independents. These salutary findings should assuage some concerns about a negative relationship between Greek life and student engagement at Rhodes.

Our findings are consistent with previous studies (Hayek, et al., 2002; Pike, 2003). Despite potential barriers to engagement, Hayek, et al. (2002) found that Greeks were no less engaged than Independents in their comprehensive examination of differences in student engagement levels between Greek students and Independents. In fact, Greeks exhibited higher levels of engagement than their Independent counterparts in some cases. This positive assessment of Greek students held for both fraternity and sorority members regardless of class level. With the exception of seniors, even those students living in fraternity and sorority housing exhibited levels of engagement higher than those residing elsewhere. Seniors were more likely to reside in Greek houses, but the reported differences between seniors living in Greek housing and seniors living in other residence halls were less pronounced than those observed for underclassmen. Seniors living in fraternity and sorority houses reported less academic challenge, less student-faculty interaction, less diversity, more co-curricular time, and more social activity. The authors attribute this to individual characteristics and to the situations of these senior students. For instance, many of their classmates have moved to off-campus residences by their senior year, potentially isolating those who remain in the Greek houses.

Moreover, our study is also in keeping with previous research that found that the largest differences in engagement levels of Independents and Greeks occur at large public universities (Hayek, et al., 2002). The study also revealed that the largest differences in Greeks and Independents occurred in large public universities. These institutions have large and diverse student bodies, and therefore harbor a wider range of dissimilar subcultures. At small residential colleges, students live in close proximity, with fewer and less divergent subcultures, which results in a more cohesive society, which may bear directly on this study. In addition, Rhodes employs a Greek advisor who works closely with the Greek societies as both a counsel and as a liaison with the college administration. The authors of this study posited that such advisors can work to ensure that the Greek societies maintain behaviors, values, and goals that are in harmony with the culture of the home institution. Despite the salutary findings of this study, much of the literature about Greek societies presents a more troubling portrait of these organizations and their potential effects on student engagement. Hayek, et al.'s (2002) finding that Greeks were no less engaged than Independents coupled with Carini, Kuh, and Klein's (2006) study that demonstrated that student engagement is positively correlated with critical thinking ability and grades in college suggests promising outcomes for Greeks. Effort and engagement does not always result in achievement and positive outcomes, however, and there are several studies that further inform the Greek debate.

However, our findings did identify several individual items from the NSSE engagement scales, where Greeks reported significantly lower mean scores than Independents. These include the frequency with which Greeks ask questions in class, make class presentations, integrate ideas and information from various sources into a class paper or project, and work harder than they thought they could to meet an instructor's expectations. These individual items are not proxies for overall student engagement, but because they involve interaction with faculty in the classroom setting, they do suggest cause for concern. Such interactions may help explain the perception of Rhodes faculty members that Greek membership has a negative effect on academic achievement.

We also found that Greeks use alcohol more frequently and in greater amounts than do Independents. This is an unsurprising finding as it is well documented in the literature (Eberhardt, et al., 2003; Maisel, 1990; Malaney, 1990; Porter & Pryor, 2007; Wechsler, et al., 1996), and we doubt that it is an unexpected finding among administrators Rhodes. That it is unsurprising, however, does not suggest that it is not troubling. Porter and Pryor (2007) found that binge drinking is the strongest negative factor associated with academic success at highly selective institutions. Our study does not suggest that any student at Rhodes is engaged in binge drinking; however, our findings based on self-reported behaviors, the open-ended comments of faculty and administrators, and the generally negative perception of Greek social activities do suggest that alcohol is inextricably associated with Greek culture at the College.

Our examination of differences in the college outcomes of Greeks and Independents yielded several interesting findings. Of the three NSSE scales that measure educational and personal growth—Personal-Social Development, Practical Competence, and General Education, we find no significant differences between Greeks and Independents. This is consistent with our conceptual model, which is

based on Kuh's (2004) contention that student engagement and academic achievement are inseparable. There were differences in responses to three individual items in these scales. In the first, Greeks judged that their Rhodes experiences had contributed to their job- and work-related skills to a greater extent than did Independents. This is in keeping with the research of Baier and Whipple (2001) who found that Greeks tended to view the primary role of their college education as a means of increasing their own value and income in the marketplace after graduation. These differences existed at the beginning of the college career and persisted through graduation, with little discernible change due to the four-year college experience. Greeks also indicated that their skills in analyzing quantitative problems had been enhanced by the Rhodes experiences to a greater degree than Independents. We did not review any literature that suggests that this should be the case. This may be associated with the majors chosen by Greeks at Rhodes, which may again relate to their concerns for post-college employment. This is an interesting finding, but requires further study

We were not surprised by the difference on the third individual item from the NSSE scales, which indicates that Greeks believe their Rhodes education has enhanced their personal development to a greater degree than Independents in terms of contributing to the welfare of their community. Though not well supported in the literature we reviewed, our on-campus interviews, the open-ended survey comments of faculty and administrators, and the generally positive perception of personal development effects and Greek college culture suggest that there exists a strong perception that Greeks are heavily involved in community service. It is surprising then, that we found no significant difference between Greek students and Independents in the amount of time they devote to community service.

Greek students perceived that their Rhodes experiences had enhanced their interpersonal and practical competencies in interpersonal relationships, interpersonal competence, personal development, and leadership. Again, these findings are consistent with open-ended responses from faculty and administrators, and suggest that Greek life at Rhodes provides some real benefits to students as they encounter the "other curriculum" of time management, interpersonal relationships, socialization skills, and integration of critical thinking skills with real life situations that are important in the maturation of individual students (Kuh, et al., 1995; Pike, 2000).

We found that Greek students at Rhodes have lower cumulative college grade point averages than do their Independents counterparts, but that the difference is significantly related to pre-college characteristics such as high school GPA, SAT and ACT scores, gender, and race, and is not significantly associated with fraternity or sorority membership. This is consistent with Pike and Askew's previous findings in a study of 6000 students at the University of Tennessee, Knoxville (1990). This finding should dampen faculty perceptions that Greek membership hampers academic achievement, though it in no way obviates them as we simply cannot observe the counterfactual condition of what these students' grades might have been had they not been Greek.

Finally, our study confirms Grubb's (2006) findings that that despite lower pre-enrollment academic performance and lower college grade point averages, Greeks were more likely to persist to college graduation, We caution readers that being Greek does not *cause* students to graduate at higher rates, but only that membership in a fraternity or sorority is positively associated with increased likelihood of graduation. These findings are consistent with the importance of social integration in student persistence (Berger & Braxton, 1998; Braxton, 2000; Braxton & Hirschy, 2005; Braxton, et al., 2004; Braxton, et al., 1997; Tinto, 1993). The differences in graduation rate of Greeks and Independents were troubling to us, however. While the relatively high graduation rates of Greek students is to be applauded and weakens the contention that fraternity and sorority membership negatively affects academic achievement, it raises new questions about the conversely lower graduation rates of Independents, who enter Rhodes with significantly higher high school grade point averages and college entrance examination scores, which is also consistent with Grubb (2006). Ironically then, concerns about the experiences of Independent students at the College emerge as perhaps the most important finding of the study.

RECOMMENDATIONS

We make a number of initial recommendations about the Greek life program at Rhodes College. Given the exploratory nature of our study, some of these recommendations are simply for further study of issues that have been identified as at least potentially exemplary or problematic. While a few of our recommendations may be implemented easily, we understand that most will require significant planning and forethought. The Greek culture at Rhodes has deep roots, important alumni and donor implications, and is valued by many—if not all—Rhodes constituents. Cultural change in general is not easily achieved, and given the size of the Greek community at Rhodes, a cautious and judicious approach is understandably in order. Our recommendations are grounded in our analyses and our understandings of the literature.

1. **Administrators at Rhodes should sponsor a thorough qualitative investigation into the effects of Greek life at the College.**

   Initially, we planned to conduct qualitative interviews as part of this study. Both because of the quantity of data we gathered and the possibility of hampering future research we chose to forego that aspect of the project at this time. We were concerned that a follow-up study coming so soon on the heels of the surveys might induce research fatigue, a reluctance to participate in further research on a given topic, or indeed, on any topic (Clark, 2008). Previous involvement in a study may act as a barrier to further involvement. This is a particularly common problem when research is continued without the production of results, defined solutions, or recommendations. We decided, therefore, to defer conducting qualitative interviews in order to allow Rhodes administrators necessary time and opportunity to review our findings, and decide upon their next steps.

   We believe, however, that a qualitative investigation is needed. Such a study should be focused on a few questions that have emerged from this study that Rhodes wishes to pursue. In contrast to our quantitative analyses, which are designed to aggregate the large amount of statistical data we collected, qualitative research can provide an important framework for a deeper and more complete understanding of Greek life at Rhodes. In contrast to the predetermined and standardized bins of information found in our quantitative surveys, qualitative methods allow for more individualized and nuanced interpretations of experience and opinions. Personally interviewing participants through open-ended questioning and probing can yield in-depth understanding of the experiences, perceptions, opinions, feelings, and knowledge of individuals that cannot be captured quantitatively. The challenge in constructing interview protocols will be to provide a framework in which subjects are able to respond in ways that represent their points of view both accurately and thoroughly (Patton, 2002). Careful attention should be given to the design of the interviews, and the College should consider using outside interviewers to conduct them.

2. **Administrators at Rhodes should undertake further study to better understand the extent to which Greek life pervades student life on the Rhodes campus.**

   While we are pleased to report the enviable graduation rates of Greek students at Rhodes, we are concerned about the discrepancy between graduation rates for Greeks and Independents. Why is it that Independent students, who are better prepared academically at matriculation, graduate at strikingly lower rates than there Greek counterparts? This question requires the full attention of the College community.

   The Greek system pervades student life at Rhodes, and is recognized as one of, if not the, major source of student social activities. There is obviously a strong sense of community and belonging that the Greek communities provide to its members, and it is heartening to see Greeks engaged in other aspects of student life. However, the sheer size of the Greek population at Rhodes makes it a monolith. Anecdotally, we were told that Greeks dominate student government, that it is difficult for Independents to hold elected office, and that Greeks overlap with the athletic program to a large degree. That is, other student organizations at the College may simply be proxies for the Greek system. It may well be that Greek life is so intertwined with all other aspects of student social life at Rhodes, that students who are independent of the Greek system—either by choice or by virtue of failure to receive a bid—simply cannot recognize a possibility of membership in a desirable social community. Social integration is perhaps the most important precursor to college persistence in residential settings, and communal potential is an important influence on social integration (Braxton, et al., 2004).

3. **Administrators at Rhodes should conduct a careful and thorough examination of the social engagement possibilities for Independent students.**

   What is the communal potential for Independents at the College? Are an adequate number of social engagement possibilities available to Independent students? If

so, are they on a par with Greek life in terms of their engagement potential? Are they funded and supported by the College in ways that they can truly compete with Greek life?

This study did not specifically address these questions, but they emerge as perhaps its most pressing issue. The College should undertake efforts to assess the communal potential for Independent students. A comprehensive examination of other student organizations and their leadership structures may yield fruitful information that helps to place our findings in context. Such examination could reveal the nature of support and motivation that students receive from these organizations. The extent to which membership and leadership of these organizations overlaps with that of the Greek system is a key issue. If leadership of and membership in the organizations have become proxies for the Greek system, one must wonder if an Independent student has a chance of successful social integration at Rhodes.

4. **Administrators at Rhodes should implement a system to monitor the unplanned departure of Independent students from the institution.**

We are concerned by the relatively higher rates of unplanned departure among Independent students, who enter the College better prepared academically than Greeks. Moreover, diverse students are more likely to remain independent than the typical Rhodes student. As the loss of such students is undesirable for the College, further study into their reasons for departure is necessary. This study did not specifically study Independents except as they contrast with Greeks. There may be important pre-college characteristics among Independent students that dispose them toward early departure, or other factors that make them more susceptible to leaving the institution.

Moreover, the College should discretely study whether the Greek system is among the factors that influence Independent students to depart from the College. While Rhodes fosters a culture of achievement and student satisfaction, the large Greek population and its attendant culture may provide a level of institutional press that is undesirable for Independents. Kuh (Kuh, 2001b) points out that highly normative environments may unintentionally alienate certain students who may have to abandon too much of their own identity and culture in order fit in and perform well. Additional efforts may be necessary to assist these students in bridging their pre-enrollment values and culture to the campus culture. The Greek system may be functioning as an oppressive subculture that engages its members, but alienates Independents.

5. **If it is determined that Greek life at Rhodes exerts too much institutional press or severely limits the possibilities for social engagement of Independents, administrators should consider structural mechanisms to reduce at least the appearance of Greek domination of campus culture.**

We are exceedingly hesitant to recommend an outright reduction in size of the Greek population at Rhodes. We understand that the culture of a small liberal arts college is not easily changed, and that attempted changes are fraught with peril for both the institution and for those advocating them. If necessary, however, the relative size of the Greek population at Rhodes may need to be reduced either in fact or in appearance, so that it exercises significantly less influence in student life at the College. One can imagine a number of ways to accomplish this. The College might mandate smaller maximum pledge class sizes for Greek organizations. Other student organizations might be constitutionally structured to limit Greek influence, especially in leadership positions. For instance, student government might cap the number of Greeks who can hold office simultaneously, it might structure alternating terms for leaders, or it might structure positions so that there are Independent and Greek co-officers in place. Finally, while it may be tempting to assume that simply making more students Greek will increase social integration, we believe that the College should devote resources to building Independent organizations and events that can successfully compete for Rhodes students. In particular, we believe that the College may be relying too heavily on fraternities and sororities to provide social programming for students.

6. **Administrators at Rhodes should implement a system to ensure that complete and accurate information about the Greek rush and pledge process is collected, maintained, and integrated with data from the College's student information system.**

Rhodes' initial concern in this study was to find out what happens to students who attempt to affiliate with a student organization, but are unsuccessful in doing so. This is an important question, and may be closely related our previous recommendation. In our initial visit to the College, we learned anecdotally that at least some students who are unsuccessful in their attempt to affiliate with a fraternity or sorority are devastated by the rejection. One faculty member suggested that students who do not get a bid are essentially "exiled from campus." This is not surprising on a small campus where 50% of the population is Greek, and it is easy to understand how this could obviate the belief in communal potential for a student. On a larger campus,

where Greeks represent a smaller proportion of the student body, a student can find new individuals and peer groups to assist in their social integration into campus life. This would obviously be much more difficult at Rhodes. Investigating this phenomenon through interviews or even through surveys is difficult, however, because of the deeply personal nature that such a rejection may bring.

What eventually becomes of these students? It should be relatively easy to trace their trajectories in terms of academic performance and persistence if they were identifiable and recorded in Rhodes' student information system. It might then be possible to learn from their experiences, both to help other students avoid problems they may have encountered or to learn from their experiences in overcoming the experience.

7. **Administrators at Rhodes should consider deferring Greek rush until the second semester.**

There is an extant body of literature addressing the advantages of deferring rush until the second semester, or even the second year (DeBard, Lake, & Binder, 2006; Neuberger & Hansen, 1997; Pascarella, et al., 1996). Moreover, there appears to be considerable support for such a change among faculty and administrators. Having said this, we realize that early involvement in Greek life at Rhodes provides an opportunity for social integration that may, in turn, result in strong graduation rates for Greeks. Our findings also suggest that, contrary to faculty views, Greeks are no less engaged than Independents. Differences in their grades are more attributable to pre-college and demographic factors such as high school GPA, SAT scores, race, and gender than they are to being Greek. Finally, Greek students report significant gains in personal and interpersonal growth as a result of their Greek experiences.

Nonetheless, early rush and pledging may be an activity that serves to isolate Independent students before they have an opportunity to find other opportunities that offer communal potential. Delaying rush could provide a more natural setting in which all students could seek out and develop friendships and peer support on their own rather than depending on the more artificial mechanism of fraternity and sorority rush activities. Finally, we believe that a good deal of deference should be given to faculty opinion in this matter, both because faculty-student interaction is a crucial component of student engagement, but also because our exploratory study does not capture the fulsome nuance of faculty experience with Rhodes students. Delaying rush to the second semester was a stentorian recommendation volunteered by faculty and staff without prompting; that collective wisdom deserves a full measure of consideration.

8. **Administrators at Rhodes should study carefully specific fraternities and sororities both to address troublesome findings and to better understand and propagate positive ones.**

We are certain that administrators at the College have developed empirical understandings of the strengths and weaknesses of individual fraternities and sororities over the years through their experiences with and observations of them. We hope that these findings are helpful in confirming some of those understandings or have suggested some new strengths and weakness that should be monitored. Among the Panhellenic Council sororities, we believe that attention should be paid to Alpha Omicron Pi, whose members are less likely to graduate and who often reported that they perceived the effects of Greek life to be less beneficial than other sorority members. Having said this, we ourselves are a bit wary of the interpretation of our scales and items that measure various perceptions about Greek students and organizations and about the effects of those organizations on members. We cannot know if respondents view their own Greek experiences as typical or atypical, and therefore we urge some caution in attributing the perceptions of Greeks to their perceptions of the entire Greek experience.

Perceptions aside, we believe that several findings within the Delta Delta Delta sorority suggest that attention and guidance may be warranted. Members of Delta Delta Delta reported lower exposure to diverse views, which is an important condition of student engagement. Moreover, they report drinking more frequently and in greater amounts that any other sorority. While their lower first- and second-semester GPAs are accounted for by their pre-college characteristics, the drinking behaviors and insularity are unlikely to contribute positively to the group's academic achievement or reputation among the faculty. On a more positive note, Sigma Alpha Epsilon fraternity reported exceedingly high perceptions of the effects of Greek membership on college integration and community service. Moreover, this group also reported that their Rhodes experiences had been of more benefit in their personal development and in learning to solve personal problems. We suggest, therefore, that some investigation into the activities and ethos of this group may be warranted to serve as a model for others.

CONCLUDING THOUGHTS

We thank Robert Johnson, Vice President for Student and Information Services at Rhodes, who was the project's sponsor at the College. His kind and patient support throughout the study was invaluable. We are grateful to James E. Eckles, who has been most helpful in providing data and background information to us: we could not have completed this study without his generous assistance. Finally, we thank Professor John Braxton from Peabody College of Vanderbilt University, not only for his guidance, support, and patient forbearance throughout the study, but also for his innumerable contributions to the body of previous research that illuminated our path in conducting this modest study.

Greek Organizations are an integral part of the fabric of Rhodes College. They are widely acknowledged as a vehicle for student social integration at the College and our study confirms this. We applaud Rhodes for undertaking a study of such organizations understanding that they are widely appreciated by a large percentage of students and alumni, both important constituencies of the institution. In the most general sense, we found little that was obviously amiss in the Greek system. The perceptions of Greek members about Greek life and its effects were almost universally positive. Faculty and administrators had a more balanced view, but only two suggested abolition of the Greek system. Rather, most suggested alterations intended to strengthen not only the Greek system itself, but also to integrate it more fully into the into the academic, social, and service life of the College. We echo such sentiments. Our report should not, in any way, be seen as an attack on the Greek system or its members. We seek merely to help Rhodes administrators better understand the strengths and weakness inherent in this, as in any other, social system. We reiterate here our primary concern that the Greek system may have unintended negative effects on the Independent student population. We urge the College to investigate this concern more fully, and implement appropriate ameliorative actions as necessary.

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APPENDICES

Table A.1 Population and Respondent Demographics Currently Enrolled Students

	Population		Respondents	
	N	%	N	%
Total	1656	100.0	955	57.7
Gender				
Female	950	57.4	601	62.9
Male	706	42.6	354	37.1
Race				
American Indian/Native American	6	0.4	2	0.2
Asian/Pacific Islander	102	6.2	62	6.5
Black, Non-Hispanic	120	7.2	67	7.0
Hispanic/Latino	35	2.1	11	1.2
White, Non-Hispanic	1311	79.2	773	80.9
Multiracial	8	0.5	4	0.4
Missing	74	4.5	36	3.8
U.S. Citizenship				
Citizen	1612	97.3	925	96.9
Non-Citizen	43	2.6	30	3.1
Missing	1	0.1	0	0.0
U.S. Census Region				
Northeast	105	6.3	46	4.8
Midwest	172	10.4	110	11.5
South	1277	77.1	734	76.9
West	56	3.4	33	3.5
Missing	46	2.8	32	3.4
Pell Grant Status				
Recipient	192	11.6	121	12.7
Non-Recipient	1464	88.4	834	87.3
Class Year				
Senior	383	23.1	209	21.9
Junior	400	24.2	228	23.9
Sophomore	396	23.9	236	24.7
Freshman	477	28.8	282	29.5
Greek Status				
Greek	822	49.6	453	47.4
Independent	834	50.4	502	52.6

Table A.2 Respondent Demographics
Initial and Follow-up Respondents
Currently Enrolled Students

	Initial		Follow-Up	
	N	%	N	%
Total	470	49.2	485	50.8
Gender				
Female	311	66.2	290	59.8
Male	159	33.8	195	40.2
Race				
American Indian/Native American	0	0.0	2	0.4
Asian/Pacific Islander	27	5.7	35	7.2
Black, Non-Hispanic	11	2.3	56	11.5
Hispanic/Latino	7	1.5	4	0.8
White, Non-Hispanic	408	86.8	365	75.3
Multiracial	3	0.6	1	0.2
Missing	14	3.0	22	4.5
U.S. Citizenship				
Citizen	457	97.2	468	96.5
Non-Citizen	13	2.8	17	3.5
Missing	0	0.0	0	0.0
U.S. Census Region				
Northeast	22	4.7	24	4.9
Midwest	54	11.5	56	11.5
South	365	77.7	369	76.1
West	16	3.4	17	3.5
Missing	13	2.8	19	3.9
Pell Grant Status				
Recipient	46	9.8	75	15.5
Non-Recipient	424	90.2	410	84.5
Class Year				
Senior	92	19.6	117	24.1
Junior	129	27.4	99	20.4
Sophomore	117	24.9	119	24.5
Freshman	132	28.1	150	30.9
Greek Status				
Greek	227	48.3	259	53.4
Independent	243	51.7	226	46.6

Table A.3 Population and Respondent Demographics
Full-Time Faculty and Administrators

	Population		Respondents	
	N	%	N	%
Total	202	100.0	135	66.8
Gender				
Female	93	46.0	62	45.9
Male	109	54.0	73	54.1
Primary Duty				
Faculty	153	75.7	96	71.1
Administrator	49	24.3	39	28.9
Administrative Area of Responsibility				
Academic Affairs	9	18.0	9	22.5
Student Services	41	82.0	31	77.5
Faculty Rank				
Instructor/Fellow	16	10.5	10	10.4
Assistant Professor	69	45.1	39	40.6
Associate Professor	45	29.4	33	34.4
Professor	23	15.0	14	14.6
Faculty Biglan Category				
Pure Life	43	27.2	33	32.7
Pure Non-Life	92	58.2	53	52.5
Applied Life	12	7.6	7	6.9
Applied Non-Life	11	7.0	8	7.9
Faculty Disciplinary Consensus Level				
Low	128	81.0	79	78.2
High	30	19.0	22	21.8
Years Employed at the College				
Fewer than 5 years			56	41.5
5 – 9 years			19	14.1
10 – 14 years			20	14.8
15- 19 years			16	11.9
20 or more years			24	17.8
Greek Status				
Greek			41	30.4
Independent			94	69.6

Table A.4 Respondent Demographics
Initial and Follow-up Respondents
Full-Time Faculty and Administrators

	Initial		Follow-Up	
	N	%	N	%
Total	85	100.0	50	66.8
Gender				
Female	44	51.8	18	36.0
Male	41	48.2	32	64.0
Primary Duty				
Faculty	55	64.7	41	82.0
Administrator	30	35.3	9	18.0
Administrative Area of Responsibility				
Academic Affairs	8	25.8	1	11.1
Student Services	23	74.2	8	88.9
Faculty Rank				
Instructor/Fellow	4	6.9	6	14.3
Assistant Professor	22	37.9	17	40.5
Associate Professor	19	32.8	16	38.1
Professor	13	22.4	3	7.1
Faculty Biglan Category				
Pure Life	20	23.5	13	31.0
Pure Non-Life	28	32.9	25	59.5
Applied Life	5	5.9	2	4.8
Applied Non-Life	6	7.1	2	4.8
Faculty Disciplinary Consensus Level				
Low	43	72.9	36	85.7
High	16	27.1	6	14.3
Years Employed at the College				
Fewer than 5 years	34	40.0	22	44.0
5 – 9 years	11	12.9	8	16.0
10 – 14 years	14	16.5	6	12.0
15- 19 years	8	9.4	8	16.0
20 or more years	18	21.2	6	12.0
Greek Status				
Greek	29	34.1	12	24.0
Independent	56	65.9	38	76.0

Table A.5 Population Demographics
Freshman Cohorts 1999-2004

	Population	
	N	%
Total	2605	100.0
Gender		
Female	1501	57.6
Male	1104	42.4
Race		
American Indian/Native American	8	0.3
Asian/Pacific Islander	85	3.3
Black, Non-Hispanic	110	4.2
Hispanic/Latino	40	1.5
White, Non-Hispanic	2291	87.9
Multiracial	27	1.0
Missing	44	1.7
U.S. Citizenship		
Citizen	2584	99.2
Non-Citizen	21	0.8
U.S. Census Region		
Northeast	130	5.0
Midwest	168	6.4
South	1912	73.4
West	88	3.4
Missing	307	11.8
Pell Grant Status		
Recipient	121	12.7
Non-Recipient	834	87.3
Class Year		
1999	438	16.8
2000	396	15.2
2001	414	15.9
2002	434	16.7
2003	454	17.4
2004	469	18.0
Greek Status		
Greek	1294	49.7
Independent	1311	50.3

Table A.6 Population and Respondent Demographics
Currently Enrolled Greek Students

	Population		Respondents		
	N	%	N	% Responses	% Society
Total	822	100.0	453	100.0	55.1
Interfraternity Council					
Alpha Tau Omega	47	5.7	23	5.1	48.9
Kappa Alpha Order	38	4.6	18	4.0	47.4
Kappa Sigma	84	10.2	31	6.8	36.9
Pi Kappa Alpha	71	8.6	45	9.9	63.4
Sigma Alpha Epsilon	67	8.2	32	7.1	47.8
Sigma Nu	27	3.3	15	3.3	55.6
National Pan-Hellenic Council					
Alpha Kappa Alpha	8	1.0	7	1.5	87.5
Delta Sigma Theta	1	0.1	0	0.0	0.0
Kappa Alpha Psi	2	0.2	0	0.0	0.0
Sigma Gamma Rho	1	0.1	1	0.2	100.0
Panhellenic Council					
Alpha Omicron Pi	98	11.9	70	15.5	71.4
Chi Omega	125	15.2	68	15.0	54.4
Delta Delta Delta	133	16.2	62	13.7	46.6
Kappa Delta	120	14.6	81	17.9	67.5

Table B.1 Perceptions of Effects of Greek Membership Scales
Current Student and Faculty/Administrator Response

	Student Responses			Faculty/Administrator Responses			All Responses		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
AAE ($\alpha = 0.85$)	892	3.0639	.9374	124	2.7366	0.7439	1016	3.0240	.9219
PDE ($\alpha = 0.87$)	892	3.4288	.8784	124	3.0430	0.6578	1016	3.3817	.8636
IDE ($\alpha = 0.87$)	892	4.1318	.7856	124	3.9210	0.5557	1016	4.4061	.7612
CIE ($\alpha = 0.90$	892	4.0597	.7424	124	3.8491	0.5827	1016	4.0340	.7278

Table B.2 Perceptions of Effects of Greek Membership Scales
Independent Samples *t* Test – Greek and Independent Students

	Greek		Independent						
	N = 422		N = 470		Mean	*t*	*df*	*p*	Cohen's
Scale	Mean	SD	Mean	SD	Difference			2-tailed	*d*
AAE ($\alpha = 0.85$)	3.6066	0.8294	2.5766	0.7408	1.0300***	19.474	849	.000	1.31
PDE ($\alpha = 0.87$)	3.9720	0.6944	2.9411	0.7276	1.0308***	21.587	886	.000	1.45
IDE ($\alpha = 0.87$)	4.5569	0.4914	3.7502	0.8045	.8067***	18.271	788	.000	1.24
CIE ($\alpha = 0.90$)	4.3947	0.5600	3.7590	0.7576	.6358***	14.344	859	.000	0.97

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.3 Perceptions of Effects of Greek Membership (POE) Scale, Scales, Individual Items
Independent Samples *t* Test – Faculty/Administrators and Students

	Faculty/Admin		Students						
	N = 124		N = 892		Mean	*t*	*df*	*p*	Cohen's
Item	Mean	SD	Mean	SD	Difference			2-tailed	*d*
AAE ($\alpha = 0.85$)	2.7366	0.7439	3.0639	0.9374	-.3273***	4.435	182	.000	0.39
PDE ($\alpha = 0.87$)	3.0430	0.6578	3.4288	0.8784	-.3858***	5.847	190	.000	0.50
IDE ($\alpha = 0.87$)	3.9210	0.5557	4.1318	0.7856	-.2109***	3.738	199	.000	0.31
CIE ($\alpha = 0.90$)	3.8491	0.5827	4.0597	0.7424	-.2107***	3.636	183	.000	0.32

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.4 Perceptions of Effects of Greek Membership Scales
Independent Samples *t* Test – Faculty and Administrators

Item	Faculty N = 85		Administrators N = 39		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
AAE (α = 0.85)	2.6000	0.6722	3.0342	0.8122	-.4342**	3.124	122	.002	0.59
PDE (α = 0.87)	2.9196	0.6170	3.3120	0.6712	-.3924**	3.198	122	.002	0.61
IDE (α = 0.87)	3.8212	0.5486	4.1385	0.5133	-.3173**	3.050	122	.003	0.60
CIE (α = 0.90)	3.7697	0.6196	4.0220	0.4536	-.2522*	2.276	122	.025	0.47

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.5 Perceptions of Effects of Greek Membership Scales and Individual Items
Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
AAE	Between Groups	8.089	5	1.618	2.328*	.046	0.29
	Within Groups	99.362	143	0.695			
	Total	107.451	148				
PDE	Between Groups	4.063	5	0.813	1.935	.092	0.26
	Within Groups	60.043	143	0.420			
	Total	64.106	148				
IDE	Between Groups	3.220	5	0.644	2.858*	.017	0.32
	Within Groups	32.219	143	0.225			
	Total	35.439	148				
CIE	Between Groups	6.396	5	1.279	4.513**	.001	0.40
	Within Groups	40.532	143	0.283			
	Total	46.928	148				
EFFESTEEM	Between Groups	4.076	5	0.815	1.305	.265	0.21
	Within Groups	89.347	143	0.625			
	Total	93.423	148				
EFFMORAL	Between Groups	9.227	5	1.845	1.905	.097	0.26
	Within Groups	138.531	143	0.969			
	Total	147.758	148				
EFFSERVICE	Between Groups	13.916	5	2.783	5.194***	.000	0.43
	Within Groups	76.634	143	0.536			
	Total	90.550	148				
EFFCULTURE	Between Groups	3.273	5	0.655	0.709	.617	0.16
	Within Groups	131.988	143	0.923			
	Total	135.262	148				
EFFIDENT	Between Groups	4.424	5	0.885	1.230	.298	0.21
	Within Groups	102.891	143	0.720			
	Total	107.315	148				
EFFTIME	Between Groups	6.827	5	1.365	1.759	.125	0.25
	Within Groups	110.985	143	0.776			
	Total	117.812	148				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.5a Academic Achievement Effects (AAE) Scale
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.1228	.28284	.999
	Kappa Sigma	-.5207	.24287	.470
	Pi Kappa Alpha	-.5831	.23047	.276
	Sigma Alpha Epsilon	-.6290	.24961	.280
	Sigma Nu	-.1942	.29360	.994
Kappa Alpha	Alpha Tau Omega	.1228	.28284	.999
	Kappa Sigma	-.3978	.25660	.790
	Pi Kappa Alpha	-.4603	.24489	.619
	Sigma Alpha Epsilon	-.5062	.26299	.594
	Sigma Nu	-.0714	.30506	1.000
Kappa Sigma	Alpha Tau Omega	.5207	.24287	.470
	Kappa Alpha	.3978	.25660	.790
	Pi Kappa Alpha	-.0625	.19738	1.000
	Sigma Alpha Epsilon	-.1083	.21943	.999
	Sigma Nu	.3264	.26841	.915
Pi Kappa Alpha	Alpha Tau Omega	.5831	.23047	.276
	Kappa Alpha	.4603	.24489	.619
	Kappa Sigma	.0625	.19738	1.000
	Sigma Alpha Epsilon	-.0459	.20562	1.000
	Sigma Nu	.3889	.25725	.808
Sigma Alpha Epsilon	Alpha Tau Omega	.6290	.24961	.280
	Kappa Alpha	.5062	.26299	.594
	Kappa Sigma	.1083	.21943	.999
	Pi Kappa Alpha	.0459	.20562	1.000
	Sigma Nu	.4347	.27453	.775
Sigma Nu	Alpha Tau Omega	.1942	.29360	.994
	Kappa Alpha	.0714	.30506	1.000
	Kappa Sigma	-.3264	.26841	.915
	Pi Kappa Alpha	-.3889	.25725	.808
	Sigma Alpha Epsilon	-.4347	.27453	.775

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.5b Interpersonal Development Effects (IDE) Scale
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.0691	.16106	.999
	Kappa Sigma	-.2832	.13830	.524
	Pi Kappa Alpha	-.3316	.13124	.277
	Sigma Alpha Epsilon	-.3945	.14214	.181
	Sigma Nu	-.0316	.16719	1.000
Kappa Alpha	Alpha Tau Omega	.0691	.16106	.999
	Kappa Sigma	-.2141	.14612	.828
	Pi Kappa Alpha	-.2625	.13945	.618
	Sigma Alpha Epsilon	-.3255	.14975	.454
	Sigma Nu	.0375	.17371	1.000
Kappa Sigma	Alpha Tau Omega	.2832	.13830	.524
	Kappa Alpha	.2141	.14612	.828
	Pi Kappa Alpha	-.0484	.11239	.999
	Sigma Alpha Epsilon	-.1114	.12495	.977
	Sigma Nu	.2516	.15284	.744
Pi Kappa Alpha	Alpha Tau Omega	.3316	.13124	.277
	Kappa Alpha	.2625	.13945	.618
	Kappa Sigma	.0484	.11239	.999
	Sigma Alpha Epsilon	-.0630	.11709	.998
	Sigma Nu	.3000	.14648	.524
Sigma Alpha Epsilon	Alpha Tau Omega	.3945	.14214	.181
	Kappa Alpha	.3255	.14975	.454
	Kappa Sigma	.1114	.12495	.977
	Pi Kappa Alpha	.0630	.11709	.998
	Sigma Nu	.3630	.15633	.375
Sigma Nu	Alpha Tau Omega	.0316	.16719	1.000
	Kappa Alpha	-.0375	.17371	1.000
	Kappa Sigma	-.2516	.15284	.744
	Pi Kappa Alpha	-.3000	.14648	.524
	Sigma Alpha Epsilon	-.3630	.15633	.375

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.5c College Integration Effects (CIE) Scale
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.2086	.18065	.931
	Kappa Sigma	-.1868	.15512	.918
	Pi Kappa Alpha	-.4110	.14719	.175
	Sigma Alpha Epsilon	-.6121*	.15942	.015
	Sigma Nu	-.0301	.18752	1.000
Kappa Alpha	Alpha Tau Omega	.2086	.18065	.931
	Kappa Sigma	.0219	.16388	1.000
	Pi Kappa Alpha	-.2024	.15641	.891
	Sigma Alpha Epsilon	-.4034	.16797	.335
	Sigma Nu	.1786	.19483	.974
Kappa Sigma	Alpha Tau Omega	.1868	.15512	.918
	Kappa Alpha	-.0219	.16388	1.000
	Pi Kappa Alpha	-.2243	.12606	.675
	Sigma Alpha Epsilon	-.4253	.14015	.108
	Sigma Nu	.1567	.17143	.974
Pi Kappa Alpha	Alpha Tau Omega	.4110	.14719	.175
	Kappa Alpha	.2024	.15641	.891
	Kappa Sigma	.2243	.12606	.675
	Sigma Alpha Epsilon	-.2011	.13132	.799
	Sigma Nu	.3810	.16430	.377
Sigma Alpha Epsilon	Alpha Tau Omega	.6121*	.15942	.015
	Kappa Alpha	.4034	.16797	.335
	Kappa Sigma	.4253	.14015	.108
	Pi Kappa Alpha	.2011	.13132	.799
	Sigma Nu	.5820	.17534	.057
Sigma Nu	Alpha Tau Omega	.0301	.18752	1.000
	Kappa Alpha	-.1786	.19483	.974
	Kappa Sigma	-.1567	.17143	.974
	Pi Kappa Alpha	-.3810	.16430	.377
	Sigma Alpha Epsilon	-.5820	.17534	.057

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.5d EFFSERVICE Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.68	.248	.193
	Kappa Sigma	-.08	.213	1.000
	Pi Kappa Alpha	.23	.202	.940
	Sigma Alpha Epsilon	-.15	.219	.993
	Sigma Nu	.73	.258	.168
Kappa Alpha	Alpha Tau Omega	-.68	.248	.193
	Kappa Sigma	-.76*	.225	.048
	Pi Kappa Alpha	-.46	.215	.485
	Sigma Alpha Epsilon	-.83*	.231	.028
	Sigma Nu	.04	.268	1.000
Kappa Sigma	Alpha Tau Omega	.08	.213	1.000
	Kappa Alpha	.76*	.225	.048
	Pi Kappa Alpha	.31	.173	.674
	Sigma Alpha Epsilon	-.07	.193	1.000
	Sigma Nu	.81*	.236	.044
Pi Kappa Alpha	Alpha Tau Omega	-.23	.202	.940
	Kappa Alpha	.46	.215	.485
	Kappa Sigma	-.31	.173	.674
	Sigma Alpha Epsilon	-.38	.181	.506
	Sigma Nu	.50	.226	.432
Sigma Alpha Epsilon	Alpha Tau Omega	.15	.219	.993
	Kappa Alpha	.83*	.231	.028
	Kappa Sigma	.07	.193	1.000
	Pi Kappa Alpha	.38	.181	.506
	Sigma Nu	.88*	.241	.026
Sigma Nu	Alpha Tau Omega	-.73	.258	.168
	Kappa Alpha	-.04	.268	1.000
	Kappa Sigma	-.81*	.236	.044
	Pi Kappa Alpha	-.50	.226	.432
	Sigma Alpha Epsilon	-.88*	.241	.026

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.6 Perceptions of Effects of Greek Membership Scales
Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
AAE	Between Groups	8.369	3	2.790	4.487**	.004	0.23
	Within Groups	162.884	262	0.622			
	Total	171.254	265				
PDE	Between Groups	4.173	3	1.391	2.900*	.036	0.18
	Within Groups	125.674	262	0.480			
	Total	129.848	265				
IDE	Between Groups	1.610	3	0.537	2.234	.085	0.16
	Within Groups	62.943	262	0.240			
	Total	64.554	265				
CIE	Between Groups	3.494	3	1.165	3.875*	.010	0.21
	Within Groups	78.743	262	0.301			
	Total	82.237	265				
EFFSOCIAL	Between Groups	1.859	3	0.620	1.655	.177	0.14
	Within Groups	98.081	262	0.374			
	Total	99.940	265				
EFFFRIEND	Between Groups	1.660	3	0.553	1.296	.276	0.12
	Within Groups	111.893	262	0.427			
	Total	113.553	265				
EFFLEADER	Between Groups	3.260	3	1.087	2.393	.069	0.17
	Within Groups	118.999	262	0.454			
	Total	122.259	265				
EFFCOMM	Between Groups	3.158	3	1.053	2.059	.106	0.15
	Within Groups	133.970	262	0.511			
	Total	137.128	265				
EFFNET	Between Groups	2.141	3	0.714	2.056	.107	0.15
	Within Groups	90.975	262	0.347			
	Total	93.117	265				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.6a Academic Achievement Effects (AAE) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.3198	.13677	.144
	Delta Delta Delta	-.1698	.14028	.691
	Kappa Delta	-.4653**	.13245	.007
Chi Omega	Alpha Omicron Pi	.3198	.13677	.144
	Delta Delta Delta	.1499	.14178	.773
	Kappa Delta	-.1455	.13404	.758
Delta Delta Delta	Alpha Omicron Pi	.1698	.14028	.691
	Chi Omega	-.1499	.14178	.773
	Kappa Delta	-.2955	.13762	.205
Kappa Delta	Alpha Omicron Pi	.4653**	.13245	.007
	Chi Omega	.1455	.13404	.758
	Delta Delta Delta	.2955	.13762	.205

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.6b Personal Development Effects (PDE) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.2093	.12014	.388
	Delta Delta Delta	-.2679	.12322	.196
	Kappa Delta	-.3260	.11634	.051
Chi Omega	Alpha Omicron Pi	.2093	.12014	.388
	Delta Delta Delta	-.0587	.12454	.974
	Kappa Delta	-.1168	.11774	.805
Delta Delta Delta	Alpha Omicron Pi	.2679	.12322	.196
	Chi Omega	.0587	.12454	.974
	Kappa Delta	-.0581	.12088	.972
Kappa Delta	Alpha Omicron Pi	.3260	.11634	.051
	Chi Omega	.1168	.11774	.805
	Delta Delta Delta	.0581	.12088	.972

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.6c College Integration Effects (CIE) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.2275	.09510	.129
	Delta Delta Delta	-.2022	.09754	.234
	Kappa Delta	-.3031*	.09209	.014
Chi Omega	Alpha Omicron Pi	.2275	.09510	.129
	Delta Delta Delta	.0253	.09858	.996
	Kappa Delta	-.0756	.09319	.883
Delta Delta Delta	Alpha Omicron Pi	.2022	.09754	.234
	Chi Omega	-.0253	.09858	.996
	Kappa Delta	-.1009	.09568	.774
Kappa Delta	Alpha Omicron Pi	.3031*	.09209	.014
	Chi Omega	.0756	.09319	.883
	Delta Delta Delta	.1009	.09568	.774

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.7 Perceptions of Greek Students and Organizations Scales
Current Student and Faculty/Administrator Response

Scales	Student Responses			Faculty/Administrator Responses			All Responses		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
GAC (α = 0.86)	884	2.7460	.8555	122	2.5840	0.6104	1006	2.7264	.8311
GCC (α = 0.85)	884	3.3229	.8623	122	2.9918	0.7095	1006	3.2827	.8518
GEL (α = 0.82)	884	3.4514	1.0273	122	2.8060	0.8957	1006	3.3731	1.0335
GSA (α = 0.76)	884	2.8337	.8084	122	2.3852	0.7164	1006	2.7793	.8108

Table B.8 Perceptions of Greek Students and Organizations Scales
Independent Samples *t* Test – Greek and Independent Students

Item	Greek N = 418		Independent N = 466		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
GAC (α = 0.86)	3.2524	0.6856	2.2918	0.7287	.9606***	20.187	880	.000	1.36
GCC (α = 0.85)	3.8517	0.7270	2.8485	0.6790	1.0032***	21.131	855	.000	1.43
GEL (α = 0.82)	3.9848	0.8959	2.9728	0.8937	1.0120***	16.790	882	.000	1.13
GSA (α = 0.76)	3.3077	0.6853	2.4086	0.6609	.8991***	19.844	882	.000	1.34

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.9 Perceptions of Greek Students and Organizations Scales Independent Samples *t* Test – Faculty/Administrators and Students

Item	Faculty/Admin N = 122		Students N = 884		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
GAC (α = 0.86)	2.5840	0.6104	2.7460	0.8555	-.1620*	2.601	194	.010	0.22
GCC (α = 0.85)	2.9918	0.7095	3.3229	0.8623	-.3310***	4.697	174	.000	0.42
GEL (α = 0.82)	2.8060	0.8957	3.4514	1.0273	-.6453***	7.321	168	.000	0.67
GSA (α = 0.76)	2.3852	0.7164	2.8337	0.8084	-.4485***	5.820	1004	.000	0.59

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.10 Perceptions of Greek Students and Organizations Scales and Individual Items Independent Samples *t* Test – Faculty and Administrators

Item	Faculty N = 84		Administrators N = 38		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
GAC (α = 0.86)	2.4732	0.5847	2.8289	0.6015	-.3557**	3.084	120	.003	0.60
GCC (α = 0.85)	2.9071	0.7150	3.1789	0.6687	-.2718*	1.983	120	.050	0.39
GEL (α = 0.82)	2.7421	0.9518	2.9474	0.7495	-.2053	1.174	120	.243	0.24
GSA (α = 0.76)	2.3571	0.7586	2.4474	0.6176	-.0902	0.643	120	.522	0.13
Individual Items									
GATTRACT	2.8333	1.0394	2.9737	0.9149	-.1404	0.716	120	.475	0.14
GDRINK	1.8690	0.9022	1.9211	0.8817	-.0520	0.297	120	.767	0.06
GWEALTH	2.9405	1.0454	3.0526	0.9285	-.1122	0.568	120	.571	0.11
GELITE	2.4524	1.1761	2.8158	1.1355	-.3634	1.597	120	.113	0.31
GPARTY	2.3095	0.9566	1.9737	0.9722	.3358	-1.787	120	.077	0.35
GTIME	2.2024	1.1489	2.7632	0.9982	-.5608*	2.597	120	.011	0.52
GFRHAZE	2.5238	1.0696	2.4211	0.9482	.1028	-0.508	120	.612	0.10
GSOHAZE	2.8810	0.9867	3.1579	0.8861	-.2769	1.480	120	.141	0.30

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.11 Perceptions of Greek Students and Organizations Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
GAC	Between Groups	1.948	5	0.390	0.852	.515	0.17
	Within Groups	64.469	141	0.457			
	Total	66.417	146				
GCC	Between Groups	5.956	5	1.191	2.542*	.031	0.30
	Within Groups	66.063	141	0.469			
	Total	72.019	146				
GEL	Between Groups	6.448	5	1.290	1.919	.095	0.26
	Within Groups	94.778	141	0.672			
	Total	101.226	146				
GSA	Between Groups	5.379	5	1.076	2.290*	.049	0.28
	Within Groups	66.239	141	0.470			
	Total	71.618	146				
GATTRACT	Between Groups	5.627	5	1.125	1.030	.403	0.19
	Within Groups	154.128	141	1.093			
	Total	159.755	146				
GFRSTUDY	Between Groups	2.384	5	0.477	0.718	.611	0.16
	Within Groups	93.588	141	0.664			
	Total	95.973	146				
GSOSTUDY	Between Groups	1.223	5	0.245	0.406	.844	0.12
	Within Groups	84.954	141	0.603			
	Total	86.177	146				
GGRADES	Between Groups	3.504	5	0.701	0.775	.569	0.17
	Within Groups	127.530	141	0.904			
	Total	131.034	146				
GWEALTH	Between Groups	11.461	5	2.292	2.571	.029	0.30
	Within Groups	125.723	141	0.892			
	Total	137.184	146				
GELITE	Between Groups	7.293	5	1.459	1.330	.255	0.22
	Within Groups	154.680	141	1.097			
	Total	161.973	146				
GACVALU	Between Groups	2.508	5	0.502	0.750	.587	0.16
	Within Groups	94.240	141	0.668			
	Total	96.748	146				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.11a Greek College Culture (GCC) Scale

Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.0717	.23226	1.000
	Kappa Sigma	-.2068	.19943	.956
	Pi Kappa Alpha	-.2988	.18997	.780
	Sigma Alpha Epsilon	-.4611	.20659	.422
	Sigma Nu	.2444	.24109	.960
Kappa Alpha	Alpha Tau Omega	.0717	.23226	1.000
	Kappa Sigma	-.1351	.21071	.995
	Pi Kappa Alpha	-.2271	.20177	.937
	Sigma Alpha Epsilon	-.3894	.21749	.669
	Sigma Nu	.3161	.25050	.901
Kappa Sigma	Alpha Tau Omega	.2068	.19943	.956
	Kappa Alpha	.1351	.21071	.995
	Pi Kappa Alpha	-.0921	.16292	.997
	Sigma Alpha Epsilon	-.2543	.18203	.855
	Sigma Nu	.4512	.22041	.525
Pi Kappa Alpha	Alpha Tau Omega	.2988	.18997	.780
	Kappa Alpha	.2271	.20177	.937
	Kappa Sigma	.0921	.16292	.997
	Sigma Alpha Epsilon	-.1623	.17160	.970
	Sigma Nu	.5432	.21188	.261
Sigma Alpha Epsilon	Alpha Tau Omega	.4611	.20659	.422
	Kappa Alpha	.3894	.21749	.669
	Kappa Sigma	.2543	.18203	.855
	Pi Kappa Alpha	.1623	.17160	.970
	Sigma Nu	.7055	.22691	.092
Sigma Nu	Alpha Tau Omega	-.2444	.24109	.960
	Kappa Alpha	-.3161	.25050	.901
	Kappa Sigma	-.4512	.22041	.525
	Pi Kappa Alpha	-.5432	.21188	.261
	Sigma Alpha Epsilon	-.7055	.22691	.092

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.11b Greek Social Activities (GSA) Scale

Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.0921	.23256	.999
	Kappa Sigma	-.2740	.19970	.864
	Pi Kappa Alpha	-.2311	.19022	.915
	Sigma Alpha Epsilon	-.4194	.20687	.536
	Sigma Nu	.1707	.24141	.992
Kappa Alpha	Alpha Tau Omega	-.0921	.23256	.999
	Kappa Sigma	-.3661	.21099	.698
	Pi Kappa Alpha	-.3232	.20204	.767
	Sigma Alpha Epsilon	-.5115	.21778	.361
	Sigma Nu	.0786	.25083	1.000
Kappa Sigma	Alpha Tau Omega	.2740	.19970	.864
	Kappa Alpha	.3661	.21099	.698
	Pi Kappa Alpha	.0430	.16313	1.000
	Sigma Alpha Epsilon	-.1454	.18227	.986
	Sigma Nu	.4447	.22070	.543
Pi Kappa Alpha	Alpha Tau Omega	.2311	.19022	.915
	Kappa Alpha	.3232	.20204	.767
	Kappa Sigma	-.0430	.16313	1.000
	Sigma Alpha Epsilon	-.1884	.17183	.944
	Sigma Nu	.4017	.21216	.612
Sigma Alpha Epsilon	Alpha Tau Omega	.4194	.20687	.536
	Kappa Alpha	.5115	.21778	.361
	Kappa Sigma	.1454	.18227	.986
	Pi Kappa Alpha	.1884	.17183	.944
	Sigma Nu	.5901	.22721	.247
Sigma Nu	Alpha Tau Omega	-.1707	.24141	.992
	Kappa Alpha	-.0786	.25083	1.000
	Kappa Sigma	-.4447	.22070	.543
	Pi Kappa Alpha	-.4017	.21216	.612
	Sigma Alpha Epsilon	-.5901	.22721	.247

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.12 Perceptions of Greek Students and Organizations Scales and Individual Items Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
GAC	Between Groups	4.424	3	1.475	3.236*	.023	0.19
	Within Groups	118.494	260	0.456			
	Total	122.918	263				
GCC	Between Groups	5.242	3	1.747	3.770*	.011	0.21
	Within Groups	120.504	260	0.463			
	Total	125.745	263				
GEL	Between Groups	4.823	3	1.608	1.897	.131	0.15
	Within Groups	220.386	260	0.848			
	Total	225.208	263				
GSA	Between Groups	5.474	3	1.825	4.428**	.005	0.23
	Within Groups	107.127	260	0.412			
	Total	112.601	263				
GATTRACT	Between Groups	6.032	3	2.011	1.966	.120	0.15
	Within Groups	265.952	260	1.023			
	Total	271.985	263				
GWEALTH	Between Groups	5.283	3	1.761	1.632	.182	0.14
	Within Groups	280.580	260	1.079			
	Total	285.864	263				
GELITE	Between Groups	5.996	3	1.999	1.449	.229	0.13
	Within Groups	358.637	260	1.379			
	Total	364.633	263				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.12a Greek Academic Culture (GAC) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	.0018	.11711	1.000
	Delta Delta Delta	.0355	.12011	.993
	Kappa Delta	-.2776	.11416	.119
Chi Omega	Alpha Omicron Pi	-.0018	.11711	1.000
	Delta Delta Delta	.0337	.12139	.994
	Kappa Delta	-.2793	.11550	.122
Delta Delta Delta	Alpha Omicron Pi	-.0355	.12011	.993
	Chi Omega	-.0337	.12139	.994
	Kappa Delta	-.3130	.11855	.075
Kappa Delta	Alpha Omicron Pi	.2776	.11416	.119
	Chi Omega	.2793	.11550	.122
	Delta Delta Delta	.3130	.11855	.075

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.12b Greek College Culture (GCC) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.0123	.11809	1.000
	Delta Delta Delta	-.1593	.12113	.631
	Kappa Delta	-.3389*	.11512	.036
Chi Omega	Alpha Omicron Pi	.0123	.11809	1.000
	Delta Delta Delta	-.1470	.12242	.696
	Kappa Delta	-.3266	.11648	.051
Delta Delta Delta	Alpha Omicron Pi	.1593	.12113	.631
	Chi Omega	.1470	.12242	.696
	Kappa Delta	-.1796	.11955	.522
Kappa Delta	Alpha Omicron Pi	.3389*	.11512	.036
	Chi Omega	.3266	.11648	.051
	Delta Delta Delta	.1796	.11955	.522

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.12c Greek Social Activities (GSA) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.2406	.11135	.200
	Delta Delta Delta	-.1545	.11420	.609
	Kappa Delta	-.3873**	.10854	.006
Chi Omega	Alpha Omicron Pi	.2406	.11135	.200
	Delta Delta Delta	.0861	.11542	.906
	Kappa Delta	-.1467	.10982	.619
Delta Delta Delta	Alpha Omicron Pi	.1545	.11420	.609
	Chi Omega	-.0861	.11542	.906
	Kappa Delta	-.2328	.11272	.237
Kappa Delta	Alpha Omicron Pi	.3873**	.10854	.006
	Chi Omega	.1467	.10982	.619
	Delta Delta Delta	.2328	.11272	.237

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.13 College Activities Scales and Individual Items
Current Student Response

	N	Mean	SD
FSI ($\alpha = 0.77$)	955	2.6094	.5180
PCO ($\alpha = 0.64$)	955	2.3501	.5072
EDV ($\alpha = 0.75$)	955	2.8408	.7283
ACE ($\alpha = 0.56$)	955	2.6191	.4912

Table B.14 College Activities Scales and Individual Items
Independent Samples *t* Test – Greek and Independent Students

Item	Greek N = 453		Independent N = 502		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
FSI (α = 0.77)	2.6294	0.4983	2.5914	0.5350	-.0380	1.133	953	.257	0.07
PCO (α = 0.64)	2.3764	0.5105	2.3264	0.5035	-.0500	1.523	953	.128	0.10
EDV (α = 0.75)	2.8109	0.7129	2.8679	0.7416	.0570	1.207	953	.228	0.08
ACE (α = 0.56)	2.6503	0.4669	2.5908	0.5110	-.0595	1.872	953	.062	0.12
Individual Items									
CLQUEST	3.1733	0.7710	3.2870	0.8381	-.1137*	-2.174	953	.030	0.14
CLPRESEN	2.3586	0.7713	2.4724	0.7783	-.1138*	-2.267	953	.024	0.15
REWROPAP	2.2908	0.9532	2.2318	1.0045	.0590	0.929	953	.353	0.06
INTEGRAT	3.1335	0.6989	3.2583	0.8141	-.1248*	-2.529	953	.012	0.16
DIVCLASS	2.8227	0.8291	2.7991	0.8561	.0236	0.432	953	.666	0.03
CLUNPREP	2.9303	0.7742	2.8057	0.7668	.1245*	2.495	953	.013	0.16
CLASSGRP	2.3566	0.8454	2.4305	0.8032	-.0739	-1.385	953	.166	0.09
OCCGRP	2.6514	0.7826	2.7506	0.8262	-.0992	-1.899	953	.058	0.12
INTIDEAS	2.6016	0.7815	2.6424	0.7768	-.0408	-0.808	953	.419	0.05
TUTOR	1.9243	0.8664	1.8698	0.9552	.0545	0.921	953	.357	0.06
COMMPROJ	1.5398	0.8502	1.6203	0.8271	-.0805	-1.482	953	.139	0.10
ITACADEM	2.4502	1.0369	2.3422	1.0346	.1080	1.610	953	.108	0.10
EMAIL	3.3984	0.6671	3.4857	0.7208	-.0872	-1.935	953	.053	0.13
FACGRADE	2.7550	0.8036	2.7947	0.8297	-.0397	-0.750	953	.454	0.05
FACPLANS	2.4801	0.9325	2.5232	0.9257	-.0431	-0.716	953	.474	0.05
FACIDEAS	2.1713	0.8239	2.2163	0.8815	-.0450	-0.813	953	.416	0.05
FACFEED	2.9602	0.7186	2.9404	0.7193	.0198	0.424	953	.672	0.03
WORKHARD	2.6375	0.7964	2.7682	0.9134	-.1308*	-2.347	953	.019	0.15
FACOTHER	1.8685	0.9312	1.9183	0.9512	-.0498	-0.816	953	.415	0.05
OOCIDEAS	2.8884	0.7990	2.8411	0.8307	.0474	0.896	953	.370	0.06
DIVRSTUD	2.7610	0.9376	2.6623	0.9637	.0987	1.601	953	.110	0.10
DIFFSTU2	2.9542	0.8746	2.9294	0.9242	.0248	0.425	953	.671	0.03

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.15 Engagement-Related Behaviors Items
Current Student Response

	N	Mean	SD
HRSSTUDY	901	5.05	1.765
MISSLCS	901	3.42	1.709
CONSFREQ	899	2.13	876
CONSAMT	664	2.15	1.131

Table B.16 Engagement-Related Behaviors Items
Independent Samples *t* Test – Greek and Independent Students

Item	Greek			Independent			Mean	*t*	*df*	*p*	Cohen's
	N	Mean	SD	N	Mean	SD	Difference			2-tailed	*d*
HRSSTUDY	424	5.1179	1.7205	477	4.9874	1.8033	.131	1.108	899	.268	0.07
MISSLCS	424	3.5330	1.6370	477	3.3229	1.7670	.210	1.845	899	.065	0.12
CONSFREQ	423	2.4681	0.8048	476	1.8319	0.8266	.636***	11.661	897	.000***	0.78
CONSAMT	377	2.2918	1.1438	287	1.9721	1.0900	.320***	3.664	630	.000	0.29

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.17 Educational and Personal Growth Scales and Individual Items
Current Student Response

Scales	N	Mean	SD
PSD ($\alpha = 0.84$)	922	2.5767	.6259
PRC ($\alpha = 0.74$)	922	2.8364	.5896
GED ($\alpha = 0.75$)	922	3.0709	.6439

Table B.18 Educational and Personal Growth Scales and Individual Items
Independent Samples *t* Test – Greek and Independent Students

Scales	Greek N = 435		Independent N = 487		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
PSD (α = 0.84)	2.6057	0.6244	2.5508	0.6268	.0549	1.331	920	.184	0.09
PRC (α = 0.74)	2.8676	0.5867	2.8086	0.5913	.0590	1.517	920	.130	0.10
GED (α = 0.75)	3.0943	0.6401	3.0500	0.6472	.0443	1.043	920	.297	0.07
Individual Items									
GNGENLED	3.3241	0.6742	3.2710	0.7175	.0531	-1.154	920	.249	0.08
GNWORK	2.7770	0.8361	2.6530	0.8730	.1240*	-2.197	920	.028	0.15
GNWRITE	3.1080	0.8060	3.1088	0.8079	-.0008	0.015	920	.988	0.00
GNSPEAK	2.8506	0.8631	2.7700	0.8562	.0806	-1.421	920	.156	0.09
GNANALY	3.3908	0.6781	3.3326	0.7202	.0582	-1.258	920	.209	0.08
GNQUANT	2.8621	0.8743	2.7433	0.8876	.1187*	-2.042	920	.041	0.13
GNCMPTS	2.4943	0.9066	2.5544	0.9277	-.0602	0.994	920	.321	0.07
GNOTHERS	2.8138	0.8201	2.7598	0.8350	.0540	-0.989	920	.323	0.07
GNCITIZN	2.0989	1.0077	2.0370	0.9869	.0619	-0.941	920	.347	0.06
GNINQ	3.0621	0.7994	3.0678	0.8250	-.0057	0.106	920	.915	0.01
GNSELF	3.0184	0.8504	2.9384	0.8798	.0800	-1.400	920	.162	0.09
GNDIVERS	2.5724	0.9239	2.5934	0.9224	-.0210	0.345	920	.730	0.02
GNPROBSV	2.6253	0.8396	2.5544	0.8319	.0709	-1.286	920	.199	0.08
GNETHICS	2.7862	0.8866	2.7803	0.9066	.0059	-0.100	920	.920	0.01
GNCOMMUN	2.5724	0.9012	2.4312	0.9552	.1412*	-2.301	920	.022	0.15
GNSPIRIT	2.1103	1.0191	2.0041	1.0599	.1060	1.547	920	.122	0.10

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.19 Interpersonal and Practical Competencies Scales and Individual Items
Current Student Response

Scales	N	Mean	SD
IRS (α = 0.90)	904	2.9520	.7282
INC (α = 0.83)	904	2.7176	.6477
PDS (α = 0.83)	904	2.8971	.8042
LDS (α = 0.86)	904	2.4252	.8253

Table B.20 Interpersonal and Practical Competencies Scales and Individual Items
Independent Samples *t* Test – Greek and Independent Students

Item	Greek N = 453		Independent N = 502		Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	Mean	SD	Mean	SD					
IRS (α = 0.90)	3.1460	0.6679	2.7791	0.7367	.3669***	7.810	902	.000	0.52
INC (α = 0.83)	2.8417	0.6006	2.6069	0.6683	.2348***	5.562	902	.000	0.37
PDS (α = 0.83)	2.9894	0.7810	2.8149	0.8163	.1746**	3.284	897	.001	0.22
LDS (α = 0.86)	2.5925	0.7843	2.2762	0.8331	.3163***	5.858	902	.000	0.39

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.21 Outcome Behavior Item
Current Student Response

	N	Mean	SD
HRSSERV	901	2.50	1.603

Table B.22 Outcome Behavior Item
Independent Samples *t* Test – Greek and Independent Students

Item	Greek			Independent			Mean Difference	*t*	*df*	*p* 2-tailed	Cohen's *d*
	N	Mean	SD	N	Mean	SD					
HRSSERV	424	2.5566	1.5411	477	2.4444	1.6563	.112	1.048	899	.295	0.07

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.23 College Activities Scales and Individual Items
Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
FSI	Between Groups	1.821	5	0.364	1.576	.170	0.22
	Within Groups	36.515	158	0.231			
	Total	38.336	163				
PCO	Between Groups	1.500	5	0.300	1.117	.353	0.19
	Within Groups	42.411	158	0.268			
	Total	43.911	163				
EDV	Between Groups	4.852	5	0.970	2.139	.064	0.26
	Within Groups	71.697	158	0.454			
	Total	76.549	163				
ACE	Between Groups	0.794	5	0.159	0.828	.531	0.16
	Within Groups	30.274	158	0.192			
	Total	31.068	163				
CLQUEST	Between Groups	9.026	5	1.805	2.930*	.015	0.30
	Within Groups	97.334	158	0.616			
	Total	106.360	163				
CLPRESEN	Between Groups	6.117	5	1.223	2.371	.042	0.27
	Within Groups	81.511	158	0.516			
	Total	87.628	163				
REWROPAP	Between Groups	5.650	5	1.130	1.280	.275	0.20
	Within Groups	139.545	158	0.883			
	Total	145.195	163				
INTEGRAT	Between Groups	1.407	5	0.281	0.587	.710	0.14
	Within Groups	75.782	158	0.480			
	Total	77.189	163				
DIVCLASS	Between Groups	2.563	5	0.513	0.816	.540	0.16
	Within Groups	99.309	158	0.629			
	Total	101.872	163				
CLUNPREP	Between Groups	1.708	5	0.342	0.603	.697	0.14
	Within Groups	89.433	158	0.566			
	Total	91.140	163				
CLASSGRP	Between Groups	2.588	5	0.518	0.756	.583	0.15
	Within Groups	108.211	158	0.685			
	Total	110.799	163				
OCCGRP	Between Groups	3.095	5	0.619	0.992	.425	0.18
	Within Groups	98.631	158	0.624			
	Total	101.726	163				
INTIDEAS	Between Groups	3.447	5	0.689	1.196	.314	0.19
	Within Groups	91.060	158	0.576			
	Total	94.506	163				
TUTOR	Between Groups	8.829	5	1.766	2.443*	.037	0.28
	Within Groups	114.220	158	0.723			
	Total	123.049	163				

Table B.23 College Activities Scales and Individual Items
Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
COMMPROJ	Between Groups	2.304	5	0.461	0.712	.615	0.15
	Within Groups	102.305	158	0.648			
	Total	104.610	163				
ITACADEM	Between Groups	8.388	5	1.678	1.654	.149	0.23
	Within Groups	160.264	158	1.014			
	Total	168.652	163				
EMAIL	Between Groups	2.289	5	0.458	0.876	.499	0.17
	Within Groups	82.589	158	0.523			
	Total	84.878	163				
FACGRADE	Between Groups	4.574	5	0.915	1.601	.163	0.23
	Within Groups	90.304	158	0.572			
	Total	94.878	163				
FACPLANS	Between Groups	4.539	5	0.908	1.393	.230	0.21
	Within Groups	102.949	158	0.652			
	Total	107.488	163				
FACIDEAS	Between Groups	2.782	5	0.556	0.875	.499	0.17
	Within Groups	100.413	158	0.636			
	Total	103.195	163				
FACFEED	Between Groups	2.142	5	0.428	0.766	.576	0.16
	Within Groups	88.370	158	0.559			
	Total	90.512	163				
WORKHARD	Between Groups	5.069	5	1.014	1.622	.157	0.23
	Within Groups	98.736	158	0.625			
	Total	103.805	163				
FACOTHER	Between Groups	5.217	5	1.043	1.330	.254	0.21
	Within Groups	123.972	158	0.785			
	Total	129.189	163				
OOCIDEAS	Between Groups	6.788	5	1.358	2.251	.052	0.27
	Within Groups	95.309	158	0.603			
	Total	102.098	163				
DIVRSTUD	Between Groups	5.148	5	1.030	1.232	.297	0.20
	Within Groups	132.096	158	0.836			
	Total	137.244	163				
DIFFSTU2	Between Groups	7.380	5	1.476	1.954	.088	0.25
	Within Groups	119.321	158	0.755			
	Total	126.701	163				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.23a CLQUEST Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.44	.247	.674
	Kappa Sigma	.12	.216	.997
	Pi Kappa Alpha	.02	.201	1.000
	Sigma Alpha Epsilon	-.03	.215	1.000
	Sigma Nu	-.58	.260	.419
Kappa Alpha	Alpha Tau Omega	-.44	.247	.674
	Kappa Sigma	-.32	.233	.864
	Pi Kappa Alpha	-.42	.219	.592
	Sigma Alpha Epsilon	-.47	.231	.527
	Sigma Nu	-1.02*	.274	.020
Kappa Sigma	Alpha Tau Omega	-.12	.216	.997
	Kappa Alpha	.32	.233	.864
	Pi Kappa Alpha	-.10	.183	.997
	Sigma Alpha Epsilon	-.15	.198	.988
	Sigma Nu	-.70	.247	.157
Pi Kappa Alpha	Alpha Tau Omega	-.02	.201	1.000
	Kappa Alpha	.42	.219	.592
	Kappa Sigma	.10	.183	.997
	Sigma Alpha Epsilon	-.05	.181	1.000
	Sigma Nu	-.60	.234	.260
Sigma Alpha Epsilon	Alpha Tau Omega	.03	.215	1.000
	Kappa Alpha	.47	.231	.527
	Kappa Sigma	.15	.198	.988
	Pi Kappa Alpha	.05	.181	1.000
	Sigma Nu	-.55	.246	.418
Sigma Nu	Alpha Tau Omega	.58	.260	.419
	Kappa Alpha	1.02*	.274	.020
	Kappa Sigma	.70	.247	.157
	Pi Kappa Alpha	.60	.234	.260
	Sigma Alpha Epsilon	.55	.246	.418

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.23b TUTOR Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.51	.268	.600
	Kappa Sigma	.28	.234	.921
	Pi Kappa Alpha	-.13	.218	.996
	Sigma Alpha Epsilon	.21	.232	.977
	Sigma Nu	-.24	.282	.980
Kappa Alpha	Alpha Tau Omega	-.51	.268	.600
	Kappa Sigma	-.23	.252	.973
	Pi Kappa Alpha	-.64	.237	.200
	Sigma Alpha Epsilon	-.31	.251	.914
	Sigma Nu	-.76	.297	.270
Kappa Sigma	Alpha Tau Omega	-.28	.234	.921
	Kappa Alpha	.23	.252	.973
	Pi Kappa Alpha	-.41	.198	.510
	Sigma Alpha Epsilon	-.07	.214	1.000
	Sigma Nu	-.52	.267	.577
Pi Kappa Alpha	Alpha Tau Omega	.13	.218	.996
	Kappa Alpha	.64	.237	.200
	Kappa Sigma	.41	.198	.510
	Sigma Alpha Epsilon	.34	.197	.704
	Sigma Nu	-.11	.253	.999
Sigma Alpha Epsilon	Alpha Tau Omega	-.21	.232	.977
	Kappa Alpha	.31	.251	.914
	Kappa Sigma	.07	.214	1.000
	Pi Kappa Alpha	-.34	.197	.704
	Sigma Nu	-.45	.266	.721
Sigma Nu	Alpha Tau Omega	.24	.282	.980
	Kappa Alpha	.76	.297	.270
	Kappa Sigma	.52	.267	.577
	Pi Kappa Alpha	.11	.253	.999
	Sigma Alpha Epsilon	.45	.266	.721

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.24 Engagement-Related Behaviors Items
Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
HRSSTUDY	Between Groups	41.702	5	8.340	3.228**	.009	0.33
	Within Groups	374.616	145	2.584			
	Total	416.318	150				
MISSCLS	Between Groups	18.290	5	3.658	1.244	.292	0.21
	Within Groups	426.320	145	2.940			
	Total	444.609	150				
CONSFREQ	Between Groups	1.784	5	0.357	0.454	.810	0.13
	Within Groups	113.209	144	0.786			
	Total	114.993	149				
CONSAMT	Between Groups	8.285	5	1.657	1.149	.338	0.21
	Within Groups	184.529	128	1.442			
	Total	192.813	133				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.24a HRSSTUDY Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-1.05	.545	.591
	Kappa Sigma	-1.34	.468	.152
	Pi Kappa Alpha	-.22	.444	.999
	Sigma Alpha Epsilon	-1.19	.474	.285
	Sigma Nu	-1.05	.566	.631
Kappa Alpha	Alpha Tau Omega	1.05	.545	.591
	Kappa Sigma	-.29	.495	.997
	Pi Kappa Alpha	.83	.472	.683
	Sigma Alpha Epsilon	-.14	.501	1.000
	Sigma Nu	.00	.588	1.000
Kappa Sigma	Alpha Tau Omega	1.34	.468	.152
	Kappa Alpha	.29	.495	.997
	Pi Kappa Alpha	1.12	.381	.128
	Sigma Alpha Epsilon	.15	.415	1.000
	Sigma Nu	.29	.518	.997
Pi Kappa Alpha	Alpha Tau Omega	.22	.444	.999
	Kappa Alpha	-.83	.472	.683
	Kappa Sigma	-1.12	.381	.128
	Sigma Alpha Epsilon	-.97	.388	.288
	Sigma Nu	-.83	.496	.727
Sigma Alpha Epsilon	Alpha Tau Omega	1.19	.474	.285
	Kappa Alpha	.14	.501	1.000
	Kappa Sigma	-.15	.415	1.000
	Pi Kappa Alpha	.97	.388	.288
	Sigma Nu	.14	.523	1.000
Sigma Nu	Alpha Tau Omega	1.05	.566	.631
	Kappa Alpha	.00	.588	1.000
	Kappa Sigma	-.29	.518	.997
	Pi Kappa Alpha	.83	.496	.727
	Sigma Alpha Epsilon	-.14	.523	1.000

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.25 College Activities Scales and Individual Items
Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
FSI	Between Groups	0.279	3	0.093	0.380	.768	0.06
	Within Groups	67.878	277	0.245			
	Total	68.157	280				
PCO	Between Groups	1.062	3	0.354	1.412	.240	0.12
	Within Groups	69.459	277	0.251			
	Total	70.521	280				
EDV	Between Groups	4.977	3	1.659	3.223*	.023	0.19
	Within Groups	142.592	277	0.515			
	Total	147.569	280				
ACE	Between Groups	1.991	3	0.664	2.890*	.036	0.18
	Within Groups	63.606	277	0.230			
	Total	65.597	280				
CLQUEST	Between Groups	0.911	3	0.304	0.536	.658	0.08
	Within Groups	156.968	277	0.567			
	Total	157.879	280				
CLPRESEN	Between Groups	4.191	3	1.397	2.249	.083	0.16
	Within Groups	172.051	277	0.621			
	Total	176.242	280				
REWROPAP	Between Groups	4.797	3	1.599	1.735	.160	0.14
	Within Groups	255.260	277	0.922			
	Total	260.057	280				
INTEGRAT	Between Groups	1.210	3	0.403	0.821	.483	0.09
	Within Groups	135.965	277	0.491			
	Total	137.174	280				
DIVCLASS	Between Groups	0.194	3	0.065	0.089	.966	0.03
	Within Groups	201.393	277	0.727			
	Total	201.587	280				
CLUNPREP	Between Groups	3.679	3	1.226	2.050	.107	0.15
	Within Groups	165.709	277	0.598			
	Total	169.388	280				
CLASSGRP	Between Groups	3.544	3	1.181	1.634	.182	0.13
	Within Groups	200.235	277	0.723			
	Total	203.779	280				
OCCGRP	Between Groups	0.779	3	0.260	0.437	.726	0.07
	Within Groups	164.445	277	0.594			
	Total	165.224	280				
INTIDEAS	Between Groups	0.679	3	0.226	0.361	.781	0.06
	Within Groups	173.762	277	0.627			
	Total	174.441	280				
TUTOR	Between Groups	2.768	3	0.923	1.251	.291	0.12
	Within Groups	204.250	277	0.737			
	Total	207.018	280				

Table B.25 College Activities Scales and Individual Items
Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
COMMPROJ	Between Groups	4.413	3	1.471	1.967	.119	0.15
	Within Groups	207.103	277	0.748			
	Total	211.516	280				
ITACADEM	Between Groups	1.476	3	0.492	0.445	.721	0.07
	Within Groups	306.275	277	1.106			
	Total	307.751	280				
EMAIL	Between Groups	0.242	3	0.081	0.205	.893	0.05
	Within Groups	109.040	277	0.394			
	Total	109.281	280				
FACGRADE	Between Groups	0.334	3	0.111	0.168	.918	0.04
	Within Groups	183.388	277	0.662			
	Total	183.722	280				
FACPLANS	Between Groups	1.686	3	0.562	0.585	.625	0.08
	Within Groups	266.250	277	0.961			
	Total	267.936	280				
FACIDEAS	Between Groups	0.328	3	0.109	0.158	.924	0.04
	Within Groups	191.295	277	0.691			
	Total	191.623	280				
FACFEED	Between Groups	0.220	3	0.073	0.151	.929	0.04
	Within Groups	134.776	277	0.487			
	Total	134.996	280				
WORKHARD	Between Groups	5.011	3	1.670	2.821*	.039	0.17
	Within Groups	164.007	277	0.592			
	Total	169.018	280				
FACOTHER	Between Groups	5.040	3	1.680	1.934	.124	0.14
	Within Groups	240.675	277	0.869			
	Total	245.715	280				
OOCIDEAS	Between Groups	3.143	3	1.048	1.676	.172	0.13
	Within Groups	173.163	277	0.625			
	Total	176.306	280				
DIVRSTUD	Between Groups	4.549	3	1.516	1.701	.167	0.14
	Within Groups	247.009	277	0.892			
	Total	251.559	280				
DIFFSTU2	Between Groups	8.485	3	2.828	3.849*	.010	0.20
	Within Groups	203.522	277	0.735			
	Total	212.007	280				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.25a Exposure to Diverse Views (EDV) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	.2063	.12216	.417
	Delta Delta Delta	.3836*	.12513	.026
	Kappa Delta	.2326	.11709	.269
Chi Omega	Alpha Omicron Pi	-.2063	.12216	.417
	Delta Delta Delta	.1773	.12599	.577
	Kappa Delta	.0263	.11801	.997
Delta Delta Delta	Alpha Omicron Pi	-.3836*	.12513	.026
	Chi Omega	-.1773	.12599	.577
	Kappa Delta	-.1509	.12107	.670
Kappa Delta	Alpha Omicron Pi	-.2326	.11709	.269
	Chi Omega	-.0263	.11801	.997
	Delta Delta Delta	.1509	.12107	.670

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.25b Academic Effort (ACE) Scale
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.1076	.08159	.629
	Delta Delta Delta	-.2364*	.08357	.048
	Kappa Delta	-.1614	.07820	.237
Chi Omega	Alpha Omicron Pi	.1076	.08159	.629
	Delta Delta Delta	-.1288	.08415	.505
	Kappa Delta	-.0538	.07881	.926
Delta Delta Delta	Alpha Omicron Pi	.2364*	.08357	.048
	Chi Omega	.1288	.08415	.505
	Kappa Delta	.0750	.08086	.835
Kappa Delta	Alpha Omicron Pi	.1614	.07820	.237
	Chi Omega	.0538	.07881	.926
	Delta Delta Delta	-.0750	.08086	.835

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.26 Engagement-Related Behaviors Items
Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
HRSSTUDY	Between Groups	24.196	3	8.065	2.793*	.041	0.18
	Within Groups	756.691	262	2.888			
	Total	780.887	265				
MISSCLS	Between Groups	10.751	3	3.584	1.455	.227	0.13
	Within Groups	645.429	262	2.463			
	Total	656.180	265				
CONSFREQ	Between Groups	15.647	3	5.216	10.802***	.000	0.35
	Within Groups	126.507	262	0.483			
	Total	142.154	265				
CONSAMT	Between Groups	10.850	3	3.617	4.445**	.005	0.24
	Within Groups	191.209	235	0.814			
	Total	202.059	238				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.26a HRSSTUDY Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.60	.295	.254
	Delta Delta Delta	-.23	.302	.906
	Kappa Delta	-.75	.285	.078
Chi Omega	Alpha Omicron Pi	.60	.295	.254
	Delta Delta Delta	.37	.306	.689
	Kappa Delta	-.15	.289	.964
Delta Delta Delta	Alpha Omicron Pi	.23	.302	.906
	Chi Omega	-.37	.306	.689
	Kappa Delta	-.52	.297	.377
Kappa Delta	Alpha Omicron Pi	.75	.285	.078
	Chi Omega	.15	.289	.964
	Delta Delta Delta	.52	.297	.377

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.26b CONSFREQ Item

Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.16	.121	.617
	Delta Delta Delta	-.65***	.124	.000
	Kappa Delta	-.09	.117	.882
Chi Omega	Alpha Omicron Pi	.16	.121	.617
	Delta Delta Delta	-.49**	.125	.002
	Kappa Delta	.07	.118	.957
Delta Delta Delta	Alpha Omicron Pi	.65***	.124	.000
	Chi Omega	.49**	.125	.002
	Kappa Delta	.56***	.121	.000
Kappa Delta	Alpha Omicron Pi	.09	.117	.882
	Chi Omega	-.07	.118	.957
	Delta Delta Delta	-.56***	.121	.000

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.26c CONSAMT Item

Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.10	.165	.946
	Delta Delta Delta	-.57**	.165	.009
	Kappa Delta	-.26	.163	.476
Chi Omega	Alpha Omicron Pi	.10	.165	.946
	Delta Delta Delta	-.47	.168	.055
	Kappa Delta	-.16	.165	.826
Delta Delta Delta	Alpha Omicron Pi	.57**	.165	.009
	Chi Omega	.47	.168	.055
	Kappa Delta	.31	.165	.326
Kappa Delta	Alpha Omicron Pi	.26	.163	.476
	Chi Omega	.16	.165	.826
	Delta Delta Delta	-.31	.165	.326

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.27 Semester End Cumulative Grade Point Averages (GPA) Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
SEMESTER 1	Between Groups	3.039	5	0.608	1.515	0.185	0.15
	Within Groups	131.596	328	0.401			
	Total	134.635	333				
SEMESTER 2	Between Groups	2.388	5	0.478	1.215	0.302	0.16
	Within Groups	95.091	242	0.393			
	Total	97.479	247				
SEMESTER 3	Between Groups	1.751	5	0.350	1.032	0.399	0.15
	Within Groups	82.812	244	0.339			
	Total	84.563	249				
SEMESTER 4	Between Groups	0.595	5	0.119	0.392	0.854	0.11
	Within Groups	47.963	158	0.304			
	Total	48.557	163				
SEMESTER 5	Between Groups	0.597	5	0.119	0.444	0.817	0.12
	Within Groups	41.621	155	0.269			
	Total	42.217	160				
SEMESTER 6	Between Groups	0.887	5	0.177	0.683	0.637	0.20
	Within Groups	21.819	84	0.260			
	Total	22.706	89				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.28 Semester End Cumulative Grade Point Averages (GPA) Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
SEMESTER 1	Between Groups	4.587	3	1.529	4.690**	.003	0.17
	Within Groups	153.889	472	0.326			
	Total	158.477	475				
SEMESTER 2	Between Groups	3.530	3	1.177	4.826**	.003	0.21
	Within Groups	80.211	329	0.244			
	Total	83.740	332				
SEMESTER 3	Between Groups	2.456	3	0.819	3.833*	.010	0.19
	Within Groups	70.918	332	0.214			
	Total	73.374	335				
SEMESTER 4	Between Groups	1.350	3	0.450	2.137	.096	0.17
	Within Groups	47.578	226	0.211			
	Total	48.928	229				
SEMESTER 5	Between Groups	1.128	3	0.376	1.671	.174	0.15
	Within Groups	49.058	218	0.225			
	Total	50.187	221				
SEMESTER 6	Between Groups	1.177	3	0.392	1.826	.147	0.23
	Within Groups	23.206	108	0.215			0.17
	Total	24.383	111				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.28a SEMESTER 1 GPA Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	.0633	.07704	.879
	Delta Delta Delta	.2205*	.07602	.039
	Kappa Delta	-.0253	.07774	.991
Chi Omega	Alpha Omicron Pi	-.0633	.07704	.879
	Delta Delta Delta	.1572	.07113	.182
	Kappa Delta	-.0886	.07297	.688
Delta Delta Delta	Alpha Omicron Pi	-.2205*	.07602	.039
	Chi Omega	-.1572	.07113	.182
	Kappa Delta	-.2458**	.07189	.009
Kappa Delta	Alpha Omicron Pi	.0253	.07774	.991
	Chi Omega	.0886	.07297	.688
	Delta Delta Delta	.2458**	.07189	.009

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.28b SEMESTER 2 GPA Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	.0191	.07901	.996
	Delta Delta Delta	.2172*	.07721	.050
	Kappa Delta	-.0402	.07923	.968
Chi Omega	Alpha Omicron Pi	-.0191	.07901	.996
	Delta Delta Delta	.1981	.07432	.071
	Kappa Delta	-.0593	.07642	.896
Delta Delta Delta	Alpha Omicron Pi	-.2172*	.07721	.050
	Chi Omega	-.1981	.07432	.071
	Kappa Delta	-.2575**	.07456	.008
Kappa Delta	Alpha Omicron Pi	.0402	.07923	.968
	Chi Omega	.0593	.07642	.896
	Delta Delta Delta	.2575**	.07456	.008

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.28c SEMESTER 3 GPA Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.0055	.07375	1.000
	Delta Delta Delta	.1527	.07194	.214
	Kappa Delta	-.0721	.07416	.815
Chi Omega	Alpha Omicron Pi	.0055	.07375	1.000
	Delta Delta Delta	.1583	.06900	.156
	Kappa Delta	-.0665	.07132	.833
Delta Delta Delta	Alpha Omicron Pi	-.1527	.07194	.214
	Chi Omega	-.1583	.06900	.156
	Kappa Delta	-.2248*	.06944	.016
Kappa Delta	Alpha Omicron Pi	.0721	.07416	.815
	Chi Omega	.0665	.07132	.833
	Delta Delta Delta	.2248*	.06944	.016

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.29 Educational and Personal Growth Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
PSD	Between Groups	3.495	5	0.699	2.269	0.051	0.28
	Within Groups	46.215	150	0.308			
	Total	49.710	155				
PRC	Between Groups	2.462	5	0.492	1.411	0.223	0.22
	Within Groups	52.347	150	0.349			
	Total	54.809	155				
GED	Between Groups	3.980	5	0.796	1.994	0.083	0.26
	Within Groups	59.881	150	0.399			
	Total	63.860	155				
GNGENLED	Between Groups	3.376	5	0.675	1.575	0.170	0.23
	Within Groups	64.290	150	0.429			
	Total	67.667	155				
GNWORK	Between Groups	1.987	5	0.397	0.630	0.677	0.14
	Within Groups	94.679	150	0.631			
	Total	96.667	155				
GNWRITE	Between Groups	8.218	5	1.644	2.666*	0.024	0.30
	Within Groups	92.468	150	0.616			
	Total	100.686	155				
GNSPEAK	Between Groups	2.296	5	0.459	0.595	0.704	0.14
	Within Groups	115.723	150	0.771			
	Total	118.019	155				
GNANALY	Between Groups	2.677	5	0.535	0.982	0.431	0.18
	Within Groups	81.759	150	0.545			
	Total	84.436	155				
GNQUANT	Between Groups	2.183	5	0.437	0.564	0.728	0.14
	Within Groups	116.176	150	0.775			
	Total	118.359	155				
GNCMPTS	Between Groups	8.386	5	1.677	2.238	0.053	0.27
	Within Groups	112.384	150	0.749			
	Total	120.769	155				
GNOTHERS	Between Groups	6.154	5	1.231	1.826	0.111	0.25
	Within Groups	101.096	150	0.674			
	Total	107.250	155				
GNCITIZN	Between Groups	8.412	5	1.682	1.918	0.095	0.25
	Within Groups	131.588	150	0.877			
	Total	140.000	155				
GNINQ	Between Groups	5.704	5	1.141	1.815	0.113	0.25
	Within Groups	94.270	150	0.628			
	Total	99.974	155				

Table B.29 Educational and Personal Growth Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
GNSELF	Between Groups	5.734	5	1.147	1.597	0.164	0.23
	Within Groups	107.702	150	0.718			
	Total	113.436	155				
GNDIVERS	Between Groups	3.785	5	0.757	0.925	0.467	0.18
	Within Groups	122.804	150	0.819			
	Total	126.590	155				
GNPROBSV	Between Groups	3.910	5	0.782	1.146	0.338	0.20
	Within Groups	102.315	150	0.682			
	Total	106.224	155				
GNETHICS	Between Groups	5.348	5	1.070	1.583	0.168	0.23
	Within Groups	101.345	150	0.676			
	Total	106.692	155				
GNCOMMUN	Between Groups	5.846	5	1.169	1.674	0.144	0.24
	Within Groups	104.744	150	0.698			
	Total	110.590	155				
GNSPIRIT	Between Groups	6.792	5	1.358	1.455	0.208	0.22
	Within Groups	140.048	150	0.934			
	Total	146.840	155				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.29a GNWRITE Item

Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.01	.256	1.000
	Kappa Sigma	-.09	.222	.999
	Pi Kappa Alpha	-.22	.209	.956
	Sigma Alpha Epsilon	-.62	.223	.182
	Sigma Nu	-.50	.271	.638
Kappa Alpha	Alpha Tau Omega	.00	.256	1.000
	Kappa Sigma	-.10	.237	.999
	Pi Kappa Alpha	-.22	.225	.962
	Sigma Alpha Epsilon	-.63	.238	.233
	Sigma Nu	-.51	.283	.667
Kappa Sigma	Alpha Tau Omega	.09	.222	.999
	Kappa Alpha	.10	.237	.999
	Pi Kappa Alpha	-.12	.185	.994
	Sigma Alpha Epsilon	-.53	.201	.238
	Sigma Nu	-.41	.253	.761
Pi Kappa Alpha	Alpha Tau Omega	.22	.209	.956
	Kappa Alpha	.22	.225	.962
	Kappa Sigma	.12	.185	.994
	Sigma Alpha Epsilon	-.40	.187	.462
	Sigma Nu	-.28	.242	.925
Sigma Alpha Epsilon	Alpha Tau Omega	.62	.223	.182
	Kappa Alpha	.63	.238	.233
	Kappa Sigma	.53	.201	.238
	Pi Kappa Alpha	.40	.187	.462
	Sigma Nu	.12	.254	.999
Sigma Nu	Alpha Tau Omega	.50	.271	.638
	Kappa Alpha	.51	.283	.667
	Kappa Sigma	.41	.253	.761
	Pi Kappa Alpha	.28	.242	.925
	Sigma Alpha Epsilon	-.12	.254	.999

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.30 Educational and Personal Growth Scales and Individual Items Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
PSD	Between Groups	2.671	3	0.890	2.129	.097	0.15
	Within Groups	111.644	267	0.418			
	Total	114.315	270				
PRC	Between Groups	0.565	3	0.188	0.567	.637	0.08
	Within Groups	88.674	267	0.332			
	Total	89.238	270				
GED	Between Groups	0.601	3	0.200	0.501	.682	0.08
	Within Groups	106.659	267	0.399			
	Total	107.260	270				
GNGENLED	Between Groups	3.310	3	1.103	2.531	.058	0.17
	Within Groups	116.402	267	0.436			
	Total	119.712	270				
GNWORK	Between Groups	5.584	3	1.861	2.608	.052	0.17
	Within Groups	190.556	267	0.714			
	Total	196.140	270				
GNWRITE	Between Groups	0.215	3	0.072	0.112	.953	0.04
	Within Groups	170.634	267	0.639			
	Total	170.849	270				
GNSPEAK	Between Groups	0.441	3	0.147	0.199	.897	0.05
	Within Groups	197.293	267	0.739			
	Total	197.734	270				
GNANALY	Between Groups	0.053	3	0.018	0.043	.988	0.02
	Within Groups	110.434	267	0.414			
	Total	110.487	270				
GNQUANT	Between Groups	0.145	3	0.048	0.063	.979	0.03
	Within Groups	204.630	267	0.766			
	Total	204.775	270				
GNCMPTS	Between Groups	2.428	3	0.809	0.968	.408	0.10
	Within Groups	223.314	267	0.836			
	Total	225.742	270				
GNOTHERS	Between Groups	0.238	3	0.079	0.121	.947	0.04
	Within Groups	174.618	267	0.654			
	Total	174.856	270				
GNCITIZN	Between Groups	4.257	3	1.419	1.358	.256	0.12
	Within Groups	278.961	267	1.045			
	Total	283.218	270				
GNINQ	Between Groups	3.398	3	1.133	1.843	.140	0.14
	Within Groups	164.107	267	0.615			
	Total	167.506	270				
GNSELF	Between Groups	2.506	3	0.835	1.170	.322	0.11
	Within Groups	190.601	267	0.714			
	Total	193.107	270				

Table B.30 Educational and Personal Growth Scales and Individual Items Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
GNDIVERS	Between Groups	2.653	3	0.884	1.003	.392	0.11
	Within Groups	235.391	267	0.882			
	Total	238.044	270				
GNPROBSV	Between Groups	1.580	3	0.527	0.718	.542	0.09
	Within Groups	195.814	267	0.733			
	Total	197.395	270				
GNETHICS	Between Groups	4.189	3	1.396	1.669	.174	0.14
	Within Groups	223.338	267	0.836			
	Total	227.528	270				
GNCOMMUN	Between Groups	2.575	3	0.858	1.004	.391	0.11
	Within Groups	228.259	267	0.855			
	Total	230.834	270				
GNSPIRIT	Between Groups	5.946	3	1.982	1.884	.133	0.15
	Within Groups	280.829	267	1.052			
	Total	286.775	270				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31 Interpersonal and Practical Competencies Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
IRS	Between Groups	4.068	5	0.814	1.830	.110	0.25
	Within Groups	65.348	147	0.445			
	Total	69.415	152				
INC	Between Groups	3.677	5	0.735	2.174	.060	0.27
	Within Groups	49.724	147	0.338			
	Total	53.402	152				
PDS	Between Groups	9.271	5	1.854	3.157*	.010	0.33
	Within Groups	86.347	147	0.587			
	Total	95.618	152				
LDS	Between Groups	2.607	5	0.521	0.859	.510	0.17
	Within Groups	89.176	147	0.607			
	Total	91.782	152				
PERMTNEW	Between Groups	2.640	5	0.528	0.867	.505	0.17
	Within Groups	89.569	147	0.609			
	Total	92.209	152				
PERCLOSE	Between Groups	5.289	5	1.058	1.504	.192	0.23
	Within Groups	103.391	147	0.703			
	Total	108.680	152				

Table B.31 Interpersonal and Practical Competencies Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
PERCOOP	Between Groups	6.507	5	1.301	2.304*	.047	0.28
	Within Groups	83.022	147	0.565			
	Total	89.529	152				
PERTRAN	Between Groups	3.139	5	0.628	1.172	.326	0.20
	Within Groups	78.757	147	0.536			
	Total	81.895	152				
PEREFFS	Between Groups	8.984	5	1.797	2.489*	.034	0.29
	Within Groups	106.127	147	0.722			
	Total	115.111	152				
PERDEFPP	Between Groups	3.893	5	0.779	1.249	.289	0.21
	Within Groups	91.650	147	0.623			
	Total	95.542	152				
PERSOLPP	Between Groups	10.767	5	2.153	3.412**	.006	0.34
	Within Groups	92.763	147	0.631			
	Total	103.529	152				
PERMANCON	Between Groups	6.149	5	1.230	1.895	.099	0.25
	Within Groups	95.380	147	0.649			
	Total	101.529	152				
PERMOTIV	Between Groups	4.140	5	0.828	1.235	.296	0.20
	Within Groups	98.540	147	0.670			
	Total	102.680	152				
PERTRUST	Between Groups	2.050	5	0.410	0.619	.686	0.15
	Within Groups	97.453	147	0.663			
	Total	99.503	152				
PERLIST	Between Groups	4.211	5	0.842	1.375	.237	0.22
	Within Groups	90.025	147	0.612			
	Total	94.235	152				
PERUNDER	Between Groups	6.195	5	1.239	1.675	.144	0.24
	Within Groups	108.720	147	0.740			
	Total	114.915	152				
PERPOTNET	Between Groups	8.921	5	1.784	2.506*	.033	0.29
	Within Groups	104.660	147	0.712			
	Total	113.582	152				

Table B.31 Interpersonal and Practical Competencies Scales and Individual Items Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
PERENGFAC	Between Groups	1.480	5	0.296	0.367	.870	0.11
	Within Groups	118.520	147	0.806			
	Total	120.000	152				
PERRESP	Between Groups	2.704	5	0.541	0.806	.547	0.17
	Within Groups	98.682	147	0.671			
	Total	101.386	152				
PERMANFIN	Between Groups	1.663	5	0.333	0.304	.910	0.10
	Within Groups	161.016	147	1.095			
	Total	162.680	152				
PERORGEV	Between Groups	7.695	5	1.539	1.429	.217	0.22
	Within Groups	158.279	147	1.077			
	Total	165.974	152				
PERMEET	Between Groups	5.231	5	1.046	1.032	.401	0.19
	Within Groups	148.979	147	1.013			
	Total	154.209	152				
PERACTIV	Between Groups	6.688	5	1.338	1.446	.211	0.22
	Within Groups	135.992	147	0.925			
	Total	142.680	152				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31a Personal Development Skills (PDS) Scale
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.3204	.25587	.904
	Kappa Sigma	-.2844	.22330	.898
	Pi Kappa Alpha	-.3120	.21190	.825
	Sigma Alpha Epsilon	-.8096*	.22471	.028
	Sigma Nu	-.5620	.26995	.505
Kappa Alpha	Alpha Tau Omega	.3204	.25587	.904
	Kappa Sigma	.0361	.23130	1.000
	Pi Kappa Alpha	.0084	.22031	1.000
	Sigma Alpha Epsilon	-.4892	.23266	.493
	Sigma Nu	-.2416	.27660	.979
Kappa Sigma	Alpha Tau Omega	.2844	.22330	.898
	Kappa Alpha	-.0361	.23130	1.000
	Pi Kappa Alpha	-.0276	.18148	1.000
	Sigma Alpha Epsilon	-.5253	.19629	.216
	Sigma Nu	-.2776	.24679	.938
Pi Kappa Alpha	Alpha Tau Omega	.3120	.21190	.825
	Kappa Alpha	-.0084	.22031	1.000
	Kappa Sigma	.0276	.18148	1.000
	Sigma Alpha Epsilon	-.4976	.18321	.201
	Sigma Nu	-.2500	.23652	.952
Sigma Alpha Epsilon	Alpha Tau Omega	.8096*	.22471	.028
	Kappa Alpha	.4892	.23266	.493
	Kappa Sigma	.5253	.19629	.216
	Pi Kappa Alpha	.4976	.18321	.201
	Sigma Nu	.2476	.24807	.962
Sigma Nu	Alpha Tau Omega	.5620	.26995	.505
	Kappa Alpha	.2416	.27660	.979
	Kappa Sigma	.2776	.24679	.938
	Pi Kappa Alpha	.2500	.23652	.952
	Sigma Alpha Epsilon	-.2476	.24807	.962

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31b PERCOOP Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.21	.251	.982
	Kappa Sigma	-.60	.219	.197
	Pi Kappa Alpha	-.14	.208	.994
	Sigma Alpha Epsilon	-.44	.220	.543
	Sigma Nu	-.42	.265	.765
Kappa Alpha	Alpha Tau Omega	.21	.251	.982
	Kappa Sigma	-.39	.227	.713
	Pi Kappa Alpha	.07	.216	1.000
	Sigma Alpha Epsilon	-.23	.228	.958
	Sigma Nu	-.21	.271	.987
Kappa Sigma	Alpha Tau Omega	.60	.219	.197
	Kappa Alpha	.39	.227	.713
	Pi Kappa Alpha	.46	.178	.255
	Sigma Alpha Epsilon	.15	.192	.986
	Sigma Nu	.17	.242	.992
Pi Kappa Alpha	Alpha Tau Omega	.14	.208	.994
	Kappa Alpha	-.07	.216	1.000
	Kappa Sigma	-.46	.178	.255
	Sigma Alpha Epsilon	-.30	.180	.719
	Sigma Nu	-.29	.232	.910
Sigma Alpha Epsilon	Alpha Tau Omega	.44	.220	.543
	Kappa Alpha	.23	.228	.958
	Kappa Sigma	-.15	.192	.986
	Pi Kappa Alpha	.30	.180	.719
	Sigma Nu	.02	.243	1.000
Sigma Nu	Alpha Tau Omega	.42	.265	.765
	Kappa Alpha	.21	.271	.987
	Kappa Sigma	-.17	.242	.992
	Pi Kappa Alpha	.29	.232	.910
	Sigma Alpha Epsilon	-.02	.243	1.000

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31c PEREFFS Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.22	.284	.988
	Kappa Sigma	-.50	.248	.546
	Pi Kappa Alpha	-.18	.235	.989
	Sigma Alpha Epsilon	-.47	.249	.619
	Sigma Nu	-.44	.299	.826
Kappa Alpha	Alpha Tau Omega	-.22	.284	.988
	Kappa Sigma	-.72	.256	.174
	Pi Kappa Alpha	-.40	.244	.753
	Sigma Alpha Epsilon	-.69	.258	.219
	Sigma Nu	-.66	.307	.466
Kappa Sigma	Alpha Tau Omega	.50	.248	.546
	Kappa Alpha	.72	.256	.174
	Pi Kappa Alpha	.32	.201	.773
	Sigma Alpha Epsilon	.03	.218	1.000
	Sigma Nu	.06	.274	1.000
Pi Kappa Alpha	Alpha Tau Omega	.18	.235	.989
	Kappa Alpha	.40	.244	.753
	Kappa Sigma	-.32	.201	.773
	Sigma Alpha Epsilon	-.29	.203	.842
	Sigma Nu	-.26	.262	.962
Sigma Alpha Epsilon	Alpha Tau Omega	.47	.249	.619
	Kappa Alpha	.69	.258	.219
	Kappa Sigma	-.03	.218	1.000
	Pi Kappa Alpha	.29	.203	.842
	Sigma Nu	.03	.275	1.000
Sigma Nu	Alpha Tau Omega	.44	.299	.826
	Kappa Alpha	.66	.307	.466
	Kappa Sigma	-.06	.274	1.000
	Pi Kappa Alpha	.26	.262	.962
	Sigma Alpha Epsilon	-.03	.275	1.000

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31d PERSOLPP Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	-.05	.265	1.000
	Kappa Sigma	-.39	.231	.735
	Pi Kappa Alpha	-.25	.220	.939
	Sigma Alpha Epsilon	-.81*	.233	.038
	Sigma Nu	-.36	.280	.888
Kappa Alpha	Alpha Tau Omega	.05	.265	1.000
	Kappa Sigma	-.34	.240	.853
	Pi Kappa Alpha	-.20	.228	.981
	Sigma Alpha Epsilon	-.76	.241	.082
	Sigma Nu	-.32	.287	.943
Kappa Sigma	Alpha Tau Omega	.39	.231	.735
	Kappa Alpha	.34	.240	.853
	Pi Kappa Alpha	.14	.188	.990
	Sigma Alpha Epsilon	-.43	.203	.496
	Sigma Nu	.02	.256	1.000
Pi Kappa Alpha	Alpha Tau Omega	.25	.220	.939
	Kappa Alpha	.20	.228	.981
	Kappa Sigma	-.14	.188	.990
	Sigma Alpha Epsilon	-.57	.190	.120
	Sigma Nu	-.12	.245	.999
Sigma Alpha Epsilon	Alpha Tau Omega	.81*	.233	.038
	Kappa Alpha	.76	.241	.082
	Kappa Sigma	.43	.203	.496
	Pi Kappa Alpha	.57	.190	.120
	Sigma Nu	.45	.257	.695
Sigma Nu	Alpha Tau Omega	.36	.280	.888
	Kappa Alpha	.32	.287	.943
	Kappa Sigma	-.02	.256	1.000
	Pi Kappa Alpha	.12	.245	.999
	Sigma Alpha Epsilon	-.45	.257	.695

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.31e PERPOTNET Item
Scheffe Post Hoc Test – Interfraternity Council Fraternities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Tau Omega	Kappa Alpha	.12	.282	.999
	Kappa Sigma	-.40	.246	.759
	Pi Kappa Alpha	-.50	.233	.465
	Sigma Alpha Epsilon	-.59	.247	.337
	Sigma Nu	-.38	.297	.892
Kappa Alpha	Alpha Tau Omega	-.12	.282	.999
	Kappa Sigma	-.52	.255	.532
	Pi Kappa Alpha	-.62	.243	.259
	Sigma Alpha Epsilon	-.71	.256	.177
	Sigma Nu	-.50	.305	.739
Kappa Sigma	Alpha Tau Omega	.40	.246	.759
	Kappa Alpha	.52	.255	.532
	Pi Kappa Alpha	-.11	.200	.998
	Sigma Alpha Epsilon	-.20	.216	.975
	Sigma Nu	.01	.272	1.000
Pi Kappa Alpha	Alpha Tau Omega	.50	.233	.465
	Kappa Alpha	.62	.243	.259
	Kappa Sigma	.11	.200	.998
	Sigma Alpha Epsilon	-.09	.202	.999
	Sigma Nu	.12	.260	.999
Sigma Alpha Epsilon	Alpha Tau Omega	.59	.247	.337
	Kappa Alpha	.71	.256	.177
	Kappa Sigma	.20	.216	.975
	Pi Kappa Alpha	.09	.202	.999
	Sigma Nu	.21	.273	.988
Sigma Nu	Alpha Tau Omega	.38	.297	.892
	Kappa Alpha	.50	.305	.739
	Kappa Sigma	-.01	.272	1.000
	Pi Kappa Alpha	-.12	.260	.999
	Sigma Alpha Epsilon	-.21	.273	.988

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.32 Interpersonal and Practical Competencies Scales and Individual Items Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
IRS	Between Groups	1.929	3	0.643	1.502	.214	0.13
	Within Groups	112.144	262	0.428			
	Total	114.074	265				
INC	Between Groups	1.601	3	0.534	1.469	.223	0.13
	Within Groups	95.133	262	0.363			
	Total	96.734	265				
PDS	Between Groups	4.000	3	1.333	2.297	.078	0.16
	Within Groups	152.038	262	0.580			
	Total	156.038	265				
LDS	Between Groups	1.769	3	0.590	0.967	.409	0.11
	Within Groups	159.721	262	0.610			
	Total	161.491	265				
PERMTNEW	Between Groups	1.551	3	0.517	0.748	.524	0.09
	Within Groups	181.066	262	0.691			
	Total	182.617	265				
PERCLOSE	Between Groups	3.862	3	1.287	1.919	.127	0.15
	Within Groups	175.717	262	0.671			
	Total	179.579	265				
PERCOOP	Between Groups	0.916	3	0.305	0.620	.603	0.08
	Within Groups	129.024	262	0.492			
	Total	129.940	265				
PERTRAN	Between Groups	2.566	3	0.855	1.541	.204	0.13
	Within Groups	145.408	262	0.555			
	Total	147.974	265				
PEREFFS	Between Groups	3.414	3	1.138	1.698	.168	0.14
	Within Groups	175.639	262	0.670			
	Total	179.053	265				
PERDEFPP	Between Groups	3.790	3	1.263	1.828	.142	0.14
	Within Groups	181.116	262	0.691			
	Total	184.906	265				
PERSOLPP	Between Groups	4.623	3	1.541	2.242	.084	0.16
	Within Groups	180.099	262	0.687			
	Total	184.722	265				
PERMANCON	Between Groups	1.364	3	0.455	0.697	.555	0.09
	Within Groups	171.030	262	0.653			
	Total	172.395	265				
PERMOTIV	Between Groups	9.749	3	3.250	5.056**	.002	0.24
	Within Groups	168.402	262	0.643			
	Total	178.150	265				
PERTRUST	Between Groups	1.863	3	0.621	0.864	.461	0.10
	Within Groups	188.397	262	0.719			
	Total	190.259	265				

Table B.32 Interpersonal and Practical Competencies Scales and Individual Items Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
PERLIST	Between Groups	0.292	3	0.097	0.171	.916	0.04
	Within Groups	149.050	262	0.569			
	Total	149.342	265				
PERUNDER	Between Groups	3.531	3	1.177	1.684	.171	0.14
	Within Groups	183.120	262	0.699			
	Total	186.650	265				
PERPOTNET	Between Groups	2.544	3	0.848	1.063	.365	0.11
	Within Groups	209.110	262	0.798			
	Total	211.654	265				
PERSTUDY	Between Groups	5.322	3	1.774	2.532	.058	0.17
	Within Groups	183.584	262	0.701			
	Total	188.906	265				
PERPRIOR	Between Groups	2.971	3	0.990	1.515	.211	0.13
	Within Groups	171.289	262	0.654			
	Total	174.259	265				
PERENGFAC	Between Groups	0.446	3	0.149	0.164	.920	0.04
	Within Groups	236.942	262	0.904			
	Total	237.387	265				
PERRESP	Between Groups	4.161	3	1.387	1.991	.116	0.15
	Within Groups	182.490	262	0.697			
	Total	186.650	265				
PERMANFIN	Between Groups	5.441	3	1.814	1.973	.118	0.15
	Within Groups	240.819	262	0.919			
	Total	246.259	265				
PERORGEV	Between Groups	5.796	3	1.932	1.962	.120	0.15
	Within Groups	257.963	262	0.985			
	Total	263.759	265				
PERMEET	Between Groups	1.936	3	0.645	0.541	.655	0.08
	Within Groups	312.575	262	1.193			
	Total	314.511	265				
PERACTIV	Between Groups	2.207	3	0.736	0.724	.538	0.09
	Within Groups	266.108	262	1.016			
	Total	268.316	265				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.32a PERMOTIV Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	-.21	.139	.507
	Delta Delta Delta	-.40	.143	.054
	Kappa Delta	-.49**	.135	.005
Chi Omega	Alpha Omicron Pi	.21	.139	.507
	Delta Delta Delta	-.18	.144	.651
	Kappa Delta	-.28	.136	.244
Delta Delta Delta	Alpha Omicron Pi	.40	.143	.054
	Chi Omega	.18	.144	.651
	Kappa Delta	-.09	.140	.928
Kappa Delta	Alpha Omicron Pi	.49**	.135	.005
	Chi Omega	.28	.136	.244
	Delta Delta Delta	.09	.140	.928

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.33 Outcome Behavior Items
Analysis of Variance – Interfraternity Council Fraternities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
HRSSERV	Between Groups	19.194	5	3.839	2.179	.060	0.27
	Within Groups	255.495	145	1.762			
	Total	274.689	150				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.34 Engagement-Related Behaviors Items
Analysis of Variance – Panhellenic Council Sororities

Item		Sum of Squares	*df*	Mean Square	*F*	Sig.	Cohen's *f*
HRSSERV	Between Groups	28.168	3	9.389	3.796*	.011	0.21
	Within Groups	647.987	262	2.473			
	Total	676.154	265				

* $p < .05$, ** $p < .01$, *** $p < .001$

Table B.34a HRSSERV Item
Scheffe Post Hoc Test – Panhellenic Council Sororities

Society	Society	Mean Difference	Std. Error	Sig.
Alpha Omicron Pi	Chi Omega	.85*	.273	.023
	Delta Delta Delta	.09	.280	.990
	Kappa Delta	.31	.264	.719
Chi Omega	Alpha Omicron Pi	-.85*	.273	.023
	Delta Delta Delta	-.76	.283	.070
	Kappa Delta	-.54	.267	.251
Delta Delta Delta	Alpha Omicron Pi	-.09	.280	.990
	Chi Omega	.76	.283	.070
	Kappa Delta	.21	.274	.897
Kappa Delta	Alpha Omicron Pi	-.31	.264	.719
	Chi Omega	.54	.267	.251
	Delta Delta Delta	-.21	.274	.897

* $p < .05$, ** $p < .01$, *** $p < .001$

Table C. Factor Loadings – College Activities Items (Kuh, 2004)

	Faculty-Student Interaction	Peer Cooperation	Exposure to Diverse Ideas	Academic Effort	
FACIDEAS	0.751				
FACPLANS	0.741				
FACOTHER	0.595				
FACGRADE	0.572				
FACFEED	0.472				
TUTOR	0.358				
CLQUEST	0.347				
EMAIL	0.336				
OCCGRP		0.700			
CLPRESEN		0.523			
CLASSGRP		0.493			
INTIDEAS		0.377			
ITACADEM		0.312			
COMMPROJ		0.249			
DIFFSTU2			0.895		
DIVRSTUD			0.826		
OOCIDEAS			0.287		
REWROPAP				0.594	
INTEGRAT				0.505	
CLUNPREP				-0.422	
DIVCLASS				0.360	
WORKHARD				0.335	Total
% Variance Explained	25.8	6.9	6.1	5.7	44.6

Table C.2 Reliability Coefficients and Inter-correlations

Faculty-Student Interaction (FSI) Scale — Cronbach's α = .77								
	CLQUEST	TUTOR	EMAIL	FACGRADE	FACPLANS	FACIDEAS	FACFEED	FACOTHER
CLQUEST	1.00							
TUTOR	.14	1.00						
EMAIL	.30	.14	1.00					
FACGRADE	.30	.20	.47	1.00				
FACPLANS	.27	.25	.36	.50	1.00			
FACIDEAS	.33	.28	.26	.43	.49	1.00		
FACFEED	.22	.13	.25	.33	.29	.33	1.00	
FACOTHER	.23	.27	.21	.29	.38	.38	.23	1.00
Peer Cooperation (PCO) Scale — Cronbach's α = .64								
	OCCGRP	CLPRESEN	CLASSGRP	INITIDEAS	ITACADEM	COMMPROJ		
OCCGRP	1.00							
CLPRESEN	.26	1.00						
CLASSGRP	.38	.29	1.00					
INITIDEAS	.27	.30	.23	1.00				
ITACADEM	.18	.15	.23	.26	1.00			
COMMPROJ	.19	.22	.18	.22	.49	1.00		
Academic Effort (ACE) Scale — Cronbach's α = .56								
	REWROPAP	INTEGRAT	CLUNPREP	DIVCLASS	WORKHARD			
REWROPAP	1.00							
INTEGRAT	.30	1.00						
CLUNPREP	.13	- .04	1.00					
DIVCLASS	.24	.44	-.02	1.00				
WORKHARD	.30	.29	.09	.25	1.00			
Exposure to Diverse Views (EDV) Scale — Cronbach's α = .75								
	DIFFSTU2	DIVRSTUD	OOCIDEAS					
DIFFSTU2	1.00							
DIVRSTUD	0.65	1.00						
OOCIDEAS	0.46	0.39	1.00					

Table C.3 Factor Loadings – Educational and Personal Growth Items (Kuh, 2004)

	Personal-Social Development	Practical Competence	General Education	
GNETHICS	0.879			
GNSELF	0.771			
GNDIVERS	0.711			
GNCOMMUN	0.706			
GNPROBSV	0.584			
GNINQ	0.390			
GNCITIZN	0.390			
GNQUANT		0.808		
GNCMPTS		0.733		
GNWORK		0.425		
GNANALY		0.407		
GNOTHERS		0.396		
GNWRITE			0.994	
GNSPEAK			0.673	
GNGENLED			0.372	Total
% Variance Explained	41.7	8.8	6.8	57.3

Table C.4 Reliability Coefficients and Inter-correlations

Personal-Social Development (PSD) Scale — Cronbach's α = .84								
	GNCITIZN	GNINQ	GNSELF	GNDIVERS	GNPROBSV	GNETHICS	GNCOMMUN	GNSPIRIT
GNCITIZN	1.00							
GNINQ	.30	1.00						
GNSELF	.28	.50	1.00					
GNDIVERS	.35	.36	.48	1.00				
GNPROBSV	.36	.41	.45	.51	1.00			
GNETHICS	.29	.40	.55	.47	.47	1.00		
GNCOMMUN	.35	.33	.35	.38	.47	.46	1.00	
GNSPIRIT	.31	.26	.37	.39	.36	.44	.44	1.00
Practical Competence (PRC) Scale — Cronbach's α = .74								
	GNQUANT	GNCMPTS	GNWORK	GNANALY	GNOTHERS			
GNQUANT	1.00							
GNCMPTS	.50	1.00						
GNWORK	.33	.30	1.00					
GNANALY	.40	.28	.33	1.00				
GNOTHERS	.35	.47	.32	.38	1.00			
General Education (GED) Scale — Cronbach's α = .75								
	GNWRITE	GNSPEAK	GNGENLED					
GNWRITE	1.00							
GNSPEAK	.61	1.00						
GNGENLED	.47	.39	1.00					

Table C.5 Reliability Coefficients and Inter-correlations

Interpersonal Relationship Skills (IRS) Scale — Cronbach's α = .90					
	PERMETNEW	PERCLOSE	PERCOOP	PERTRAN	PEREFFS
PERMETNEW	1.00				
PERCLOSE	.61	1.00			
PERCOOP	.56	.61	1.00		
PERTRAN	.62	.62	.67	1.00	
PEREFFS	.65	.63	.60	.81	1.00

Interpersonal Competence (INC) Scale — Cronbach's α = .83									
	PERDEFPP	PERSOLPP	PERMANCON	PERMOTIV	PERTRUST	PERLIST	PERUNDER	PERPOTNET	PERENGFAC
PERDEFPP	1.00								
PERSOLPP	.85	1.00							
PERMANCON	.65	.70	1.00						
PERMOPTIV	.55	.57	.63	1.00					
PERTRUST	.52	.54	.54	.62	1.00				
PERLIST	.52	.51	.54	.57	.57	1.00			
PERUNDER	.54	.54	.52	.57	.49	.62	1.00		
PERPOTNET	.39	.41	.40	.49	.40	.41	.40	1.00	
PERENGFAC	.25	.26	.29	.29	.23	.30	.24	.32	1.00

Personal Development Skills (PDS) Scale — Cronbach's α = .83		
	PERSTUDY	PERPRIOR
PERSTUDY	1.00	
PERPRIOR	.72	1.00

Leadership Skills (LDS) Scale — Cronbach's α = .86					
	PERRESP	PERMANFIN	PERORGEV	PERMEET	PERACTIV
PERRESP	1.00				
PERMANFIN	.42	1.00			
PERORGEV	.59	.41	1.00		
PERMEET	.57	.35	.81	1.00	
PERACTIV	.52	.33	.78	.77	1.00

Table C.6 Reliability Coefficients and Inter-correlations

Academic Effects (AAE) Scale — Cronbach's α = .85							
	EFFACD	EFFSTUDY	EFFCOMPL				
EFFACAD	1.00						
EFFSTUDY	.74	1.00					
EFFCOMPL	.63	.57	1.00				
Personal Development Effects (PDE) Scale — Cronbach's α = .87							
	EFFESTEEM	EFFMORAL	EFFSERVICE	EFFCULTURE	EFFIDENT	EFFTIME	
EFFESTEEM	1.00						
EFFMORAL	.53	1.00					
EFFSERVICEeffservice	.42	.46	1.00				
EFFCULTURE	.46	.64	.46	1.00			
EFFIDENT	.54	.65	.45	.65	1.00		
EFFTIME	.47	.61	.54	.54	.56	1.00	
Interpersonal Development Effects (IDE) Scale — Cronbach's α = .87							
	EFFSOCIAL	EFFFRIEND	EFFLEADER	EFFCOMM	EFFNET		
EFFSOCIAL	1.00						
EFFFRIEND	.65	1.00					
EFFLEADER	.55	.60	1.00				
EFFCOMM	.59	.59	.67	1.00			
EFFNET	.51	.54	.55	.55	1.00		
College Integration Effects (CIE) Scale — Cronbach's α = .90							
	EFFBELONG	EFFACTIVE	EFFSATIS	EFFSPIRIT	EFFORGS	EFFTRADS	EFFALUM
EFFBELONG	1.00						
EFFACTIV	.55	1.00					
EFFSATIS	.69	.56	1.00				
EFFSPIRIT	.59	.55	.62	1.00			
EFFORGS	.52	.56	.58	.62	1.00		
EFFTRADS	.55	.55	.60	.66	.60	1.00	
EFFALUM	.50	.44	.58	.62	.55	.64	1.00

Table C.7 Reliability Coefficients and Inter-correlations

Greek Academic Culture (GAC) Scale — Cronbach's α = .86					
	GFRSTUDY	GSOSTUDY	GGRADES	GACVALU	
GFRSTUDY	1.00				
GSOSTUDY	.75	1.00			
GGRADES	.63	.68	1.00		
GACVALU	.50	.48	.58	1.00	
Greek College Culture (GCC) Scale — Cronbach's α = .85					
	GSERVICE	GACTIVITY	GORGS	GFRPOS	GSOPOS
GSERVICE	1.00				
GACTIVITY	.66	1.00			
GORGS	.52	.56	1.00		
GFRPOS	.47	.42	.49	1.00	
GSOPOS	.45	.41	.53	.84	1.00
Greek Elitism (GEL) Scale — Cronbach's α = .82					
	GATTRACT	GWEALTH	GELITE		
GATTRACT	1.00				
GWEALTH	.56	1.00			
GELITE	.57	.69	1.00		
Greek Social Activities (GSA) Scale — Cronbach's α = .76					
	GDRINK	GPARTY	GTIME	GFRHAZE	GSOHAZE
GDRINK	1.00				
GPARTY	.25	1.00			
GTIME	.42	.28	1.00		
GFRHAZE	.45	.25	.51	1.00	
GSOHAZE	.39	.22	.55	.50	1.00

1. Welcome

We are interested in learning about your educational activities, what you are gaining from your experiences, and your perceptions of some aspects of life at Rhodes College. Your response is valuable for helping us understand and improve educational offerings and services at the College.

This study is conducted on behalf of Student Services at Rhodes College by a research team from Vanderbilt University. Your participation is voluntary. Individual responses to the survey will remain confidential.

If you have questions at any time about the study or the procedures, you may contact the researchers by sending an email to rhodes.research.wiley@vanderbilt.edu. You may also contact the Institutional Research office at Rhodes at ir@rhodes.edu.

Students who complete the survey will be entered automatically in a drawing to win one of ten $25 gift certificates from iTunes or amazon.com, to be awarded on Monday, December 22 at 5:00 P.M.

Please tell us about your experiences at Rhodes College. Filling out the survey takes less than 10 minutes.

2. College Activities

*** 1. In your experience at Rhodes College during the current school year, about how often have you done each of the following?**

	Never	Sometimes	Often	Very often
Asked questions in class or contributed to class discussions	○	○	○	○
Made a class presentation	○	○	○	○
Prepared two or more drafts of a paper or assignment before turning it in	○	○	○	○
Worked on a paper or project that required integrating ideas or information from various sources	○	○	○	○
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	○	○	○	○
Come to class without completing readings or assignments	○	○	○	○
Worked with other students on projects during class	○	○	○	○
Worked with classmates outside of class to prepare class assignments	○	○	○	○
Put together ideas or concepts from different courses when completing assignments or during class discussions	○	○	○	○
Tutored or taught other students (paid or voluntary)	○	○	○	○
Participated in a community-based project (e.g., service learning) as part of a regular course	○	○	○	○
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	○	○	○	○
Used e-mail to communicate with an instructor	○	○	○	○
Discussed grades or assignments with an instructor	○	○	○	○
Talked about career plans with a faculty member or advisor	○	○	○	○

Discussed ideas from your readings or classes with faculty members outside of class	○	○	○	○
Received prompt feedback from faculty on your academic performance (written or oral)	○	○	○	○
Worked harder than you thought you could to meet an instructor's standards or expectations	○	○	○	○
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	○	○	○	○
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	○	○	○	○
Had serious conversations with students of a different race or ethnicity than your own	○	○	○	○
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	○	○	○	○

3. Educational and Personal Growth

*** 2. To what extent have your experiences at Rhodes College contributed to your knowledge, skills, and personal development in the following areas?**

	Very little	Some	Quite a bit	Very much
Acquiring a broad general education	○	○	○	○
Acquiring job or work-related knowledge and skills	○	○	○	○
Writing clearly and effectively	○	○	○	○
Speaking clearly and effectively	○	○	○	○
Thinking critically and analytically	○	○	○	○
Analyzing quantitative problems	○	○	○	○
Using computing and information technology	○	○	○	○
Working effectively with others	○	○	○	○
Voting in local, state, or national elections	○	○	○	○
Learning effectively on your own	○	○	○	○
Understanding yourself	○	○	○	○
Understanding people of other racial and ethnic backgrounds	○	○	○	○
Solving complex real-world problems	○	○	○	○
Developing a personal code of values and ethics	○	○	○	○
Contributing to the welfare of your community	○	○	○	○
Developing a deepened sense of spirituality	○	○	○	○

4. Interpersonal and Practical Competencies

*** 3. To what extent have your experiences at Rhodes College enhanced your ability to:**

	Very little	Some	Quite a bit	Very much
Meet new people	◯	◯	◯	◯
Establish close friendships	◯	◯	◯	◯
Live cooperatively	◯	◯	◯	◯
Transfer social skills to other settings	◯	◯	◯	◯
Establish effective social skills	◯	◯	◯	◯
Define personal problems	◯	◯	◯	◯
Solve personal problems	◯	◯	◯	◯
Effectively manage conflicts	◯	◯	◯	◯
Motivate others	◯	◯	◯	◯
Develop trust among peer groups	◯	◯	◯	◯
Listen effectively	◯	◯	◯	◯
Understand others by putting yourself in their place	◯	◯	◯	◯
Establish potential networking relationships	◯	◯	◯	◯
Establish an effective study schedule	◯	◯	◯	◯
Set priorities to accomplish what is most important	◯	◯	◯	◯
Engage faculty outside the classroom	◯	◯	◯	◯
Assume positions of responsibility	◯	◯	◯	◯
Manage finances	◯	◯	◯	◯
Organize events	◯	◯	◯	◯
Run meetings	◯	◯	◯	◯
Publicize activities	◯	◯	◯	◯

5. Your Activities

*** 4. What is the highest degree or level of school completed by your father?**

- ◯ Less than a high school diploma
- ◯ High school diploma
- ◯ Some college
- ◯ Associate's degree (for example: AA, AS)
- ◯ Bachelor's degree (for example: BA, BS)
- ◯ Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- ◯ Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD)
- ◯ Doctoral degree (for example: PhD, EdD)

*** 5. What is the highest degree or level of school completed by your mother?**

- ◯ Less than a high school diploma
- ◯ High school diploma
- ◯ Some college
- ◯ Associate's degree (for example: AA, AS)
- ◯ Bachelor's degree (for example: BA, BS)
- ◯ Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- ◯ Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD)
- ◯ Doctoral degree (for example: PhD, EdD)

*** 6. During the current semester, what is the average number of hours per WEEK that you study?**

- ◯ None
- ◯ 1-5
- ◯ 6-10
- ◯ 11-15
- ◯ 16-20
- ◯ 21-25
- ◯ 26-30
- ◯ 31-40
- ◯ More than 40

*** 7. During the current semester, what is the average number of hours per MONTH that you commit to community service?**

- ◯ None
- ◯ 1-5
- ◯ 6-10
- ◯ 11-15
- ◯ 16-20
- ◯ 21-25
- ◯ More than 25

*** 8. During the current semester, how many class meetings have you missed for excused or unexcused reasons? This should be the sum of missed class meetings for all courses in which you are enrolled.**

- ◯ None
- ◯ 1-2
- ◯ 3-4
- ◯ 5-6
- ◯ 7-8
- ◯ 9-10
- ◯ More than 10

9. During the current semester, how frequently do you consume alcohol in a typical week?

- ◯ Do not consume alcohol
- ◯ Once per week or less
- ◯ Two to three times per week
- ◯ Almost every day
- ◯ Every day

6. Alcohol Consumption

10. During the current semester, how many drinks (beer, wine, liquor) do you typically consume in one sitting?

- ◯ 1-2 drinks
- ◯ 3-4 drinks
- ◯ 5-6 drinks
- ◯ 7-8 drinks
- ◯ More than 8 drinks

7. Effects of Greek Organizations

The final two questions ask about your perceptions of Greek (fraternity and sorority) life at Rhodes.

*** 11. What effect do you think that joining a Greek organization has on a Rhodes student in the following areas?**

	Very negative	Slightly negative	No effect	Slightly positive	Very positive
Academic achievement	◯	◯	◯	◯	◯
Social life	◯	◯	◯	◯	◯
Self-esteem	◯	◯	◯	◯	◯
Sense of "belonging" at Rhodes	◯	◯	◯	◯	◯
Opportunities to develop strong friendships	◯	◯	◯	◯	◯
Moral and ethical development	◯	◯	◯	◯	◯
Opportunities to be involved in campus activities	◯	◯	◯	◯	◯
Development of leadership skills	◯	◯	◯	◯	◯
Amount of time devoted to studying	◯	◯	◯	◯	◯
Contributions to philanthropic or community service projects	◯	◯	◯	◯	◯
Understanding and acceptance of cultures other than their own	◯	◯	◯	◯	◯
Sense of identity (understanding who you are, what you believe, etc.)	◯	◯	◯	◯	◯
Overall satisfaction with their experience at Rhodes	◯	◯	◯	◯	◯
Likelihood to complete a degree program	◯	◯	◯	◯	◯
Promotion of school spirit and pride	◯	◯	◯	◯	◯
Becoming leaders in other campus organizations	◯	◯	◯	◯	◯
Perpetuate traditions on campus	◯	◯	◯	◯	◯
Become contributing alumni	◯	◯	◯	◯	◯
Development of time-management skills	◯	◯	◯	◯	◯
Development of inter-personal communication skills	◯	◯	◯	◯	◯
Opportunities to network	◯	◯	◯	◯	◯

8. Greek Life

*** 12. Please indicate your level of agreement with the following statements:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Greeks are more likely than non-Greeks to participate in community service projects	◯	◯	◯	◯	◯
Greeks are more likely than non-Greeks to participate in a wide variety of activities on campus	◯	◯	◯	◯	◯
Greek organizations encourage their members to take leadership roles in other campus organizations	◯	◯	◯	◯	◯
In order to be Greek one must be physically attractive	◯	◯	◯	◯	◯
Fraternity men take their studies more seriously than non-members	◯	◯	◯	◯	◯
Sorority women take their studies more seriously than non-members	◯	◯	◯	◯	◯
Greek organizations encourage responsible drinking	◯	◯	◯	◯	◯
Greeks get higher grades than non-Greeks	◯	◯	◯	◯	◯
Fraternities have a positive impact at Rhodes College	◯	◯	◯	◯	◯
Sororities have a positive impact at Rhodes College	◯	◯	◯	◯	◯
In order to be in a fraternity or sorority one must be wealthy or have a lot of money	◯	◯	◯	◯	◯
Fraternities and sororities are elitist organizations	◯	◯	◯	◯	◯
Greeks party more frequently than non-Greeks	◯	◯	◯	◯	◯
Greek organizations value academic achievement	◯	◯	◯	◯	◯
Greek organizations consume too much student time	◯	◯	◯	◯	◯
Fraternities engage in activities that demean new/prospective members	◯	◯	◯	◯	◯
Sororities engage in activities that demean new/prospective members	◯	◯	◯	◯	◯

9. End

Thank you for completing this survey. You have been entered in the drawing for one of three gift cards. You will be notified by email on December 22, 2008 if you are selected.

13. If I am a winner, I prefer a gift certificate from

- ◯ amazon.com
- ◯ iTunes

Welcome

We are interested in learning about your perceptions of fraternity and sorority life at Rhodes as one part of a larger exploratory study of Greek life at the college. Examining faculty and staff perceptions will provide an essential backdrop for understanding the effects of Greek organizations on campus life.

This study is conducted on behalf Student Services at Rhodes College by a research team from Vanderbilt University. Your participation is voluntary. Individual responses to the survey will remain confidential.

If you have questions at any time about the study or the procedures, you may contact the researchers by sending an email to rhodes.research.wiley@vanderbilt.edu.

Please take a few minutes to tell us about your perceptions of fraternity and sorority life at Rhodes. Completing the survey takes less than 5 minutes.

About You

*** 1. What is your primary duty at Rhodes?**

- ◯ Faculty
- ◯ Administrator/Staff

*** 2. What is your gender?**

- ◯ Female
- ◯ Male

*** 3. How many years have you been employed at Rhodes?**

- ◯ Fewer than 5
- ◯ 5 - 9
- ◯ 10 - 14
- ◯ 15 - 19
- ◯ 20 or more

*** 4. When you were in college, did you ever rush a fraternity or sorority?**

- ◯ No
- ◯ Yes
- ◯ Did not attend college

*** 5. Are you an alumna/alumnus of a sorority or fraternity?**

- ◯ Yes
- ◯ No

*** 6. Have you ever served as an advisor to a fraternity or sorority?**

- ◯ Yes
- ◯ No

Effects of Greek Organizations

*** 7. What effect do you think that joining a Greek organization has on a Rhodes student in the following areas?**

	Very negative	Slightly negative	None	Slightly positive	Very positive
Academic achievement	◯	◯	◯	◯	◯
Social life	◯	◯	◯	◯	◯
Self-esteem	◯	◯	◯	◯	◯
Sense of "belonging" at Rhodes	◯	◯	◯	◯	◯
Opportunities to develop strong friendships	◯	◯	◯	◯	◯
Moral and ethical development	◯	◯	◯	◯	◯
Opportunities to be involved in campus activities	◯	◯	◯	◯	◯
Development of leadership skills	◯	◯	◯	◯	◯
Amount of time devoted to studying	◯	◯	◯	◯	◯
Contributions to philanthropic or community service projects	◯	◯	◯	◯	◯
Understanding and acceptance of cultures other than their own	◯	◯	◯	◯	◯
Sense of identity (understanding who you are, what you believe in, etc.)	◯	◯	◯	◯	◯
Overall satisfaction with their college experience at Rhodes	◯	◯	◯	◯	◯
Likelihood of completing a degree program	◯	◯	◯	◯	◯
Promotion of school spirit and pride	◯	◯	◯	◯	◯
Becoming leaders in other campus organizations	◯	◯	◯	◯	◯
Perpetuation of traditions on campus	◯	◯	◯	◯	◯
Becoming contributing alumni	◯	◯	◯	◯	◯
Development of time-management skills	◯	◯	◯	◯	◯
Development of inter-personal communication skills	◯	◯	◯	◯	◯
Opportunities to network	◯	◯	◯	◯	◯

Greek Compared to Non-Greeks

*** 8. Please indicate your your level of agreement with the following statements regarding Greek life at Rhodes College:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Greeks are more likely than non-Greeks to participate in community service projects	◯	◯	◯	◯	◯
Greeks are more likely than non-Greeks to participate in a wide variety of activities on campus	◯	◯	◯	◯	◯
Greek organizations encourage their members to take leadership roles in other campus organizations	◯	◯	◯	◯	◯
In order to be Greek one must be physically attractive	◯	◯	◯	◯	◯
Fraternity men take their studies more seriously than non-members	◯	◯	◯	◯	◯
Sorority women take their studies more seriously than non-members	◯	◯	◯	◯	◯
Greek organizations encourage responsible drinking	◯	◯	◯	◯	◯
Greeks get higher grades than non-Greeks	◯	◯	◯	◯	◯
Fraternities have a positive impact at Rhodes College	◯	◯	◯	◯	◯
Sororities have a positive impact at Rhodes College	◯	◯	◯	◯	◯
In order to be in a fraternity or sorority one must be wealthy or have a lot of money	◯	◯	◯	◯	◯
Fraternities and sororities are elitist organizations	◯	◯	◯	◯	◯
Greeks party more frequently than non-Greeks	◯	◯	◯	◯	◯
Greek organizations value academic achievement	◯	◯	◯	◯	◯
Greek organizations consume too much student time	◯	◯	◯	◯	◯
Fraternities engage in activites that demean new/prosepctive members	◯	◯	◯	◯	◯
Sororities engage in activities that demean new/prospective members	◯	◯	◯	◯	◯

*** 9. Do you believe fraternity and sorority members at Rhodes College are easily identifiable?**

- ◯ Yes
- ◯ No

Identifiable

10. How are fraternity and sorority members at Rhodes College identifiable? Please mark all that apply.

- [ ] Clothing they wear ("letters")
- [ ] The way they speak
- [ ] Their actions
- [ ] Their performance in the classroom
- [ ] Other

End

Thank you for completing this survey.

*** 13. Early in the spring semester, the Vanderbilt research team will be conducting some qualitative interviews and focus groups as a follow up to this survey. The identity of focus group and interview participants will remain confidential.**

Would you be willing to participate in an interview or focus group?

- ◯ Yes
- ◯ No
- ◯ Maybe (please explain)

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
1	STUDYID	Unique Study Id		None	**Nominal**
2	RANDOM1	Random number 1		None	**Scale**
3	RANDOM2	Random number 2		None	**Scale**
4	RANDOM3	Random number 3		None	**Scale**
5	TYPE	Person Type	0 = Current Student 1 = Faculty/Staff Member 2 = Former Student 9 = Missing	9	**Nominal**
6	STUDENT	Student	0 = No 1 = Yes 9 = Missing	9	**Nominal**
7	CURSTU	Current Student	0 = No 1 = Yes 9 = Missing	9	**Nominal**
8	FACSTAFF	Faculty/Staff	0 = No 1 = Yes 9 = Missing	9	**Nominal**
9	DUTY	Primary duty	0 = Administrator 1 = Faculty 9 = Missing	9	**Nominal**
10	ADMIN	Administrator	0 = No 1 = Yes 9 = Missing	9	**Nominal**
11	ADMINAREA	Administrative Area	0 = Student Services 1 = Academic Affairs 9 = Missing	9	**Nominal**
12	FACULTY	Faculty	0 = No 1 = Yes 9 = Missing	9	**Nominal**
13	FACRANK	Faculty Rank	1 = Instructor 2 = Assistant Professor 3 = Associate Professor 4 = Professor 9 = Missing	9	**Ordinal**
14	BIGLAN1	Biglan category 1	0 = Soft 1 = Hard 9 = Missing	9	**Nominal**
15	BIGLAN2	Biglan Category 2	1 = Pure Life 2 = Pure Non-Life 3 = Applied Life 4 = Applied Non-Life 9 = Missing	9	**Nominal**
16	CONSENSUS	Discipline Consensus	0 = Low 1 = High 9 = Missing	9	**Nominal**
17	AGE	Age		0	**Scale**
18	GENDER	Gender	0 = Female 1 = Male 9 = Missing	9	**Nominal**
19	RACE	Race	1 = American Indian/Native American 2 = Asian/Pacific Islander 3 = Black Non-Hispanic/ African American 4 = Hispanic/Latino 5 = White, Non-Hispanic 6 = Multiracial 7 = Other 9 = Missing	9	**Nominal**
20	RACE03	Race (3 categories)	0 = White, Non-Hispanic 1 = Black Non-Hispanic/ African American 2 = All Other 9 = Missing	9	**Scale**
21	RACAMI	Race = American Indian/Native American	0 = No 1 = Yes 9 = Missing	9	**Nominal**
22	RACASI	Race = Asian/Pacific Islander	0 = No 1 = Yes 9 = Missing	9	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
23	RACBLA	Race = Black, Non-Hispanic	0 = No 1 = Yes 9 = Missing	9	**Nominal**
24	RACHIS	Race = Hispanic/Latino	0 = No 1 = Yes 9 = Missing	9	**Nominal**
25	RACWHT	Race = White, Non-Hispanic	0 = No 1 = Yes 9 = Missing	9	**Nominal**
26	RACWTHTRV	Race = White, Non-Hispanic Reverse Coded		9	**Scale**
27	RACMUL	Race = Multiracial	0 = No 1 = Yes 9 = Missing	9	**Nominal**
28	RACNONWHT	Race <> White, Non-Hispanic	0 = No 1 = Yes 9 = Missing	9	**Nominal**
29	CITIZEN	U.S. citizen?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
30	CITIZENRV	U.S. Citizen? – Reverse Coded	0 = Yes 1 = No 9 = Missing	9	**Nominal**
31	CITSTATE	U.S. citizen state of residence	AK = Alaska AL = Alabama AP = U.S. Citizen Overseas AR = Arkansas AZ = Arizona CA = California CO = Colorado CT = Connecticut DC = District of Columbia DE = Delaware FL = Florida GA = Georgia HI = Hawaii IA = Iowa IL = Illinois IN = Indiana KS = Kansas KY = Kentucky LA = Louisiana MA = Massachusetts MD = Maryland ME = Maine MI = Michigan MN = Minnesota MO = Missouri MS = Mississippi MT = Montana NC = North Carolina NE = Nebraska NH = New Hampshire NJ = New Jersey NM = New Mexico NY = New York OH = Ohio OK = Oklahoma OR = Oregon PA = Pennsylvania RI = Rhode Island SC = South Carolina TN = Tennessee TX = Texas UT = Utah VA = Virginia VT = Vermont WA = Washington WI = Wisconsin WV = West Virginia WY = Wyoming ZZ = Missing	ZZ	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
32	CENREG	U.S. Census Region	0 = Northeast 1 = Midwest 2 = South 3 = West 9 = Missing	9	**Nominal**
33	COHORT	Freshman Cohort	1986 1989 1992 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008	9999	**Nominal**
34	COHORTGRAD	In Cohort for Grad Analysis	0 = No 1 = Yes 9 = Missing	9	**Nominal**
35	CLASSYR	Anticipated Year of Graduation	2003 2004 2005 2006 2007 2008 2009 2010 2011 2012	9999	**Nominal**
36	HSACTCOMP	ACT Composite		99	**Scale**
37	HSACTENGL	ACT English		99	**Scale**
38	HSACTMATH	ACT Math		99	**Scale**
39	HSACTREAD	ACT Reading		99	**Scale**
40	HSACTSCI	ACT Science		99	**Scale**
41	HSSATVERB	SAT Verbal		999	**Scale**
42	HSSATDV10	SAT Verbal Divided by 10		99	**Scale**
43	HSSATMATH	SAT Math		999	**Scale**
44	HSSATCOMP	SAT Composite		9999	**Scale**
45	HSSATACT	SAT Composite with ACT Concordance		9999	**Scale**
46	HSSATACTDV10	SAT Composite with ACT Concordance Divided by 10		999	**Scale**
47	HSGPA	High School GPA		9.99	**Scale**
48	HSGPAX10	High School GPA X 10		99	**Scale**
49	HSACADIND	Academic Indicator (Admissions Rating)		9	**Ordinal**
50	PELLIND	Pell recipient?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
51	PELLINDRV	Pell Indicator - Reverse coded	0 = Yes 1 = No 9 = Missing	9	**Scale**
52	TFCLEAST	Least non-null total family contribution		$99,999,999	**Scale**
53	TFCEARLY	Earliest non-null total family contribution		$99,999,999	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
54	TFCAVG	Average non-null total family contribution		$99,999,999	**Scale**
55	GREEK	Member of a fraternity or sorority?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
56	GREEKRV	Greek - Reverse Coded	0 = Yes 1 = No 9 = Missing	9	**Scale**
57	GREEKCAMP	Member of a campus-based fraternity or sorority?	0 = No 1 = Yes 9 = Missing	9	**Scale**
58	SOCIETY	Greek society name	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**
59	SOCCAMP	Campus-Based Greek Society	0 = No 1 = Yes 9 = Missing	99	**Nominal**
60	COUNCIL	Council	0 = Panhellenic Council 1 = Interfraternity Council 2 = National Pan-Hellenic Council 9 = Missing	9	**Nominal**
61	MEMBIFC	Member Interfraternity Council?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
62	MEMBNPHC	Member National Pan-Hellenic Council?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
63	MEMBPHC	Member Panhellenic Council?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
64	MEMBFRAT	Member of a fraternity?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
65	MEMBSOR	Member of a sorority?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
66	MEMBATO	Member of Alpha Tau Omega fraternity (1)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
67	MEMBKA	Member of Kappa Alpha fraternity (2)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
68	MEMBKAP	Member of Kappa Alpha Psi fraternity (3)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
69	MEMBKS	Member of Kappa Sigma fraternity (4)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
70	MEMBPKA	Member of Pi Kappa Alpha fraternity (5)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
71	MEMBSAE	Member of Sigma Alpha Epsilon fraternity (6)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
72	MEMBSN	Member of Sigma Nu fraternity (7)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
73	MEMBAKA	Member of Alpha Kappa Alpha sorority (8)	0 = No 1 = Yes 9 = Missing	9	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
74	MEMBAOP	Member of Alpha Omicron Pi sorority (9)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
75	MEMBCO	Member of Chi Omega sorority (10)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
76	MEMBDDD	Member of Delta Delta Delta sorority (11)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
77	MEMBKD	Member of Kappa Delta sorority (12)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
78	MEMBDST	Member of Delta Sigma Theta sorority (13)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
79	MEMBSGR	Member of Sigma Gamma Rho sorority (14)	0 = No 1 = Yes 9 = Missing	9	**Nominal**
80	GRKYR1	Year 1 Greek	2002 2003 2004 2005 2006 2007 2008 2009	9999	**Nominal**
81	GRKCODE1	Year 1 Greek society	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**
82	GRKYR2	Year 2 Greek	2003 2004 2005 2006 2007 2008 2009	9999	**Nominal**
83	GRKCODE2	Year 2 Greek society	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**
84	GRKYR3	Year 3 Greek	2006 2007 2008 2009	9999	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
85	GRKCODE3	Year 3 Greek society	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**
86	GRKYR4	Year 4 Greek	2006 2007 2008 2009	9999	**Nominal**
87	GRKCODE4	Year 4 Greek society	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**
88	GRKYR5	Year 5 Greek	2008 2009	9999	**Nominal**
89	GRKCODE5	Year 5 Greek society	0 = No affiliation 1 = Alpha Tau Omega 2 = Kappa Alpha 3 = Kappa Alpha Psi 4 = Kappa Sigma 5 = Pi Kappa Alpha 6 = Sigma Alpha Epsilon 7 = Sigma Nu 8 = Alpha Kappa Alpha 9 = Alpha Omicron Pi 10 = Chi Omega 11 = Delta Delta Delta 12 = Kappa Delta 13 = Delta Sigma Theta 14 = Sigma Gamma Rho 99 = Missing	99	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
90	MAJOR1	Major 1	ACCT = Accounting AFAM = African-American Studies ANSO = Anthropology and Sociology ART = Art ARTH = Art/Theatre ASBI = Anthropology/Sociology and Biology BAAR = Business Administration and Art BIOL = Biology BUS = Business CHEM = Chemistry COMP = Computer Science ECON = Economics ENGL = English FREN = French GRMN = German GRRO = Greek and Roman Studies HIST = History INTS = International Studies LTNS = Latin American Studies MATH = Mathematics MUSC = Music NEUR = Neuroscience PHIL = Philosophy PHYS = Physics POLS = Political Science PSYC = Psycholocy RELS = Religious Studies RUSS = Russian SPAN = Spanish THEA = Theatre UNDE = Undeclared URBN = Urban Studies ZZZZ = Missing	ZZZZ	**Nominal**
91	MAJOR1CIP	Major 1 CIP code		999999	**Nominal**
92	MAJOR1GPA	Major 1 GPA		9.99	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
93	MAJOR2	Major 2	ACCT = Accounting AFAM = African-American Studies ANSO = Anthropology and Sociology ART = Art ARTH = Art/Theatre ASBI = Anthropology/Sociology and Biology BAAR = Business Administration and Art BIOL = Biology BUS = Business CHEM = Chemistry COMP = Computer Science ECON = Economics ENGL = English FREN = French GRMN = German GRRO = Greek and Roman Studies HIST = History INTS = International Studies LTNS = Latin American Studies MATH = Mathematics NONE = No Second Major MUSC = Music NEUR = Neuroscience PHIL = Philosophy PHYS = Physics POLS = Political Science PSYC = Psycholocy RELS = Religious Studies RUSS = Russian SPAN = Spanish THEA = Theatre URBN = Urban Studies ZZZZ = Missing	ZZZZ	**Nominal**
94	MAJOR2CIP	Major 2 CIP code		999999	**Nominal**
95	MAJOR2GPA	Major 2 GPA		9.99	**Scale**
96	DBLMAJOR	Double Major?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
97	MAJACCT	Accounting Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
98	MAJAFAM	African American Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
99	MAJANSO	Anthropology/Sociology Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
100	MAJART	Art Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
101	MAJBIOL	Biology Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
102	MAJBUS	Business Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
103	MAJCHEM	Chemistry Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
104	MAJCOMP	Computer Science Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
105	MAJECON	Economics Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
106	MAJENGL	English Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
107	MAJFREN	French Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
108	MAJGRMN	German Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
109	MAJGRRO	Greek and Roman Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
110	MAJHIST	History Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
111	MAJINST	International Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
112	MAJLTNS	Latin American Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
113	MAJMATH	Mathematics Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
114	MAJMUSC	Music Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
115	MAJNEUR	Neuroscience Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
116	MAJPHIL	Philosophy Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
117	MAJPHYS	Physics Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
118	MAJPOLS	Political Science Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
119	MAJPSYC	Psychology Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
120	MAJRELS	Religious Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
121	MAJRUSS	Russian Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
122	MAJSPAN	Spanish Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
123	MAJTHEA	Theatre Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
124	MAJURBN	Urban Studies Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
125	MAJUNDE	Undeclared Major	0 = No 1 = Yes 9 = Missing	9	**Nominal**
126	CUMAATTHR	Cumulative Hours Attempted		999.9	**Scale**
127	CUMERNHR	Cumulative Hours Earned		999.9	**Scale**
128	CUMPASHR	Cumulative Hours Passed		999.9	**Scale**
129	CUMGPA	Cumulative GPA		9.99	**Scale**
130	CUMGPAX10	Cumulative GPA x 10		99.9	**Scale**
131	TERM1	Student Term 1		999999	**Nominal**
132	TERMATT1	Student Term 1 Hours Attempted		99	**Scale**
133	TERMERN1	Student Term 1 Hours Earned		99	**Scale**
134	TERMPAS1	Student Term 1 Hours Passed		99	**Scale**
135	TERMQPT1	Student Term 1 Quality Points		999.9	**Scale**
136	TERMGPA1	Student Term 1 GPA		9.99	**Scale**
137	TERM1GPAX10	Student Term 1 GPA x 10		99.9	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
138	TERM2	Student Term 2		999999	**Nominal**
139	TERMATT2	Student Term 2 Hours Attempted		99	**Scale**
140	TERMERN2	Student Term 2 Hours Earned		99	**Scale**
141	TERMPAS2	Student Term 2 Hours Passed		99	**Scale**
142	TERMQPT2	Student Term 2 Quality Points		999.9	**Scale**
143	TERMGPA2	Student Term 2 GPA		9.99	**Scale**
144	TERM2CUMGPA	Student Term 2 Cumulative GPA		9.99	**Scale**
145	TERM2CUMGPAX10	Student Term 2 Cumulative GPA x 10		99.9	**Scale**
146	TERM3	Student Term 3		999999	**Nominal**
147	TERMATT3	Student Term 3 Hours Attempted		99	**Scale**
148	TERMERN3	Student Term 3 Hours Earned		99	**Scale**
149	TERMPAS3	Student Term 3 Hours Passed		99	**Scale**
150	TERMQPT3	Student Term 3 Quality Points		999.9	**Scale**
151	TERMGPA3	Student Term 3 GPA		9.99	**Scale**
152	TERM3CUMGPA	Student Term 3 Cumulative GPA		9.99	**Scale**
153	TERM3CUMGPAX10	Student Term 3 Cumulative GPA x 10		99.9	**Scale**
154	TERM4	Student Term 4		999999	**Nominal**
155	TERMATT4	Student Term 4 Hours Attempted		99	**Scale**
156	TERMERN4	Student Term 4 Hours Earned		99	**Scale**
157	TERMPAS4	Student Term 4 Hours Passed		99	**Scale**
158	TERMQPT4	Student Term 4 Quality Points		999.9	**Scale**
159	TERMGPA4	Student Term 4 GPA		9.99	**Scale**
160	TERM4CUMGPA	Student Term 4 Cumulative GPA		9.99	**Scale**
161	TERM4CUMGPAX10	Student Term 4 Cumulative GPA x 10		99.9	**Scale**
162	TERM5	Student Term 5		999999	**Nominal**
163	TERMATT5	Student Term 5 Hours Attempted		99	**Scale**
164	TERMERN5	Student Term 5 Hours Earned		99	**Scale**
165	TERMPAS5	Student Term 5 Hours Passed		99	**Scale**
166	TERMQPT5	Student Term 5 Quality Points		999.9	**Scale**
167	TERMGPA5	Student Term 5 GPA		9.99	**Scale**
168	TERM5CUMGPA	Student Term 5 Cumulative GPA		9.99	**Scale**
169	TERM5CUMGPAX10	Student Term 5 Cumulative GPA x 10		99.9	**Scale**
170	TERM6	Student Term 6		999999	**Nominal**
171	TERMATT6	Student Term 6 Hours Attempted		99	**Scale**
172	TERMERN6	Student Term 6 Hours Earned		99	**Scale**
173	TERMPAS6	Student Term 6 Hours Passed		99	**Scale**
174	TERMQPT6	Student Term 6 Quality Points		999.9	**Scale**
175	TERMGPA6	Student Term 6 GPA		9.99	**Scale**
176	TERM6CUMGPA	Student Term 6 Cumulative GPA		9.99	**Scale**
177	TERM6CUMGPAX10	Student Term 6 Cumulative GPA x 10		99.9	**Scale**
178	TERM7	Student Term 7		999999	**Nominal**
179	TERMATT7	Student Term 7 Hours Attempted		99	**Scale**
180	TERMERN7	Student Term 7 Hours Earned		99	**Scale**
181	TERMPAS7	Student Term 7 Hours Passed		99	**Scale**
182	TERMQPT7	Student Term 7 Quality Points		999.9	**Scale**
183	TERMGPA7	Student Term 7 GPA		9.99	**Scale**
184	TERM7CUMGPA	Student Term 7 Cumulative GPA		9.99	**Scale**
185	TERM7CUMGPAX10	Student Term 7 Cumulative GPA x 10		99.9	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
186	TERM8	Student Term 8		999999	**Nominal**
187	TERMATT8	Student Term 8 Hours Attempted		99	**Scale**
188	TERMERN8	Student Term 8 Hours Earned		99	**Scale**
189	TERMPAS8	Student Term 8 Hours Passed		99	**Scale**
190	TERMQPT8	Student Term 8 Quality Points		999.9	**Scale**
191	TERMGPA8	Student Term 8 GPA		9.99	**Scale**
192	TERM8CUMGPA	Student Term 8 Cumulative GPA		9.99	**Scale**
193	TERM8CUMGPAX10	Student Term 8 Cumulative GPA x 10		99.9	**Scale**
194	TERM9	Student Term 9		999999	**Nominal**
195	TERMATT9	Student Term 9 Hours Attempted		99	**Scale**
196	TERMERN9	Student Term 9 Hours Earned		99	**Scale**
197	TERMPAS9	Student Term 9 Hours Passed		99	**Scale**
198	TERMQPT9	Student Term 9 Quality Points		999.9	**Scale**
199	TERMGPA9	Student Term 9 GPA		9.99	**Scale**
200	TERM10	Student Term 10		999999	**Nominal**
201	TERMATT10	Student Term 10 Hours Attempted		99	**Scale**
202	TERMERN10	Student Term 10 Hours Earned		99	**Scale**
203	TERMPAS10	Student Term 10 Hours Passed		99	**Scale**
204	TERMQPT10	Student Term 10 Quality Points		999.9	**Scale**
205	TERMGPA10	Student Term 10 GPA		9.99	**Scale**
206	TERM11	Student Term 11		999999	**Nominal**
207	TERMATT11	Student Term 11 Hours Attempted		99	**Scale**
208	TERMERN11	Student Term 11 Hours Earned		99	**Scale**
209	TERMPAS11	Student Term 11 Hours Passed		99	**Scale**
210	TERMQPT11	Student Term 11 Quality Points		999.9	**Scale**
211	TERMGPA11	Student Term 11 GPA		9.99	**Scale**
212	TERM12	Student Term 12		999999	**Nominal**
213	TERMATT12	Student Term 12 Hours Attempted		99	**Scale**
214	TERMERN12	Student Term 12 Hours Earned		99	**Scale**
215	TERMPAS12	Student Term 12 Hours Passed		99	**Scale**
216	TERMQPT12	Student Term 12 Quality Points		999.9	**Scale**
217	TERMGPA12	Student Term 12 GPA		9.99	**Scale**
218	GRAD	Graduated	0 = No 1 = Yes 9 = Missing	9	**Nominal**
219	GRAD4	Graduated within 4 Years	0 = No 1 = Yes 9 = Missing	9	**Nominal**
220	GRAD5	Graduated within 5 Years	0 = No 1 = Yes 9 = Missing	9	**Nominal**
221	GRAD6	Graduated within 6 Years	0 = No 1 = Yes 9 = Missing	9	**Nominal**
222	DEPART	Departed Prior to Graduation	0 = No 1 = Yes 9 = Missing	9	**Nominal**
223	SURVEYRESP	Responded to survey	0 = No 1 = Yes 9 = Missing	9	**Nominal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
224	RESPMAIL	Responded to survey after which mailing	0 = Did not respond 1 = Responded after initial invitation 2 = Responded after first reminder 3 = Responded after second reminder 4 = Responded after third reminder 5 = Responded after fourth reminder 6 = Responded after fifth reminder 7 = Responded after sixth reminder 9 = Missing	None	**Scale**
225	INITRESP	Responded to initial invitation	0 = No 1 = Yes 9 = Missing	None	**Scale**
226	ENG	Engagement - Overall Scale		None	**Scale**
227	ENG_FSI	Engagement - Faculty-Student Interaction Scale		None	**Scale**
228	ENG_PCO	Engagement - Peer Cooperation Scale		None	**Scale**
229	ENG_EDV	Engagement - Exposure to Diverse Views Scale		None	**Scale**
230	ENG_ACE	Engagement - Academic Effort Scale		None	**Scale**
Items 231 - 252		**In your experience at Rhodes College during the current school year, about how often have you done each of the following?**			
231	CLQUEST	Asked questions in class or contributed to class discussions	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
232	CLPRESEN	Made a class presentation	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
233	REWROPAP	Prepared two or more drafts of a paper or assignment before turning it in	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
234	INTEGRAT	Worked on a paper or project that required integrating ideas or information from various sources	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
235	DIVCLASS	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
236	CLUNPREP	Come to class without completing readings or assignments (reverse coded)	1 = Very often 2 = Often 3 = Sometimes 4 = Never 9 = No Response	9	**Ordinal**
237	CLASSGRP	Worked with other students on projects during class	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
238	OCCGRP	Worked with classmates outside of class to prepare class assignments	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
239	INTIDEAS	Put together ideas or concepts from different courses when completing assignments or during class discussions	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
240	TUTOR	Tutored or taught other students (paid or voluntary)	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
241	COMMPROJ	Participated in a community-based project (e.g., service learning) as part of a regular course	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
242	ITACADEM	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
243	EMAIL	Used e-mail to communicate with an instructor	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
244	FACGRADE	Discussed grades or assignments with an instructor	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
245	FACPLANS	Talked about career plans with a faculty member or advisor	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
246	FACIDEAS	Discussed ideas from your readings or classes with faculty members outside of class	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
247	FACFEED	Received prompt feedback from faculty on your academic performance (written or oral)	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
248	WORKHARD	Worked harder than you thought you could to meet an instructor's standards or expectations	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
249	FACOTHER	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
250	OOCIDEAS	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
251	DIVRSTUD	Had serious conversations with students of a different race or ethnicity than your own	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
252	DIFFSTU2	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	1 = Never 2 = Sometimes 3 = Often 4 = Very often 9 = No response	9	**Ordinal**
253	EPG	Educational and Personal Growth - Overall Scale		None	**Scale**
254	EPG_PSD	Educational and Personal Growth - Personal-Social Development Scale		None	**Scale**
255	EPG_PRC	Educational and Personal Growth - Practical Competence Scale		None	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
256	EPG_GED	Educational and Personal Growth - General Education Scale		None	**Scale**
Items 257 - 272		**To what extent have your experiences at Rhodes College contributed to your knowledge, skills, and personal development in the following areas?**			
257	GNGENLED	Acquiring a broad general education	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
258	GNWORK	Acquiring job or work-related knowledge and skills	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
259	GNWRITE	Writing clearly and effectively	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
260	GNSPEAK	Speaking clearly and effectively	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
261	GNANALY	Thinking critically and analytically	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
262	GNQUANT	Analyzing quantitative problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
263	GNCMPTS	Using computing and information technology	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
264	GNOTHERS	Working effectively with others	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
265	GNCITIZN	Voting in local, state, or national elections	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
266	GNINQ	Learning effectively on your own	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
267	GNSELF	Understanding yourself	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
268	GNDIVERS	Understanding people of other racial and ethnic backgrounds	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
269	GNPROBSV	Solving complex real-world problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
270	GNETHICS	Developing a personal code of values and ethics	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
271	GNCOMMUN	Contributing to the welfare of your community	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
272	GNSPIRIT	Developing a deepened sense of spirituality	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
273	IPC	Interpersonal and Practical Competencies - Overall Scale		None	**Scale**
274	IPC_IRS	Interpersonal and Practical Competencies - Interpersonal Relationship Skills Scale		None	**Scale**
275	IPC_INC	Interpersonal and Practical Competencies - Interpersonal Competence Scale		None	**Scale**
276	IPC_PDS	Interpersonal and Practical Competencies - Personal Development Skills Scale		None	**Scale**
277	IPC_LDS	Interpersonal and Practical Competencies - Leadership Skills Scale		None	**Scale**
Items 278 - 298		**To what extent have your experiences at Rhodes College enhanced your ability to:**			
278	PERMTNEW	Meet new people	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
279	PERCLOSE	Establish close friendships	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
280	PERCOOP	Live cooperatively	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
281	PERTRAN	Transfer social skills to other settings	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
282	PEREFFS	Establish effective social skills	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
283	PERDEFPP	Define personal problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
284	PERSOLPP	Solve personal problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
285	PERMANCON	Effectively manage conflicts	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
286	PERMOTIV	Motivate others	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
287	PERTRUST	Develop trust among peer groups	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
288	PERLIST	Listen effectively	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
289	PERUNDER	Understand others by putting yourself in their place	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
290	PERPOTNET	Establish potential networking relationships	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
291	PERSTUDY	Establish an effective study schedule	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
292	PERPRIOR	Set priorities to accomplish what is most important	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
293	PERENGFAC	Engage faculty outside the classroom	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
294	PERRESP	Assume positions of responsibility	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
295	PERMANFIN	Manage finances	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
296	PERORGEV	Organize events	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
297	PERMEET	Run meetings	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**
298	PERACTIV	Publicize activities	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
299	EDFATHER	What is the highest degree or level of school completed by your father?	1 = Less than a high school diploma 2 = High school diploma 3 = Some college 4 = Associate's degree (for example: AA, AS) 5 = Bachelor's degree (for example: BA, BS) 6 = Master's degree (for example: MA, MS, MEng, Med, MSW, MBA) 7 = Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD) 8 = Doctoral degree (for example: PhD, EdD) 9 = No response	9	**Ordinal**
300	EDFATH04	What is the highest degree or level of school completed by your father? (4 categories)	1 = High school diploma or less 2 = Associate's degree or less 3 = Bachelor's degree 4 = Master's, professional, or doctoral degree 9 = No response	9	**Scale**
301	EDFATH02	What is the highest degree or level of school completed by your father? (2 categories)	0 = Less than a bachelor's degree 1 = Bachelor's degree or higher 9 = Missing	9	**Scale**
302	EDFATH02REV	What is the highest degree or level of school completed by your father? (2 categories - Reverse Coded)	0 = Bachelor's degree or higher 1 = Less than a bachelor's degree 9 = Missing	9	**Scale**
303	EDMOTHER	What is the highest degree or level of school completed by your mother?	1 = Less than a high school diploma 2 = High school diploma 3 = Some college 4 = Associate's degree (for example: AA, AS) 5 = Bachelor's degree (for example: BA, BS) 6 = Master's degree (for example: MA, MS, MEng, Med, MSW, MBA) 7 = Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD) 8 = Doctoral degree (for example: PhD, EdD) 9 = No response	9	**Ordinal**
304	EDMOTH04	What is the highest degree or level of school completed by your mother? (4 categories)	1 = Less than a high school diploma 2 = High school diploma 3 = Some college 4 = Associate's degree (for example: AA, AS) 5 = Bachelor's degree (for example: BA, BS) 6 = Master's degree (for example: MA, MS, MEng, Med, MSW, MBA) 7 = Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD) 8 = Doctoral degree (for example: PhD, EdD) 9 = No response	9	**Scale**
305	EDMOTH02	What is the highest degree or level of school completed by your mother? (2 categories)	1 = High school diploma or less 2 = Associate's degree or less 3 = Bachelor's degree 4 = Master's, professional, or doctoral degree 9 = No response	9	**Scale**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
306	EDMOTH02REV	What is the highest degree or level of school completed by your mother? (2 categories - Reverse Coded)	0 = Bachelor's degree or higher 1 = Less than a bachelor's degree 9 = Missing	9	**Scale**
307	HRSSTUDY	During the current semester, what is the average number of hours per WEEK that you study?	1 = None 2 = 1 - 5 hours 3 = 6 - 10 hours 4 = 11 - 15 hours 5 = 16 - 20 hours 6 = 21 - 25 hours 7 = 26 - 30 hours 99 = No response	99	**Ordinal**
308	HRSSERV	During the current semester, what is the average number of hours per MONTH that you commit to community service?	1 = None 2 = 1 - 5 hours 3 = 6 - 10 hours 4 = 11 - 15 hours 5 = 16 - 20 hours 6 = 21 - 25 hours 7 = More than 25 hours 9 = No response	9	**Ordinal**
309	MISSCLS	During the current semester, how many class meetings have you missed for excused or unexcused reasons? This should be the sum of missed class meetings for all courses in which you are enrolled.	1 = More than 10 meetings 2 = 9 - 10 meetings 3 = 7 - 8 meetings 4 = 5 - 6 meetings 5 = 3 - 4 meetings 6 = 1 - 2 meetings 7 = None 9 = No response	9	**Ordinal**
310	CONSFREQ	During the current semester, how frequently do you consume alcohol in a typical week?	1 = Do not consume alcohol 2 = Once per week or less 3 = Two or three times per week 4 = Almost every day 5 = Every day 9 = No response	9	**Ordinal**
311	CONSAMT	During the current semester, how many drinks (beer, wine, liquor) do you typically consume in one sitting?	1 = 1 - 2 drinks 2 = 3 - 4 drinks 3 = 5 - 6 drinks 4 = 7 - 8 drinks 5 = More than 8 drinks 9 = No response	9	**Ordinal**
312	POE	Perceptions of Effects - Overall Scale		None	**Scale**
313	POE_AAE	Perceptions of Effects - Academic Achievement Effects Scale		None	**Scale**
314	POE_PDE	Perceptions of Effects - Personal Development Effects Scale		None	**Scale**
315	POE_IDE	Perceptions of Effects - Interpersonal Development Effects Scale		None	**Scale**
316	POE_CIE	Perceptions of Effects - College Integration Effects Scale		None	**Scale**
Items 317 - 337		**What effect do you think that joining a Greek organization has on a Rhodes student in the following areas?**			
317	EFFACAD	Academic achievement	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
318	EFFSOCIAL	Social life	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
319	EFFESTEEM	Self-esteem	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
320	EFFBELONG	Sense of "belonging" at Rhodes	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
321	EFFFRIEND	Opportunities to develop strong friendships	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
322	EFFMORAL	Moral and ethical development	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
323	EFFACTIV	Opportunities to be involved in campus activities	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
324	EFFLEADER	Development of leadership skills	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
325	EFFSTUDY	Amount of time devoted to studying	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
326	EFFSERVICE	Contributions to philanthropic or community service projects	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
327	EFFCULTURE	Understanding and acceptance of cultures other than their own	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
328	EFFIDENT	Sense of identity (understanding who you are, what you believe, etc.)	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
329	EFFSATIS	Overall satisfaction with their experience at Rhodes	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
330	EFFCOMPL	Likelihood to complete a degree program	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
331	EFFSPIRIT	Promotion of school spirit and pride	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
332	EFFORGS	Becoming leaders in other campus organizations	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
333	EFFTRADS	Perpetuate traditions on campus	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
334	EFFALUM	Becoming contributing alumni	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
335	EFFTIME	Development of time-management skills	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
336	EFFCOMM	Development of interpersonal communication skills	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
337	EFFNET	Opportunities to network	1 = Very negative 2 = Slightly negative 3 = No effect 4 = Slightly positive 5 = Very positive 9 = No response	9	**Ordinal**
338	POG	Perceptions of Greek Students and Organizations - Overall Scale		None	**Scale**
339	POG_GAC	Perceptions of Greek Students and Organizations - Greek Academic Culture Scale		None	**Scale**
340	POG_GCC	Perceptions of Greek Students and Organizations - Greek College Culture Scale		None	**Scale**
341	POG_GEL	Perceptions of Greek Students and Organizations - Greek Elitism Scale		None	**Scale**
342	POG_GSA	Perceptions of Greek Students and Organizations - Greek Social Activities Scale		None	**Scale**
Items 343 - 359		**Please indicate your level of agreement with the following statements:**			
343	GSERVICE	Greeks are more likely than non-Greeks to participate in community service projects	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
344	GACTIVITY	Greeks are more likely than non-Greeks to participate in a wide variety of activities on campus	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
345	GORGS	Greek organizations encourage their members to take leadership roles in other campus organizations	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
346	GATTRACT	In order to be Greek one must be physically attractive (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
347	GFRSTUDY	Fraternity men take their studies more seriously than non-members	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
348	GSOSTUDY	Sorority women take their studies more seriously than non-members	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
349	GDRINK	Greek organizations encourage responsible drinking	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
350	GGRADES	Greeks get higher grades than non-Greeks	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
351	GFRPOS	Fraternities have a positive impact at Rhodes College	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
352	GSOPOS	Sororities have a positive impact at Rhodes College	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
353	GWEALTH	In order to be in a fraternity or sorority one must be wealthy or have a lot of money (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
354	GELITE	Fraternities and sororities are elitist organizations (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
355	GPARTY	Greeks party more frequently than non-Greeks (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
356	GACVALU	Greek organizations value academic achievement	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 9 = No response	9	**Ordinal**
357	GTIME	Greek organizations consume too much student time (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**

Position	Variable Name	Variable Label	Response Values	Missing Values	Measurement Level
358	GFRHAZE	Fraternities engage in activities that demean new/prospective members (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
359	GSOHAZE	Sororities engage in activities that demean new/prospective members (reverse coded)	1 = Strongly agree 2 = Agree 3 = Neither agree nor disagree 4 = Disagree 5 = Strongly disagree 9 = No response	9	**Ordinal**
360	YRSEMP	Years employed at Rhodes	1 = Fewer than 5 years 2 = 5 - 9 years 3 = 10 - 14 years 4 = 15 - 19 years 5 = 20 or more years 9 = Missing	9	**Ordinal**
361	RUSH	Rushed in college	0 = No 1 = Yes 9 = Missing	9	**Nominal**
362	ADVISOR	Advisor to a fraternity or sorority	0 = No 1 = Yes 9 = Missing	9	**Nominal**
363	IDENTIFY	Fraternity and sorority members are easily identifiable	0 = No 1 = Yes 9 = Missing	9	**Nominal**
364	CLOTHING	Identifiable by clothing they wear	0 = No 1 = Yes 9 = Missing	9	**Nominal**
365	WAYSPEAK	Identifiable by the way they speak	0 = No 1 = Yes 9 = Missing	9	**Nominal**
366	ACTIONS	Identifiable by their actions	0 = No 1 = Yes 9 = Missing	9	**Nominal**
367	CLASSPERF	Identifiable by their performance in the classroom	0 = No 1 = Yes 9 = Missing	9	**Nominal**
368	OTHER	Identifiable by other	Open Response	9	**Nominal**
369	CONTRIBUTIONS	What contributions do Greek organizations make to Rhodes College?	Open Response	9	**Nominal**
370	IMPROVE	How might Greek organizations be improved to make them more effective and beneficial?	Open Response	9	**Nominal**
371	FOLLOWUP	Willing to participate in interview or focus group?	0 = No 1 = Yes 9 = Missing	9	**Nominal**
372	**FOLLOWMAYBE**	**Maybe explanation**	**Open Response**	**9**	**Nominal**