

AN ABSTRACT OF THE THESIS OF

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Title: The Effect of Deferring Fraternity and Sorority Rush upon Scholastic Achievement, Satisfaction, and Quality and Quantity of Involvement Among Students at a Small, Private Liberal Arts University

Abstract approved:

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The purpose of this study was to investigate the effect of deferring formal fraternity and sorority rush upon scholastic achievement, levels of satisfaction, and quality and quantity of involvement among students at a small, private liberal arts university. It has been suggested that timing of rush may exercise an impact upon institutional efforts to integrate new students into the intellectual and social life of the campus community.

Data obtained for the study were provided from the Registrar's Data File, the University of Puget Sound (Tacoma, WA), and two instruments constructed and administered by the University. Junior classes for the years 1987 and 1991 constituted the initial population for the study. Responses to a junior year survey were matched to responses from the same class to a corresponding freshman year survey. The junior class of 1987 participated in an early formal rush as freshmen in 1985, while the junior class of 1991 participated in a deferred rush as freshmen in 1988. Matched responses to the surveys were used to describe an adjusted, usable population. Since

the study was concerned with a discreet population and not a sample, the use of statistical measures were applied to guide the professional judgment of the investigator.

Data analyses included: Preparation of a correlation matrix for the dependent variables (scholastic achievement, satisfaction, and quality and quantity of involvement); two-way ANOVA upon continuous, precollege characteristics; and preparation of chi-square contingency tables for categorical precollege characteristics. Scholastic achievement was measured by determination of differences between junior and freshman year cumulative GPAs for each year. Exploratory and confirmatory factor analyses were performed for the satisfaction and involvement measures, subject to factor scale methods suggested by Armor (1974). Backward, stepwise, hierarchical multiple regression was performed for scholastic achievement as well as for each identified factor of satisfaction and involvement. A full model, which contained 13 independent variables, was fit.

The conclusions of the study were as follows:

1. A class by affiliation interaction was found for scholastic achievement. It was concluded that timing of rush impacted GPA. This was important since GPA is considered an important indicator of student success as well as a formal manifestation of academic integration.
2. Timing of rush did not impact satisfaction. However, main effect findings indicated that affiliated students were more satisfied with their co-curricular experience than independent students, yet were not satisfied with overall college life.
3. Timing of rush did not impact involvement, though affiliated students were more involved than independent students.
4. There was a positive correlation between satisfaction and involvement, and affiliated students were more involved and less satisfied than independent students.

Recommendations for further study were provided.

The Effect of Deferring Fraternity and Sorority Rush upon Scholastic
Achievement, Satisfaction, and Quality and Quantity of Involvement
Among Students at a Small, Private Liberal Arts University

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CHAPTER 1

INTRODUCTION

Start
Institutions of higher education have prepared the citizens of America to become productive contributors to society and more whole or well-rounded individuals for more than 300 years. The mission of American higher education has broadened into a rich and varied range of opportunities. Students of today may prepare themselves for the professions, a career, and life at more than 2,000 colleges and universities, each college very different from the others.

The quality of student life has occupied the attention of faculty and college administrators from the beginning. The manner of this concern has also evolved over time, remaining as diverse as the distinctions between institutional types. While this diversity of opportunity as well as universal access to the means of education have become the envy of the world, the situation at the same time has made it difficult to develop generalizations regarding higher education and has left the institutions themselves open to diverse criticisms (Boyer, 1987). According to Pace (1990): "On the one hand, critics say that diversity is a strength which should be preserved; but on the other hand, critics see diversity as a lack of common purpose, a loss of sense of mission, a system in disarray" (p. 5). This dichotomy has led to an inevitable national

review of the institutions of higher education and to processes of internal evaluation conducted on each separate campus. Key issues are the strength and the coherence of the mission of each campus, and the degree to which the internal climates or environments, as well as the individual parts or members of each campus, contribute to this institutional mission.

As a partial response to these areas of concern, institutions are taking greater interest in how student involvement outside the classroom may serve to complement the campus mission. Nonetheless, in comparison to classroom learning activities, "less is known about the contribution of out-of-class experience to the desired ends of college" (Kuh, Schuh, & Whitt, 1991, p. 6). In the Tinto (1987) theory of "individual departure," the first stage of a student's college career involves the separation from past associations and communities and the transition into the norms and patterns of the individual's new community. If, as Tinto argued, the college campus is an interactive system, thus mandating the integration of the academic and social systems, it is imperative that institutions of higher education investigate the co-curricular as well as the curricular components of campus environments.

One manner in which many students have chosen to become involved on campus is to participate in social fraternities or sororities. Modern American social fraternities and sororities have been active at institutions of higher education for more than 150 years. They have developed and evolved as integral parts of many campus communities. Many positive contributions and benefits may be accredited to the presence of a "Greek" community on campus. However, throughout its history, the relationship of this community to the host institution has been fraught with concerns and problems. Primary among these concerns has been the premise that the Greek community's principles, behaviors, and mere presence may be antithetical to the educational mission of the college or university. Indeed, contemporary interest among students in the fraternity experience is unprecedentedly high, while at the same time it

has been observed that the behaviors of fraternity members are at their historical worst (Center for the Study of the College Fraternity [CSCF], 1988; Hirschorn, 1988a).

Campuses may be viewed as microcosms of society, and while fraternities are certainly not the singular source of questionable and unruly behaviors, they have been highly visible when it comes to circumscribing responsibility for these types of occurrence. It is feared that Greek communities may promote, or at least tolerate, offensive behaviors and regressive values. This presents an obvious dilemma for host campuses as they work to strengthen their internal climates and identities, while also responding to the concerns of a more vigilant, demanding society. National fraternity and sorority organizations, college or university alumni who have had a fraternity/sorority experience, and numerous educators who would contend that the fraternity experience is an important co-curricular, educational option for students are also concerned. The latter would argue that while progress in addressing the systemic problems may seem slow, it is nevertheless happening and that the benefits the Greek communities provide to students, host campuses, and the larger society should not be ignored. While studies and evidence exist which bolster either side of this argument, additional research is needed with regard to the impact which fraternity and sorority affiliation has upon student levels of involvement and how this affiliation either detracts from or complements the mission of host institutions (Abrahamson, 1987; Schaffer, 1983).

Statement of the Problem

The American Council on Education (1990 [ACE]), through its Advisory Committee on Self-Regulation, recently addressed the dilemma shared by host institutions of higher education and the Greek community. In a document subtitled "Greek Organizations on the College Campus," the ACE outlined the four possible responses a college or university may adopt in relation to Greek communities:

- 1) *Reactive*, where each crisis is viewed as an idiosyncratic event. This may be more illustrative of a “non-policy” rather than action based upon a conscious institutional relationship.
- 2) *Hands-off*, where as much distance as possible is established between the institution and the Greek community.
- 3) *Severed*, where the institution chooses to selectively refuse recognition to a particular chapter or to terminate relationships with all Greek organizations on its campus.
- 4) *Activist*, where the institution chooses to promote integration of the Greek community into campus life, based upon clearly stated lines of supervision as well as insistence upon performance requirements.

When recommending the activist approach to institutions of higher education, the ACE (1990) recognizes the potential which the Greek community has for benefiting the individual students and the host campus. However, it was also noted that this approach is best for minimizing liability as well as for the promotion of “responsible behavior by all members of the campus community.” Thus, by advancing this approach, the ACE recognized that there are issues which require attention on the part of host institutions and the Greek community. At the same time, the ACE has stated its belief that through shared expectations and vigilance, the Greek agenda may proceed as a positive contribution to the institutions’ educational mission as well as the quality of campus life.

The ACE (1990) has recommended a number of strategies to institutions which choose to accept the activist approach as a definition of their relationship to Greek communities. Many of these strategies are not new to the Greeks and are already part of an internal agenda for change. However, one of these strategies is particularly controversial. This issue is centered upon the blanket recommendation that membership selection or “rush” be deferred until the second term of the freshman year or

later. Membership selection, or "rush," is the process by which fraternity chapters share their group purposes and programs with new individuals curious to know more about the group and in which individual students declare their intention to affiliate with Greek organizations. The process of deferring rush beyond the first term/semester of the academic calendar has been studied, rejected, and variously adopted by many campuses over the years. The principal reasons or concerns underlying these actions have included:

- 1) The timing or length of the rush program was perceived to interfere with or detract from students' attention to their studies during the term.
- 2) The timing or length of the rush program was perceived to interfere with scheduled campus programs such as orientation.

Other concerns presented with regard to rush practices include potential discriminatory practices and other behavioral concerns, such as the use of alcoholic beverages. However, these concerns are not specific to the timing of rush.

The ACE (1990) introduced an additional dimension to be considered when examining the timing of rush. This dimension may be best discussed in relation to the Tinto (1987) theory previously introduced. As noted, the first stage of a students' college career involves separation from past associations and communities and a transition into the norms and patterns of his/her new community. This may be a stressful process for students. It is important that the institution facilitate the incorporation of the student into the campus culture by providing formal and informal mechanisms through which this transition can occur. "Without external assistance, many will eventually leave the institution because they have been unable to establish competent intellectual and social membership in the communities of the college" (p. 99).

Institutions are developing programs to ease the transition of freshmen as they find their place in this new community. Tinto (1987) noted that integrated first-year programs have had some apparent success, but for the most part at small colleges. At-

tention is given to the "conditions which foster the integration of students into the intellectual and social life of the institution" (p. 154). In turn, the ACE (1990) has argued that the practice of holding rush at the start of the freshman year may serve to interrupt these efforts, thus foreclosing individual opportunities to explore a wider range of activities prematurely.

Therefore, certain additional questions with respect to the timing of rush on college and university campuses have arisen. Is early affiliation with a fraternity/sorority during the first year inconsistent with the host institution's efforts to integrate the student into the intellectual and social life of the institution? Does early affiliation foreclose opportunities prematurely? Does deferring rush provide students with greater opportunities to be successful?

Purpose of the Study

The present longitudinal study was undertaken to investigate the relationship between the timing of rush and the integration of students into the intellectual and social life of a small, private liberal arts university, the University of Puget Sound in Tacoma, Washington. Grade point averages (GPA) were used to measure scholastic achievement and scales were created to measure the quantity and quality of involvement as well as levels of satisfaction with the institution. Two classes of students were compared. The 1985 class of freshmen participated in a formal rush period held during early fall semester, while the 1989 class of freshmen participated in a formal rush period held during early spring semester. The populations of both classes were surveyed during their freshman and junior years. The survey instrument used during the junior years (1987 and 1991) provided most of the information used for purposes of comparison.

Controlling for other variables, the specific purposes of the study were to measure the influence of deferred rush by:

- 1) Examining differences that may have existed between the junior classes of 1987 and 1991 in relation to scholastic achievement, levels of satisfaction, and quantity and quality of involvement;
- 2) Examining differences that may have existed between those who chose to affiliate with a fraternity and those who did not in relation to scholastic achievement, levels of satisfaction, and quantity and quality of involvement; and
- 3) Examining differences that may have existed between those who chose to affiliate, those who did not affiliate, and the two classes (1987 and 1991) in relation to scholastic achievement, levels of satisfaction, and quantity and quality of involvement.

Theoretical Basis for the Study

Collegiate life for most students involves a number of activities and involvement out of the classroom as well as within it.

The college of quality remains a place where the curricular and the co-curricular are viewed as having a relationship to each other at a time when social bonds are tenuous, [and] students, during their collegiate years, should discover the reality of their dependency on each other. They must understand what it means to share and sustain traditions. Community must be built. (Boyer, 1987, p. 195)

Originally advanced as a model to study student persistence and withdrawal characteristics, the Tinto (1975, 1987) "theory of departure" now may also be considered a theory of student development (Moore & Upcraft, 1990; Tinto, 1988). Specifically, it is argued "that it is possible to envision the process of student persistence as functionally similar to that of becoming incorporated into the life of human

communities generally and that this process, too, is marked by similar stages of passage through which individuals must typically pass in order to persist in college” (Tinto, 1987, p. 94). For the individual, emphasis is placed upon the various difficulties faced over time while attempting self-incorporation into the campus community. For the institution, the goal is that education, rather than retention, become the primary focus of a retention programs. “Success . . . hinges on the construction of education communities at the college, program, and classroom level which integrate students into the ongoing social and intellectual life of the institution” (p. 188). The degree to which a student is successful on campus is a result of the interaction of the institution and the individual and the resultant capacity for the integration of the individual into the social and academic domain.

Tinto (1975, 1987, 1988), based upon a previous work by Van Gennep (1960), entitled *The Rites of Passage*, outlined several stages of passage for student college careers. In the first stage, “separation,” the individual student is required to disassociate from membership in past communities and habits to varying degrees. To some degree, this process will be stressful, dependent upon the incongruity of the past and current communities. The values, behaviors, and norms appropriate to college are adopted in this stage.

The second stage is “transition.” The individual student enters a period in which the older norms and patterns have yet to be entirely transformed or rejected and during which the emergent norms and patterns remain to be fully adopted. Most students will adjust well to the social and intellectual life of the institution, while others may require assistance during adjustment to the stresses engendered by the process. To some extent, the degree to which students’ past experiences have prepared them for college will determine the success of the transition or of the scope of the assistance required. Individual goals and intentions also influence the success of the transition process.

The final stage, "incorporation," signals the degree to which an individual has become integrated into the college communities. "The person now faces the problem of finding and adopting norms appropriate to the new college setting and establishing competent membership in the social and intellectual communities of college life" (Tinto, 1988, p. 446). Social interactions, including those with faculty, are the primary vehicle through which incorporation takes place. Beyond the typical orientation program, additional programs which provide extended, repetitive contacts with other members of the community are needed to show new students the paths to incorporation. Some students are either unable or unwilling to avail themselves of these opportunities on their own and external assistance will be required. Other students may find that the social or intellectual communities of the college are not to their liking and thus may choose to leave.

Focusing upon the environmental conditions and individual dispositions which serve to explain retention and/or departure, Tinto (1975) then introduced an interactive model, as demonstrated in Figure 1.1, based upon the theory that

dropout is a longitudinal process of interactions between the individual, the academic and the social systems during which the students' experiences in those systems continually modify his/her educational goal and institutional commitments in ways which lead to persistence or varying forms of dropout. (p. 94)

Pre-entry attributes, including family background, individual skills and abilities, and prior schooling, impact the student's potential in college and either facilitate or hinder the separation and transition phases leading toward incorporation into college life. These attributes also influence the intentions, goals, and commitments brought to the college. "Together with external commitments, they help establish the initial conditions for subsequent interactions between the individual and other members of the institution" (Tinto, 1987, p. 115).

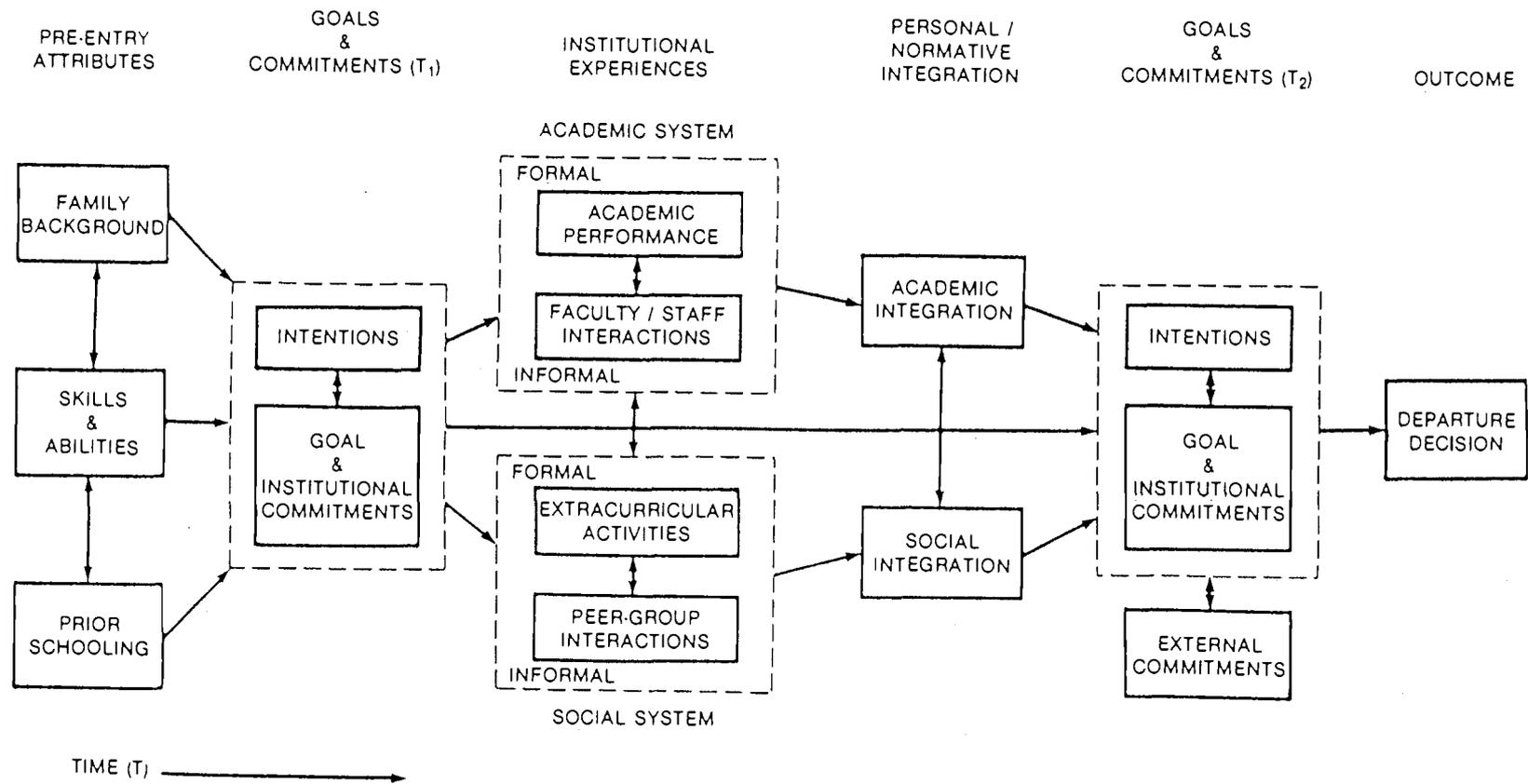


Figure 1.1. Model of institutional departure.

The crucial next step involves the degree to which the individual integrates him/herself into the academic and social systems of the institution. This process occurs through a number of formal and informal academic and social experiences available to the student. Some are specifically designed by the institution, while others are peripheral experiences or devices of the student's own making. These interactive experiences combine to create the degree to which the individual is integrated into campus communities, a process engendered through "the impact integrative experiences have upon the continued reformulation of individual goals and commitments" (Tinto, 1987, p. 115). Thus, positive integration raises goals and strengthens commitments to both goals and the institution, whereas negative or nonintegrative experiences may lead to departure.

At this point, successful integration into the social and intellectual communities of the campus will also be impacted by external commitments entered into by the student since first arriving on campus. As expressed by Tinto (1987), "external communities (families, neighborhoods, peer groups, work settings, etc.) like those internal to the college, have their own social and normative structure and patterns of interaction leading to membership" (p. 123). Participation in these communities may either provide support for or detract from further participation in college communities. Each of these factors lead each student toward the departure decision, which can then, as a result of the process, be either negative or positive.

For three important reasons, the model presented by Tinto (1975, 1987) has an important relevance to the present study. First, it adds a longitudinal and interactive dimension to the study of student persistence and the difficulties faced by individuals as they attempt to integrate into campus communities, dimensions and difficulties which reinforce the importance of the freshman year in the journey of individual students toward a college degree (Tinto, 1988). The incidence of student departure is highest during the freshman year (Cope & Hannah, 1975). The forces which influ-

ence decisions to persist or to depart, especially during the first six weeks of the college experience, are qualitatively different from those that influence similar decisions faced at later stages of college life (Daubman, Williams, Johnson, & Crump, 1985; Louis & Potter, 1986). As stated by Tinto (1988): "In this view, the first six months of college are an especially important period in student persistence and completing the first year is more than half the battle in persistence to the Bachelor of Arts degree" (p. 439).

It is helpful to view the successful integration of a student into campus life as a process of passage through distinct stages, as well as a "longitudinal process of interactions between an individual with given attributes, skills, and dispositions (intentions and commitments) and other members of the academic and social systems of the institution" (Tinto, 1987, p. 113). Thus, individuals' experiences modify these intentions and commitments. As a result, Tinto (1988) advocated "front-loading" as an institutional strategy to combat early student departure. In addition, it was suggested that "institutional policies must be particularly sensitive to the separation and transitional difficulties new students face in attempting to make the 'jump' to college" (p. 451). Therefore, Tinto suggested that orientation programs should span the first semester (quarter) of the first year, concentrating upon contact and mentorship as well as long-term academic and social assistance.

The second factor of relevance to the present study which may be derived from the Tinto model is that it presents a framework through which the Greek community may be viewed on campuses. A fraternity or sorority may be viewed as a peer group campus subculture through which the fraternity/sorority, with other "informal mechanisms" may assist with the integration of students into the social systems of campus communities. These types of opportunities lead to repetitive contacts among peers while students "learn the ropes of college life" (Tinto, 1987, p. 98), undergoing integrative experiences which thus impact the reformulation of their goals and commit-

ments. If the student's experiences are positive, then goals are raised and the commitments to these goals and the institution are strengthened; if the student's experiences are negative or malintegrative, then departure may result. To Tinto, malintegrative experiences were "those that separate the individual from the social and intellectual communities of the college" (p. 115). This is an important point, given that the social and intellectual systems of the college are distinct, but at the same time are mutually interdependent.

Working with limited resources (i.e., both time and energy), it is possible that integration into both types of systems may be difficult for some entering students. This may lead to varying degrees of social isolation or, conversely, difficulty in meeting academic standards. "If, however, the subcultures of either system are supportive of activities in the other, then the two systems may work in consonance to [mutually] reinforce integration" (Tinto, 1987, p. 119). "The prevailing academic culture acts to define, . . . what is appropriate and what is deviant" (p. 121). Other communities may exist at the periphery of the dominant. As long as the individual finds membership in at least one community supportive of the social or intellectual systems, membership within a deviant community may not direct the individual toward a disposition to departure. However, "the closer one's community is to the center of the system, the stronger the forces which bind the individual to the institution generally" (p. 122). The issue is then how close the Greek community is to the center of the campus academic culture? How close are its members to the "dominant forces with the college, that is, to its social and intellectual center" (p. 122)? May the Greek experience be malintegrative during a critical period in the student's career?

Third, Pascarella and Chapman (1983) have established the predictive validity of the Tinto model. Of even greater importance to the present study, among all institutional typologies, the Tinto model was found to be most valid for residential campuses and liberal arts colleges. When examining the institutional effects upon social

and academic integration, Chapman and Pascarella (1983) found that as the size of the institution increased, so did the scope of its social life. At the same time, informal faculty contacts tended to decrease. The residential character of the campus led to higher social and academic integration. At four-year colleges, students were exposed to a greater degree of peer conversations and contacts, both social and intellectual, with the faculty.

For the present study, three variables were used to measure the effect of deferring fraternity rush until the second semester of the academic year. These were:

- scholastic achievement,
- satisfaction, and
- quantity/quality of involvement.

The intent of the present study was not to validate or replicate existing findings in relation to these variables. However, where applicable, comparisons of the findings of the current study to this body of knowledge are provided.

While investigating student attrition, Astin (1977) determined that a student's involvement on campus not only would positively impact persistence, but "will also intensify the impact of the undergraduate experience on the student's personality, behavior, career progress and satisfaction" (p. 260). This position has subsequently directed Astin toward the development of a theory of student involvement. Involvement theory suggests that the greater the degree to which a student is involved on campus, the greater the amount of learning and personal development that will take place (Astin, 1984). However, beyond the quantitative dimension of involvement there is also a qualitative dimension. Pace (1984) referred to the necessity of the development of measures which can be used to determine qualitative judgments in this sense.

Related to, as well as a function of, student involvement is level of satisfaction. In a study which investigated the relationship between intensity of involvement and satisfaction, McKaig (1984) found that those students who were most highly involved

were most satisfied. Astin (1984, 1985) determined that specific kinds of involvement, including living on campus, involvement in athletics, student government, and fraternity life, would lead to greater student satisfaction with the college experience. In addition, it has also been established that those students who report high levels of interaction with faculty and are heavily involved in their academic pursuits are more satisfied (Astin, 1977).

Grades, as reflected by student GPAs, "continue to be an important determinant of student progress" (Astin, 1977, p. 258). When discussing academic integration, Tinto (1987) distinguished between formal and informal manifestations, observing that "grade performance is a minimum formal condition for persistence" (pp. 106-107). Kuh, Krehbiel, and MacKay (1988) indicated that "there is some evidence to suggest that satisfaction—rather than being a product of good grades—may actually be a precursor or lead to good grades" (p. 33). The relationship of GPA to satisfaction and to the formal manifestations of academic integration make it an area worthy of investigation.

Definitions

The following definitions are included to clarify the meanings of some of the terminology specific to the current investigation.

Affiliation: Following the period of rush, affiliation is that process by which an individual "pledges" him/herself to a particular fraternity after that group has extended an invitation for membership to that individual.

After a specified pledge period, the individual may be asked to join the group in full membership as an "active" member. For purposes of this study, the pledge and active status of membership shall be used to denote affiliation to the fraternity.

Chapter: A branch of a national fraternity on a specific campus.

Class: For the purposes of this study, class refers to that group of students who entered the University as freshmen during a given year and who were surveyed during their freshman and junior years.

Deferred Rush: The process by which structured fraternity membership selection is delayed beyond the first term/semester of the freshman year. For the purposes of this study, deferred rush indicates that structured fraternity membership selection occurred at the beginning of the second semester, freshman year.

Fraternity: A formally organized student group representing a national/international independent social organization which chooses to enter into a relationship with a host campus. Used in this study in its generic form, fraternity includes both men's and women's fraternal social groups.

Pledging: The process by which the individual student accepts the offer of membership or "bid" extended by the fraternity and "pledges" him/herself to that fraternity.

Rush: The process by which fraternities open their groups to new members who are interested in exploring the fraternity experience. Individual students have an opportunity to visit different fraternities and then, by a process of mutual elimination and selection, a mutually satisfactory choice is made. For the purposes of this study, rush refers to the formal, structured membership selection process held at the beginning of the semester. This is the process in which most freshmen participate; not the informal process which may occur at other times during the academic year.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Evolution of Fraternity Organizations

Any historical review of the American fraternity would be incomplete without first examining its antecedents. As Burns (1989) has noted, "the appearance of fraternities on the campuses of North America is not the result of an historical accident, but rather, the Greek-letter societies have been an ongoing and important facet of the larger student self-government and co-curricular movements" (p. 21).

Student organizations evolved during, and indeed were in part responsible for, the development of the medieval institution which became known as the university (Johnson, 1972). At first developing for self-protection and cooperation, membership within these "guilds" or "nations" was determined by the home nationalities of the students. These nations developed codes of conduct and hired faculty to teach a curriculum. According to Rashdall (1895, quoted in Johnson, 1972), their ideals were to develop "fraternal charity, mutual association and amity, the consolation of the sick and support of the needy, the conduct of funerals, the extirpation of rancor and quarrels and the spiritual advantages of members" (p. 6).

In time, the problems associated with the administration of these large institutions, including the acquisition of property and municipal subsidization of the faculty, led to the transfer of authority from the students to the host cities (Johnson, 1972). Though these student groupings and some of their traditions continue to exist today in many parts of the world, there are no tangible ties between the ancient student guilds

or nations and the development of modern American fraternities. However, Johnson did note that many fraternities had modeled their statutes upon those of the medieval guild associations. "Words to similar effect appear in the preambles of many American student societies" (p. 7).

The traditions that evolved at the University of Paris, in England, and then in America were quite different in nature. At Paris, it was the faculty that developed a guild and thus accumulated privileges and power. Johnson (1972) noted that no attention was given to the lives of the students outside of the classroom. In fact, "earnest students began to band together for the purpose of hiring a communal house, or *hospicium*, where they shared expenses, chose their own leadership, made their own rules, and otherwise conducted themselves in an autonomous manner" (p. 9). It was an affiliation many students were not able to afford. Thus, this form of communal student life became one of the privileges of the elite.

In reaction to this phenomenon, philanthropists developed the residential collegiate system to house poor students. It was this system which migrated from Paris to England at both Oxford and Cambridge (Brubaker & Rudy, 1958; Johnson, 1972). With it came "the imposition of a collegiate discipline upon the students who, as recipients of charity, lived in these colleges" (Johnson, 1972, p. 9). Thus, minute rules and strict, monastic regulations were imposed upon the students. No vestiges of student self-government remained. With "in loco parentis" solidly in place, this model was exported to the colonies.

The collegiate tradition developed in the United States left little latitude in the daily conduct of students. "Lawful recreations were virtually nonexistent," whereas the faculties living in residence, on the other hand, "enjoyed considerable freedom" (Johnson, 1972, p. 10). For students to meet outside of this strict environment would have been grounds for severe discipline, or even worse since the political nature of some of the discussions were considered to be treasonable.

College literary societies provided outlets for at least some students. Permitted or tolerated by the faculties, these groups met for the purpose of "mutual edification," "literary aims," or "practice in oratory" (Johnson, 1972, p. 10; Voorhees, 1945, p. 3). Evidence suggests that these groups were heavily influenced by the faculty and other nonstudents. Indeed, for some organizations, membership included faculty and other township residents.

In America, 1776 is celebrated not only as the year in which the American independence movement began to take direct action, it was also the year that students, influenced and inspired by the same spirit of revolt, created the first American fraternity. According to Robson (1976), "Phi Beta Kappa must be credited as the first fraternity to liberate social life, to assert the rights of assembly, of free speech, and of independent decision" (p. 27). Given the circumstances, it was necessary for the members to organize in secret and away from the campus. As observed by Johnson (1972):

The oath of initiation, secret signs and symbols, and even a distinctive hand-clasp were urgent, imperative necessities to avoid disclosure of the proceedings. Enduring to this day, they serve as symbolic reminders of a time when they were matters of life and death to men who were pledging their "lives, fortune, and sacred honor" to the cause of independence. (p. 13)

The characteristics of fraternities, also introduced through Phi Beta Kappa, included:

- use of initials of a Greek phrase for a name (Johnson, 1972; Robson, 1976),
- chartering of additional chapters (Current, 1990; Johnson, 1972; Voorhees, 1945), and
- membership restricted to collegians (Copeland, 1907; Current, 1990; Voorhees, 1976).

Arguably, it has been asserted that many of these rituals or practices came from or were modeled upon Masonic principles and practices (Current, 1990; Johnson, 1972; Piehler, 1988). Indeed, many of the original members became members of Masonic lodges within two years of the inception of Phi Beta Kappa.

A number of Greek-letter organizations espousing fraternity ideals, most of which "died" and did not exercise a continuing influence, began to take form during the first 20 years of the 19th century (Robson, 1976). Indeed, as Brubaker and Rudy (1958) noted, "the real beginning of the social fraternity movement came with the founding of the so-called Union Triad" (p. 122). With the creation of the Kappa Alpha society in 1825, and then Sigma Phi and Delta Phi in 1827, the modern American fraternity concept was born. Their continuing existence and the colonization of chapters upon other campuses presented the model which has persisted into the modern age.

The gradual growth of fraternities into and throughout the second half of the 19th century was aided by more practical considerations. The period was marked by violent rebellions and riots as students responded to the discipline and harsh conditions of the campus. Rioting occurred at all types of colleges and was not restricted by geographic region. Authorities were concerned with their institutional reputations, financial perils, and by criticism from parents and the general public (Brubaker & Rudy, 1958). Although college authorities vigorously opposed fraternities for a number of reasons (Rudolph, 1956, 1962), at the same time they found that "by disciplining the aggression of its [sic] chosen members, and confining individual willfulness, fraternities served to mitigate 'class' hostilities on campus, control hazing, channel dissipation, and set reasonable standards for deportment" (Bledstein, 1976, p. 252).

Meanwhile, passage of the Morrill Act of 1862 reflected a change in society's perceptions of the role of higher education. The Act represented a change in the principles of education, from being an arm of denominational orthodoxy and class in-

terests to a more practical, secular provider of skills necessary for the development of a growing nation (Beach, 1973; Brubaker & Rudy, 1958; Johnson, 1972). This new concept of universities provided an atmosphere and attitude conducive to the fraternal concept (Robson, 1976). At the same time these societal pressures "were stoutly resisted by faculty committed to the traditional curriculum—i.e., the typical faculty at the traditionally liberal arts colleges in which the fraternity movement was spreading most rapidly" (Beach, 1973, p. 112). Fraternities came to represent those things which threatened the lifestyles and the sense of commitment to these faculty and, as such, became "easy targets for retribution" (p. 113).

German methods of university instruction also contributed to the change in American higher education. Brought to this continent by scholars trained at German institutions, this European method encouraged new emphasis upon "scholarly accomplishments, publications, and scientific discoveries" (Johnson, 1972, p. 29). The professor, and hence the institution, were no longer concerned with the life of the student outside the classroom or the laboratory (Brubaker & Rudy, 1958). The traditional American college was rather viewed as a "boarding school" and the new scholars were quick to divest themselves of the responsibilities assumed by prior generations of educators. Financial resources were redirected toward building classrooms, laboratories, and higher salaries for new faculty members. According to Robson (1976), "German trained scholars looked upon dormitories as extraneous. Consequently, the responsibility for food, shelter, and related amenities fell to the student, and hence to the fraternities" (p. 30). Owen (1991) adds that "town-and-gown" relations also contributed to the assumption of these functions by fraternities. Students were frequently perceived to be rowdy and landlords were at times unscrupulous. While contributing to the growth and strength of the fraternity movement, the move into a chapter residence changed the nature of the group as well. According to Owen (1991), "when the chapter's daily life became centered in a common residence and

[was] shaped by it, economic considerations began to take priority, for good or ill" (p. I-2). It is also significant that the development of women's groups and historically black Greek letter movements took place during this period.

Although there is some evidence that up to this point some women had been duly initiated into men's fraternities (Johnson, 1972; Owen, 1991), it was not long before the development of Greek letter groups specifically organized for women became a reality. A number of secret societies for women bearing Greek or classical names had already existed for a number of years (e.g., the Adelphean Society organized in 1851; the Philomathean Society organized in 1852, and I. C. Sorosis organized in 1867). Soon after their organization, these groups adopted Greek letters for their names (respectively, Alpha Delta Pi, Phi Mu, and Pi Beta Phi). However, Kappa Alpha Theta and Kappa Kappa Gamma, both founded in 1870, "set the pattern that eventually came to prevail" (Johnson, 1972, p. 58). The Greek letter women's movement gained in strength and numbers and is now a thriving collegiate tradition available to college age women at most campuses.

The historically black Greek letter movement was also developed to meet specific needs which were not otherwise met on college campuses of the time. Invitations were not being extended to non-whites by the existing fraternities and sororities (Johnson, 1972). Thus, each of the eight organizations which were subsequently organized evolved during a period when blacks were denied essential rights and services afforded to others (Owen, 1991). George B. Kelly stated that "we hoped to bind these men together in a way that they could give mutual aid educationally, in their work, and by advice" (Johnson, 1972, p. 41). Established between 1906 (Alpha Phi Alpha) and 1922 (Sigma Gamma Rho), there are now eight historically black Greek letter organizations, including four fraternities and four sororities. Today, they each enjoy strength and success nationally with a tradition of community service and scholarship.

Other ethnic or religiously based groups have existed (Johnson, 1972). However, their traditions and identities have been either mainstreamed or lost, or they do not enjoy a continuing national success at present. In any event, by the end of the 19th century the American fraternity movement had become a stable, powerful entity on campus (Sheldon, 1901). Thus, all of these factors contributed to the rapid growth of the fraternity movement into the 20th century.

The major contribution of student organizations and clubs during this transition into the modern era was the establishment of extracurricular considerations as important complements to classroom education (Owen, 1991). This was especially true for fraternities since, with the addition of the chapter house, the fraternity allowed for "systematic self-governance through both leadership and stewardship" as well as "practical experience and communal relationships" (p. I-2). According to Rudolph (1962), "what mattered to many young men was not the course of study but the environment of friendships, social development, fraternity houses, good sportsmanship, [and] athletic teams" (p. 289). Institutions recognized that the swing toward rationalism and away from educating the whole student had perhaps gone too far. By assuming responsibility for these out-of-class experiences, the new "student affairs workers" on campuses attempted to reintegrate them into the educational mission (Appleton, Briggs, & Rhatigan, 1978; Beach, 1973; Johnson, 1972; Kuh, Shedd, & Whitt, 1987). As Owens (1991) noted, "since 1900 the development of fraternities has been so rapid that the 20th-century organizations outnumber those established in the century and a quarter preceding" (p. I-21). In turn, World War I, the Great Depression, World War II, and the student unrest of the late 1960s and early 1970s have each presented challenges to this growth, but each has been a challenge that has been overcome.

The financial adversities faced by colleges during the Great Depression were shared by the fraternities. Enrollment suffered and most of those individuals who did

attend college did not feel that they could afford to belong to fraternities (Owen, 1991). In addition, the impact of both wars required that men leave campus to participate. However, the end of each war witnessed the return of these men and significant growth for the fraternal organizations. In particular, with the advent of the GI Bill, this was the case following World War II (Robson, 1976; Bryan & Schwartz, 1983a). Ex-GIs were interested in continuing the camaraderie they found in the service and, in a practical sense, finding available, inexpensive housing. Both were available within the fraternity chapter. Thus, through the mid-20th century fraternities were the dominant social entity on college campuses and were recognized by university administrations as such. During this period, up to one-third of all college students were Greeks and were a force to deal with in regard to all key student organization offices (Horowitz, 1987).

The period of unrest which affected the United States during a decade and more from the 1960s into the 1970s was also a trying period for fraternities. Students typified the Greek experience as representative of the "establishment" or a conservative lifestyle counter to the evolution of life in general society (Bryan & Schwartz, 1983a). Consequently, memberships suffered and numerous chapters were closed. However, since the early 1970s fraternity membership has again increased as the social attitudes of students have undergone change and the fraternity experience has been viewed in a more positive light. According to Owen (1991), "membership in the men's fraternities increased from 230,000 in 1980 to more than 400,000 in 1986. Sororities showed similar gains and added 131 new chapters in three years" (p. I-23).

Membership Selection

In the more than 200 years of American fraternity life, methods of membership selection have changed dramatically. For perhaps the first 100 years, the method of

selection for new members was quite simple. In its ideal form, selection was based upon what "Thomas Jefferson proposed for a 'natural aristocracy': talent and virtue" (Owen & Owen, 1976, p. 12). In practice, the criteria used more closely resembled that suggested by the student of 1836, as quoted by Rudolph (1962): "Would you want your sister to marry him?" (p. 146). Students recommended for membership were formally extended invitations. They were initiated immediately and often one at a time (Owen, 1991). "A properly recommended and approved" candidate was brought to the initiation "by the member who nominated him for membership" (Piehler, 1988, p. 210). At first, only upperclassmen were selected. On some campuses, chapters restricted membership to seniors or juniors (Johnson, 1972; Owen, 1991). By the end of the 19th century these practices had changed or were in the process of being changed.

The increasing number of chapters hosted by each campus, the need to fill the chapter houses constructed during the period, and increased rivalry between fraternities led to a "scramble" for new members each year (Bledstein, 1976; Johnson, 1972; Owen, 1991). Underclassmen and even "prep" students were sought as members. "Incoming freshmen were recruited as pledges in classes or delegations—often 'rushed' on arrival at the train station, then 'spiked' with buttons or ribbons—and carted off to the house" (Owen, 1991, p. I-2). Dual-memberships and "lifting" (stealing) of pledges, or even members, was a frequent occurrence.

Johnson (1972) and Owen (1991) attributed the concept of a pledgeship to Dartmouth University. The tradition there was that affiliation did not occur until the sophomore year, but freshmen "pledged" their commitment to a particular fraternity. By the turn of the century, the norm was to draw members from each class, but the emphasis had shifted to the freshman class. The "pledge period" also became standard as chapters found this group of interested students to be a convenient work force.

The campaign, or open rush, from this time most frequently occurred during the first term of the freshman year.

The opening years of the 20th century found students, national fraternities, and colleges questioning the value of the fiercely competitive membership selection system which had evolved. Chapters on individual campuses began meeting to adopt informal compacts regarding rush and the conduct of other inter-fraternity business. National fraternities and alumni groups bonded together to eliminate dual memberships, lifting, the pledging of prep students, and other unfair or unethical practices (Johnson, 1972; Owen, 1991). These early meetings led to the development of local interfraternity councils and then to the development of the National Panhellenic Conference in 1902, the National Interfraternity Conference in 1909, the National Pan Hellenic Council in 1930, and other national and regional inter-Greek organizations.

While the immediate impetus and concern may have been to establish "more ethical and mutually respectful relations between organizations" (Johnson, 1972, p. 255), the need for cooperation was also reinforced by a perceived need to self-govern these activities. William Raimond Baird (Owen, 1991) warned that:

It is plainly evident that unless they [chapters] remedy the admitted evils of rushing that the college authorities will assume control of rush matters and put such limitations upon the activities of the different fraternities as to cripple their membership and interfere with their progress. (p. I-8)

National rules, local interfraternity councils, and host institutions thus began to regulate rush activities.

Restrictions Upon Membership Selection

By the midpoint of the 20th century, there was a noticeable increase in the number of campuses which restricted the period during which membership selection or "rush" might take place. Whereas the national fraternities and local governing coun-

cils addressed the issues of fairness, respect, and equity by means of self-imposed restrictions, these new restrictions originated from the teaching faculty, addressing their perception that rush interfered with the academic calendar and the ability of students to perform academic work during that period (Johnson, 1972). It may be added that the rediscovery of co-curricular education by colleges and their re-entry into meeting student housing needs contributed to this trend. The academy was again interested in what happened to students outside of the classroom. As a result, most campuses by this time had large residence halls to keep occupied (Beach, 1973; Johnson, 1972; Robson, 1968). Fraternities drew from this potential pool of residents. The intention was not simply to compete with fraternities, but as Johnson (1972) observed, "to set standards" and to "provide a better over-all program" as well as to "unite the freshman class, enhance loyalty to the whole institution, assure better disciplinary control" and to "improve scholarship" (p. 265).

The movement to restrict the timing of rush obviously did not impact those campuses with a tradition of sophomore or upper class rush. However, for others, the imposition of these restrictions was perceived by fraternities to be an attempt to destroy them or, at the least, a violation of a basic right. Today, few institutions have membership processes which resemble the totally free enterprise found earlier in this century. Most rush processes are now bounded by restrictions imposed by the local councils, national associations, or individual campuses. Thus, the time and manner of rush has evolved into four basic systems:

- 1) open rush,
- 2) early rush,
- 3) delayed rush, and
- 4) deferred rush.

Open rush may be defined as systems which (Fraternity Executives Association [FEA], 1991):

- exclude the use of alcohol;
- are “open,” without restrictive regulations;
- are individual and personal in approach;
- are open to all, without registration or charges;
- minimize interfraternity and chapter expenses;
- emphasize useful information;
- start at the earliest time and continue throughout the calendar year;
- encourage participation of upperclass, transfer and graduate men

(Appendix A).

This method of rush is advocated by the Fraternity Executives Association and is recommended by the National Interfraternity Conference (NIC) (1990). Currently, only 21 percent (83 of 392) of the campus interfraternity councils and only 6 percent (19 of 323) of the local Panhellenic councils observe rush systems which do not have at least one structured type of rush per year (CSCF, 1988).

Early rush evolved as an innovation designed to eliminate the possibility of rush interfering with classwork or the academic calendar, while minimizing confusion regarding housing accommodation (Johnson, 1972). Prospective students are “rushed” prior to their arrival on campus. For some systems, bids (i.e., invitations to join) and acceptances may be exchanged even before classes begin; for others, early rush concludes with a structured rush week held prior to the start of classes. Currently, 37 percent (144 of 389) of all interfraternity councils and 45 percent (172 of 381) of all Panhellenic councils hold rush programs prior to the end of the first week of classes (CSCF, 1988).

Delayed rush occurs during the first term of the traditional academic calendar, but may be restricted to a certain period of time within the term. Delayed rush may be further defined to include periods referred to as “early fall rush” and “midpoint rush.” Early fall rush occurs within the first four weeks of the first term. In 1988, 63

percent (245/389) of fraternities and 55 percent (209/381) of sororities surveyed reported that rush was held following the first week of class. Within this category, 50 percent (126/250) of the fraternities and 48 percent (105/220) of the sororities indicated that pledging/associating was permitted within the first four weeks of the first term (CSCF, 1988). This rush is the system endorsed by the National Panhellenic Conference (1990), which requires its member sororities to structure rush programs according to agreements made by the national organizations. Midpoint rush is generally held during the first term, but after the first month of classes. Currently, of those reporting a rush process held after classes begin, only nine percent (23 of 250) of the fraternities and eight percent (18 of 220) of the sororities reported the use of this form (CSCF, 1988). The delayed rush timing most closely resembles the practices which evolved at the turn of this century. However, the difference is that rush at present is based generally upon at least one structured process.

Deferred rush has been variously defined because of the numerous options in use under this general classification. Johnson (1972), in his review of a number of NIC studies conducted to chart changes in rush practices during the 1950s and 1960s, identified "eight or nine kinds of deferment, in terms of quarter and semester systems and other factors" (p. 259). The Center for the Study of the College Fraternity (1988), in its databank survey for the 1987-1988 academic year, defined deferred as rush held after the first week of school, dividing this period into several response options. The NIC, in an unpublished summary of the 1982-1983 college and university rush calendar (Appendix B), defined deferred rush as occurring either following the first or second quarters, or after the first semester of a school year. Given the differences in the definitions considered, for the purposes of the current study, *deferred rush is defined as a structured membership selection system which occurs after completion of the first term/semester of classes*. Deferred pledging and deferred residence are issues of separate consideration.

Deferred rush may be further defined to include freshman deferred rush (i.e., occurring with at least one term/semester remaining in the freshman year following the rush period) and sophomore deferred rush (i.e., occurring only after completion of the first academic year or during the last term/semester of the freshman year).

Johnson (1972) noted that it is common for rush to reopen following any structured rush period. This practice permits those chapters not reaching a specified numerical quota to "late pledge" or, for those campuses with deferred rush practices, the affiliation of transfer and upperclass students during an otherwise restricted period. Currently, 31 percent (77 of 250) of all fraternities and 36 percent (79 of 220) of all sororities report participation in a pattern of deferred rush, that is, rush held after the first term of the academic year. It should also be noted that 10 percent (24/250) of fraternities and 8 percent (18/220) of sororities indicated "other" when asked for their method of deferred rush (CSCF, 1988).

When the statistics reported by Johnson (1972) from early NIC studies are compared to those reported by the CSCF (1988), some interesting trends may be observed. Whereas in the 1950s, 60 percent of all rush systems were unrestricted or subject to minimal controls, this percentage fell to 41.4 percent by the 1960s. By 1988, the comparative figure was 21 percent (83 of 392) for local interfraternity councils and 6 percent (19 of 323) for local Panhellenic councils. This trend took place despite the observation in 1984 by the executive director of the NIC that 150 fraternity systems had returned to an unrestricted, open rush from previous practices of a formal, structured rush in the 1970s in order to face the challenge of declining memberships (Appendix C). It was also noted that those institutions moving their rush system to a period following the first term/semester had increased from 17 to more than 30 percent of those local councils reporting, a trend which was still consistent with the information subsequently reported in 1988. By the early 1960s, one-fifth of all rush systems took place prior to the beginning of classes. In 1988, it was reported

that 37 percent (144/389) of all fraternities and 45 percent (172/381) of all sororities reported rushes that took place prior to the end of the first week of classes.

Johnson (1972) observed that the trend seem to be clear that rush activities were being moved to either end of the term/semester and thus away from any perceived interferences with academic calendars. This remains true at present. (Note: Completely accurate comparisons were difficult to achieve for reason of differences in terminology and in standards of measurements used in the sources cited.)

Deferred Rush Practices

Johnson (1972) noted that a number of internal studies examining rush had been conducted at various institutions. Many of these recommended few or no changes to the existing rush system. For example, two of the studies conducted, respectively, by the Interfraternity Council of Northwestern University (1958) and the Interfraternity Council of the University of Nebraska (1967), found that deferring rush would cause financial hardship for the chapters, would negatively impact the transition of new students to college by inhibiting the guidance and leadership training offered by fraternities, prolong tensions for students contemplating affiliation, and create additional tension within and among the chapters due to the constant stress of rush (NIC, personal communication, undated/untitled internal document). In addition, the Northwestern University study found that by deferring rush, increased stereotyping of chapters resulted in the "rich houses getting richer and the poor houses getting poorer." The University of Nebraska study added the findings that deferring rush would not improve scholarship, would not enhance loyalty to the campus, and would not increase the use of college achievements as measures of potential pledges.

A third study compared the opinions of women who had participated in fall rush to those who had participated in a deferred rush at Willamette University

(Panhellenic Council of Willamette University, 1966). The conclusions noted that women who participated in early rush were more satisfied that they were able to develop class loyalty and loyalty to the institution. That is, 94 percent over 70 percent for loyalty to their class and 89 percent over 57 percent for loyalty to their institution. A larger percentage of women who had participated in deferred rush found they had formed stereotypes of the chapters (i.e., 75% to 29%). Moreover, the majority opinion expressed was that both deferred and fall rush allowed freshman women to make a cross-section of acquaintances in the residence halls outside the individual's pledge class, whereas deferred rush contributed to poorer relations between sororities because of competition throughout the fall semester.

Similar to the Willamette study, Cornell University measured the impact of deferred rush after it had been instituted. As conducted by the Office of the Dean of Students (Warwick, 1963), it was found that:

- chapter budgets were temporarily impacted by the change,
- interest in fraternities increased significantly after rush was deferred, and
- deferring rush did not positively impact fraternity grade point averages.

A number of individual thesis and dissertation studies were undertaken. In an opinion survey of 188 responding deans of men, Nudd (1958) found that:

- a majority of those reporting a before and after deferred rush comparison noted an increase in the number of chapters achieving grade point averages above the all-men's average after rush was deferred,
- for those campuses without a deferred rush, many deans indicated a wish to consider the practice, and
- the institution of deferred rush was reported to result in fewer depledgings and less counseling with regard to student choices.

Whitehead (1960) also surveyed college officials, comparing responses from institutions with an early rush, midterm rush, and deferred rush practices. It was found that:

- regarding the all-men's GPA, there was no significant difference between the three types as it relates to percentage of chapters achieving it; however,
- as rush was more deferred, there was an increase in the percentage of chapters which were achieving in the upper GPA ranges, and
- as rush was more deferred, there were fewer depledgings.

Among other findings, Matson (1961), in a survey of 1,181 men between the years of 1954 and 1958, found no significant differences between the academic achievements of first, second, and third semester pledges when considering four academic potential levels. It was concluded that fraternity membership neither aided nor detracted from scholastic achievement.

Forsythe (1963), in an investigation of the effects of deferring sorority rush, compared four years of pledges who participated in first quarter rush to four years of pledges who participated in second quarter rush. The comparisons were measured on the basis of ACE percentile rank and high school rank and size. Comparable GPAs and chapter performances were found for both rush groups. However, the deferred group did have a significantly greater percentage of women remaining active with their chapters through graduation.

Bryson (1964) matched freshmen at one institution who had participated in an early rush to those who had participated in a midterm rush the following year, after the university had modified its rush system. The two groups were matched by SAT scores, converted high school rank, and major. Among other findings, it was determined that:

- students who had participated in early rush had significantly higher GPAs,
- midterm rush was disruptive to scholastic achievement, and
- there was no significant difference in retention rate between both groups.

At present, membership selection has evolved into something which would prove unrecognizable to the founders of the fraternities and sororities of the last century. And while the menu of options available today encompasses different methods for achieving the same ends, no *one single option* could possibly be implemented on all campuses (Johnson, 1972). "No single prescription for the timing of recruitment will satisfy every campus; each one needs to find a scheme which harmonizes with its own uniqueness" (p. 260).

Fraternalities at Small, Private Liberal Arts Colleges

A review of the characteristics and benefits attributable to a small liberal arts college or university, in contrast to those attributable to fraternities, should reveal many similarities. Benefits attributable to membership in fraternities may be summarized as follows (Bryan & Schwartz, 1983b; Owen, 1991; Owen & Owen, 1976; Winston & Saunders, 1987):

- development of personal concepts of citizenship, leadership, and integrity,
- development of interpersonal relationship skills in small group settings,
- development of self-discipline, self-reliance, and the concept of the individual as a "whole" person,
- fostering of life-long fellowships and camaraderie—fun!
- development of a reverence for and a sense of being part of something larger than oneself,
- development of the concept of community service and stewardship as lifelong values,
- assistance with the transition and orientation of students to campus life,
- development of the intellectual growth of individual students.

Finally, proponents of the fraternity point to societal declines in key skills (e.g., self-discipline, motivation, judgment, or maturity) as the causes for destructive behavior and suggest that fraternities are exactly what campuses need. Hammond (1989) states that

to truly solve the problems of increasing crime, suicide, pregnancy, dropouts, and alcohol use and misuse on the college campus, we must provide the students those missing critical experiences necessary to improve their underdeveloped life skills. Fraternities and sororities are in the best position to assist the institutions in carrying out this important task. (p. 4)

Schaffer (1990) feels that this is possible because “the self-governing, self-disciplining features of fraternities are just the experiences young men and women need to mature into competent, confident, socially skilled individuals” (p. 27). Indeed, as concluded by Strange (1986), “after a long examination of the literature on human development, and the dynamics of human environments, . . . the Greek system is one of the best educational and developmental environments available to college students on campus today” (p. 522).

The criticisms of fraternities and fraternity membership may be reduced to three specific categories. As they relate to the larger mission of the college and society at large, fraternities may (Baier & Whipple, 1990; Beach, 1973; Black, 1973; Brubaker & Rudy, 1958; Buchanan, Shanely, Correnti, & Hammond, 1982; Collison, 1988a, 1988b; Goodwin, 1989; Hirschorn, 1988a, 1988b; Johnson, 1972; Lord, 1987; Maisel, 1990; Malaney, 1990; Owen, 1991; Richmond, 1987; Rudolph, 1962; Schaeffer, 1990; Smith, 1989; Theiss, 1989; Wilder & Hoyt, 1986; Wilder, Hoyt, Doren, Hauck, & Zettle, 1978; Wilder, Hoyt, Surbeck, Wilder, & Carney, 1986; Winston & Saunders, 1987):

- 1) interfere with, detract from, or be antithetical to scholastic achievement,
- 2) promote and/or tolerate dangerous or offensive behaviors, or

- 3) promote and/or tolerate conservative, even regressive, values and attitudes.

Some of these critical issues may reflect a change in society's view of itself, or a change in what it is no longer willing to tolerate. While college campuses may be viewed as microcosms of society, in terms of the occurrence of these types of problems and in attempts to address them, fraternities have been most visible in their share of these occurrences (Bryan, 1987; Press, et al, 1988; Schaffer, 1990).

Core characteristics of a small, private liberal arts college may be summarized as follows (Clark & Trow, 1966; Floyd, 1986; Hawley & Kuh, 1986; Komines, 1986; Kuh, 1981; Kuh, Whitt, & Strange, 1989; McAleenan & Kuh, 1986; Morrill, 1981; Pace, 1990; Pascarella, 1980; Tollefson, 1975; Winter, McClelland, & Stewart, 1981; Young, 1986a, 1986b):

- There is a focus upon a rounded, thorough education—the education of the whole person;
- Bright students and capable, exciting faculty are attracted;
- Faculty, staff, and students are caring and supportive of one another—faculty are accessible and well regarded by students;
- Faculty, staff, and students share high expectations and standards for achievement—special efforts or gains are easily notice and rewarded;
- Critical thinking, conceptual, and communication skills and self-definition/self-concept are increased among students;
- Transcendent values and coherent institutional purpose give direction to members of the campus community; actions and interests are integrated into and reflect this identity;
- Faculty, staff, and students develop an emotional bond to the campus; change is synergistic, integrated functioning is expected.

In short, students are made to feel welcome, special, and an integral part of the campus community. A sense of focused purpose exists on campus. Expectations are high on the part of both students and faculty, and achievement is rewarded. Opportunities for involvement abound, are encouraged, and are taken.

Small, private liberal arts colleges have, conversely, been criticized for (Boyer & Hechinger, 1981; Brubaker & Rudy, 1958, 1976; Jencks & Riesman, 1969; Knock, 1985; Winter et al., 1981):

- Exhibiting elitist and classist connotations which reflect a western, white, upper-middle class, male perspective.
- Representing a societal status quo.
- Promulgating an expensive, generalized education of relative minor value which it comes to marketable skills.
- Being slow to meet the challenge and needs of the increasingly “non-traditional” student population.

The questions raised by these continuing criticisms ask: “Is there a continuing role for this institution that for so long has educated and represented the elite and status quo within society? Is it worth the expense? Does a liberal arts education have the effects upon students which it has historically claimed? Are these effects different from what may be gained at a public institution?”

It would seem that, at the least, the principles and missions are complementary. For example, each seems to enjoy as a principle ideal the concept that the education of the “whole person” is important; each student should be encouraged and supported to reach their fullest potential. Jonathan Brant (1984), Executive Vice-President of the National Interfraternity Conference, has stated: “We feel that fraternities have parallel missions with colleges, both having similar goals of scholastic achievement, student development and commitment to the alma mater. Both wish to focus on ‘excellence’” (p. 7).

However, is it too late to ask about benefits? Have the detractors arrived at the point where the evidence they provide outweighs the benefits of fraternity membership? The Greek system has weathered storms before throughout its history, yet at present the question must be asked: "Do we have the patience to wait this one out?" (Heida, 1990, p. 4).

This would seem to be an especially pressing question for Greek organizations hosted at small private colleges and universities. Indeed, as asserted by Kuh and Lyons (1990), upon addressing the place of fraternities at the "involving college," "the presence of residential fraternities and sororities at small colleges seems to detract from, rather than contribute to, the quality of undergraduate education and campus life" (p. 28). It is postulated that artificial or petty status distinctions and "tacitly accepted," harmful rituals may be contrary to the educational purposes of the larger community. Returning to Tinto (1987), such experiences may also be considered "malintegrative in character" (p. 115). Heida (1990) adds to this premise, noting that "from a strictly legal perspective, public institutions may not deny organizational recognition on a discriminatory basis" (p. 5). The question left, then, for the small private college or university, may be "does [denying the opportunity to affiliate] represent a leftover aspect of in loco parentis or does it represent firm moral leadership as we enter a new century?" (p. 5).

The basic question is what options are left for institutions in the process of questioning the value of their Greek community? The American Council on Education (ACE, 1990) has clearly defined four institutional responses to Greek organizations, summarized as follows:

- 1) Reactive mode: Each crisis is viewed as an idiosyncratic event. This approach constitutes a non-policy rather than a conscious decision on the institutional relationship to Greek organizations.

- 2) Hands-off stance: As much distance as possible is established between the institution and the Greek system. Policies emphasizing the differences between the two are adopted.
- 3) Activist approach: The integration of the Greek system into campus life is promoted. This approach requires clear supervision and insistence on performance requirements.
- 4) Severed relationship: The institution chooses to selectively refuse to recognize a particular chapter or terminate all relationships with Greek organizations on its campus.

Certainly, recent examples of institutions choosing to sever ties with Greek organizations have been evidenced (Franklin and Marshall Indictment of Fraternities, 1989; Smith, 1987). However, it may be questioned whether this action achieves the intended goal (Keim, 1989; Owen, 1991). Other institutions may choose to wash their hands of the matter and relate to Greek organizations as they would to any outside agency. They do this even given recent court rulings "assert[ing] that universities have an obligation to prevent misconduct by fraternity members" (ACE, 1990).

The ACE (1990) document recommends "a careful review and reevaluation by academic leaders of the activities of Greek organizations on their campuses." It then suggests the "activist approach" for institutions. The ACE recommendations

reflect the reality that legally institutions must enforce all existing policies to minimize liability; they also reflect the conviction that it is an educationally sound practice to take an active stance in promoting responsible behavior by all members of the campus community.

While not addressing the educational or cocurricular role of the Greek community, as espoused by authorities previously cited, the ACE position nonetheless validates it and allows for it.

When choosing to "support the development of a positive Greek system on their campuses," the ACE (1990) recommends that institutions of higher education

implement a series of guidelines. These recommendations are not entirely new to the Greek community. In fact, they reflect a number of historical issues already recognized by the Greeks as necessary components of an agenda for the future.

In response to the ACE recommendations, the Association of Fraternity Advisors (AFA) has stated that it "heartily endorses the Advisory Committee's mission of providing direction to institutions in establishing and maintaining both educationally-accountable and behaviorally-responsible Greek organizations" (DeWine, 1990, p. 3). It is suggested that as "student developmentalists," members of the AFA share the same concerns, and view Greek organizations as providing many positive opportunities to students, just as does the ACE. However, the response of the AFA does go on to outline several areas of concern with respect to certain of the ACE recommendations. For the purposes of the current study, only those AFA concerns focused upon the recommended timing of rush are considered.

The AFA (DeWine, 1990) agrees that the rush system needs to be evaluated on most campuses and should not interfere with orientation or other academic activities. AFA does not agree with the blanket recommendation to defer rush "until the second term of the freshman year or later." Rather,

there are many campuses where early first-semester rushing and pledging allows the fraternity/sorority's new member education programs to teach practical student skills as well as other academic and social skills necessary for a quality freshman experience and positive integration into the college/university environment. (p. 10)

This contention is supported by Kuh and Lyons (1990), who affirmed the role of Greek organizations on large campuses. It is suggested that Greek affiliation during the first semester tends to bring the largeness of such a campus to a human scale and, as such, assists with the student's successful integration into campus life. The AFA leaves deferring rush as an option for institutions, but at the same time feels that the

decision to defer rush should be left to each campus, based upon the findings of its own rush evaluation.

This leads, then, to the major thesis of the present study. Given that an institution is prepared to accept the educational role of a fraternity experience as complementary to its mission, and endeavors to create a relationship of shared expectations, goals and consequences, does deferring rush to the second semester assist with the integration of freshmen to campus life? Does deferring rush positively impact scholastic achievement, satisfaction with the institution, and the quantity and quality of involvement? As a small, private liberal arts institution which chooses to maintain a relationship to its Greek community, does deferring rush do what it purports to accomplish at the University of Puget Sound?

CHAPTER 3

METHODOLOGY

This study examined whether deferring formal fraternity and sorority rush until the beginning of second semester impacts the levels of scholastic achievement and satisfaction as well as the quality and quantity of involvement of students who choose to affiliate with one of these groups. This chapter summarizes the research hypotheses, definition of the population, data collection procedures, instruments used for data collection, and methods of statistical analysis.

Hypotheses

Four null hypotheses were examined for this study. The first hypothesis explored the effect of a number of control variables upon differences between two classes of students:

Ho₁ There will be no class or affiliation differences with respect to: a) age, b) race/ethnic background, c) high school grade point average, d) high school class rank, e) composite total score, f) parents' combined level of income, g) father's highest level of education, and h) mother's highest level of education.

Hypotheses two through four examined the interaction effects between the two junior classes for the years 1987 and 1991 and the subjects' choice to affiliate with a fraternity/sorority or to remain an independent with respect to three dependent variables: scholastic achievement, satisfaction, and quantity and quality of involvement:

Ho₂ There will be no interaction effect between affiliation and class with respect to scholastic achievement.

Ho₃ There will be no interaction effect between affiliation and class with respect to satisfaction.

Ho₄ There will be no interaction effect between affiliation and class with respect to quantity and quality of involvement.

The instrument used in this study allowed for a comparison between the juniors of 1987 (subjects who participated in an early fall rush) and the juniors of 1991 (subjects who participated in a deferred rush).

Assumptions

1. Beginning with the fall semester, 1985, no students were allowed to move into a fraternity or a sorority chapter house until their sophomore year. Although there is no live-on requirement for the University of Puget Sound, the majority of freshmen choose to live on campus. It may be assumed that there is little to no effect upon the class regarding variations in place of residence for the freshman year.

2. Very minor changes were made to the orientation program between 1985 and 1989, none of which involved a change in program content, schedule, or administering personnel. It may be assumed that both freshman classes had the same orientation experience. Although the orientation program is not required for freshmen, the majority choose to attend. It may further be assumed that there is little to no effect upon the classes regarding nonattendance at the orientation program.

Limitations

1. This study is not an attempt to validate existing research regarding scholastic achievement, levels of satisfaction, and quality of involvement. There is no theory

regarding the outcomes for the practice of deferring fraternity and sorority rush.

Variable selection was based upon previously completed empirical research.

2. It is acknowledged that the student population for this study were all enrolled at one small, private liberal arts college, thus inferences cannot be made for students enrolled at other institutions.

3. Character and personality variables were not examined, thus their impact upon the control variables cannot be known.

4. Rush data at the University of Puget Sound were gathered and recorded by hand transcription. Records concerning when specific students participated in rush, if they chose to participate, were not readily available. However, it was the professional judgment of the researcher that a majority of the subjects who chose to affiliate with a fraternity or sorority on the campus in question, did so during their freshmen year. Moreover, most of the subjects were believed to have participated in the first formal rush available. Informal rush, either during the freshman year or thereafter, remains an insignificant factor for the greatest part of the population studied.

Definition of the Population

Site for the Study

The University of Puget Sound (Puget Sound) is located in Tacoma, Washington. It is an independent, liberal arts university with historic ties to the United Methodist Church, a relationship which is presently maintained. The fall 1991 enrollment, 3,210 students, included a main campus undergraduate population of 2,882 students, and a combined graduate enrollment in education, physical therapy, and occupational therapy of 328 students. In addition, the Puget Sound School of Law, located in downtown Tacoma, had a fall 1991 enrollment of 925 students.

Puget Sound is primarily a residential university. For the fall of 1991, 56.4 percent (1,626/2,882) of the undergraduate student population resided on campus, 28.5 percent (822/2,882) living in seven residence halls, 11.4 percent (328/2,882) living in university-owned housing adjacent to the campus, and 16.5 percent (476/2,882) living in the 12 university-owned Greek facilities. The latter are occupied by six national fraternities and six national sororities.

For the greater part, those students choosing to live off campus reside within a one mile radius of the campus and do not live at home with their parents. Though there is no live-in requirement at Puget Sound, in the fall of 1991 most of the newly enrolled freshman students (94%, or 655 of a total new freshman enrollment of 697) chose to live on campus. However, it is university policy to strongly encourage campus residency for freshman students. The freshman students who choose to affiliate with a fraternity or a sorority may not move into their chapter houses until they attain sophomore standing. This policy of deferred residency was instituted by the Board of Trustees in 1985.

Population

Two entire junior classes for the years 1987 and 1991 at the University of Puget Sound constituted the initial population for this study. The junior class is defined as those students who have academically attained junior standing. Responses to a junior year "Student Life Survey" were matched to responses for the same class to the corresponding "Survey of University of Puget Sound Entering Freshmen" to obtain the necessary demographic data. The usable population was selected by this matching process.

Matching pairs was not always possible for reason of certain inconsistencies. These include:

- 1) Subjects chose not to respond to the "Survey of Entering Freshmen."
- 2) Subjects did not complete the "Survey of Entering Freshmen" because:
 - a) subjects were absent from the freshman orientation program (i.e., where surveys were distributed), or
 - b) subjects were admitted to the University following orientation.
- 3) Subjects were admitted to the University at a time other than the fall semester of their freshman year.
- 4) Subjects chose not to respond to the "Survey of Student Life."
- 5) Subjects completing the "Survey of Entering Freshmen" were not administered the "Survey of Student Life" because:
 - a) subjects were no longer a student at the University of Puget Sound,
 - b) subjects were on academic leave, or
 - c) subjects were not academically a member of the junior class at the time the corresponding "Student Life Survey" was administered.

The resulting population of eligible juniors constituted the adjusted population examined for this study. Eligible juniors were defined as those academic juniors who entered the University of Puget Sound at the time of the corresponding "Survey of Entering Freshmen." (Note that response rates and descriptions of nonrespondent groups is addressed in Chapter 4.)

Sources of Data

The following data were collected from the University of Puget Sound Registrar's Data File:

- 1) date of birth,
- 2) race/ethnic background,
- 3) gender,

- 4) high school grade point average (GPA),
- 5) high school class rank,
- 6) ACT composite score,
- 7) fall semester enrollment data by class,
- 8) corresponding spring semester freshman cumulative GPA, and
- 9) corresponding fall semester junior cumulative GPA.

The following data were collected from the "Survey of University of Puget Sound Entering Freshmen":

- 1) parents' combined level of income,
- 2) father's highest level of education, and
- 3) mother's highest level of education.

Data on fraternity/sorority affiliation were collected from the "Survey of Student Life." The following data were collected from the University of Puget Sound Residential Programs Office:

- 1) fall semester occupancy rates by residence type and by class, and
- 2) number of affiliated students, fall semester by gender.

Procedures

Records Data Collection

Access was granted for purposes of this study to the University of Puget Sound Registrar's Data File and the Residential Programs Office records. Various departments on campus enter information into the Registrar's Data File. However, most of the demographic information surveyed for this study originated from the Admissions Office. Cumulative GPA information were entered by the Registrar. Records used from the Residential Programs Office were compiled to track residence patterns,

facilitate directory and programming needs, and for purposes of billing. Information was required from these records to generate descriptive statistics within the population.

Instrument Data Collection

The "Survey of University of Puget Sound Entering Freshmen" is administered every year during the first day of the students' on-campus portion of the Freshman Orientation Program. A battery of placement tests is also administered at this time. Although attendance at the orientation is not required, the program is popular, participation rates are high, and registration cannot proceed without the test results obtained. In 1985, 100 percent (671/671) of the entering freshmen participated, whereas in 1989, 99 percent (631/636) of the entering freshmen participated. As such, the survey results may be considered a census. The confidentiality of the respondents is assured since the names of the subjects are in no way associated with the information revealed in the data analysis section of this study.

The "Survey of Student Life" for juniors was administered at the University of Puget Sound in 1982, 1983, 1987 and 1991. It is now the intention of the University to administer this survey every four years. Data were collected during the fall semester. During the fall semester of 1991, as for the other survey years, the entire junior class was sent a survey instrument, accompanied by a personalized letter (Appendix D). A reminder card was subsequently sent to those students who had not responded to the initial request. Third and fourth copies of the survey, each accompanied by a personalized letter, were sent as needed. In 1987, 86 percent (545/635) of the junior class participated, whereas in 1991, 92 percent (624/679) of the junior class participated. For responses to these surveys, confidentiality was assured since the names of the respondents cannot be associated with the information considered in the data

analysis section of this study. The names of students responding to either of the surveys in question were not made available to the researcher.

Instruments

Two instruments were used for this study, both of which were constructed and administered by the University of Puget Sound. The original intent underlying both instruments was to develop descriptive profiles of each academic class for internal administrative purposes. Between class comparisons have been possible through the administration of these instruments, as were comparisons to available national data. Instruments such as Astin's Cooperative Institutional Research Program Freshman Survey (Astin, Green, & Korn, 1987) and the Pace (1990) College Student Experiences Questionnaire were used as the models for the development of these instruments.

Survey of Student Life

The primary instrument was the "Survey of Student Life" (Appendix E). However, not all 28 survey questions were considered for the purposes of this investigation. Question 18, based upon a five-point scaled response, was used to measure levels of satisfaction. Questions 7-9, 14, and 22-24 were used to measure levels of involvement. With the exception of question 22, these questions consisted of four-point scaled responses; question 22 consisted of a six-point scaled response. Demographic data were gained from responses to questions 15 and 16, allowing determination of whether or not the students were or had ever been members of a fraternity or a sorority.

Survey of University of Puget Sound Entering Freshmen

The second instrument was the "Survey of University of Puget Sound Entering Freshmen" (Appendix F). One of the purposes of using this instrument was to match demographic data from responses to this instrument to data from the corresponding "Survey of Student Life." The second purpose was to develop the population for this study by determining the characteristics of the freshman class at the time of the orientation.

Questions 3 and 6 were used to determine, respectively, the highest level of formal education achieved by each parent, and the estimated combined annual income for both parents.

Data Analysis

For the purposes of data analysis, the variables considered for hypotheses Ho₁—Ho₄ were grouped as follows:

- 1) personal/background characteristics,
- 2) scholastic achievement,
- 3) satisfaction, and
- 4) level of involvement.

Variables

As defined by Abrahamson (1985), personal characteristics are "a group of characteristics and descriptions of status in college," whereas background characteristics are "characteristics of the student in high school and those of their parents" (p. 55). Personal characteristics, as considered for this study, included age,

race/ethnic background, and gender. Background characteristics, as considered for this study, included high school GPA, high school class rank, composite total score, parents' combined level of income, father's highest level of education, and mother's highest level of education. The composite total score was a formula used by the University of Puget Sound to determine an equivalency rating for SAT, ACT, and the Washington Pre-College Test; these ratings and the composite total score were used for purposes of admission to the University. The formula base for the composite total score was calculated as follows: $\text{High school GPA} \times 200 + \text{Total SAT or equivalent ACT or Washington Pre-College Test score}$. A larger number indicated a better score. High school rank was calculated as follows: $\text{HS rank} \div \text{HS size} \times 1,000 = \text{rank score}$. A smaller number indicated a better rank. For example, a rank of 162 was 162 of 1,000. Age was the age of students at matriculation. High school GPA was based upon a four-point scale. All of the above characteristics were measured directly.

Scholastic achievement was measured by the contrast of two grade point averages: the freshman year, spring semester cumulative GPA; and the junior year, fall semester cumulative GPA. These scores were considered first by affiliation (Greek versus independent) and then by class (Greek 1987 to Greek 1991). In turn, the level of satisfaction and the level of involvement were measured from respective responses to the survey questionnaire.

Both an exploratory and confirmatory factor analysis, as described by Bean and Bradley (1986), were performed for the satisfaction and involvement measures, then subjected to the factor scale methods suggested by Armor (1974) and verified by Pike and Askew (1990). Armor stated that a factor scale may be defined as a "composite formed to measure a factor by using only the highest-loading items on a factor," adding that the "method of theta reliability shows us that we are guaranteed a reliability equal to or greater than that given by alpha reliability" (p. 33). For the exploratory

factor analysis, low-loading items were discarded, a step made possible for the construction of a more reliable scale "in the context of a single sample" (p. 35); that is, the population selected for this study. Confirmatory analysis was then performed to confirm theta reliability.

Exploratory factor analysis was used to develop the operational construct of the abstract concepts (i.e., satisfaction and involvement). Confirmatory factor analysis was first used to confirm the unidimensionality of the previously identified factors, and then to define the factor scales. Once the basic constructs were developed, factor analysis was used to build the new variables, thus representing the construct with an assured degree of accuracy and reliability.

In general, it is not advisable to develop the factors and to test them (that is, exploratory and confirmatory analysis, respectively) using the same data. The use of the same data for both steps "conditions" the latter analysis to provide valid results. However, the intent of the current investigation was not to work with samples to build scales which would prove useful from the viewpoint of assured accuracy and reliability for application to other samples from similar populations. For the purposes of this study, a population was examined and the constructs used were based solely upon data derived from this population. Thus, since inferences were not generalized to extend beyond the subjects surveyed at the University of Puget Sound and for the specific purposes of this investigation, it was appropriate to develop scales using a single sample and then to confirm the results using the same sample.

Analysis

All data pertaining to the study population, survey responses, and records data were entered into a computer database and processed, using the *SPSS/PC+*, v. 3.0, program. According to Pike and Askew (1990), "previous research indicates it is im-

portant to control for differences in the background of Greeks and independents when assessing the impact of fraternity or sorority membership" (p. 15). As specific demographic variables with personal and/or background characteristics emerged in importance, that is, as they were differentiated by affiliation or by differences between the classes of 1987 and 1991, they were entered into the model as items of possible influence upon the dependent variables.

The relevant scales created by application of the methods outlined above were then applied to measure levels of satisfaction and levels of involvement. Note that this study was based upon a population, and not upon a sample. Complete information regarding the population was known. Thus, there was no need to seek statistically significant results from which statistical inferences could be derived. For the purposes of this study, those differences of practical importance were targeted. As appropriate, contrasts and comparisons were drawn between and among each of the four subpopulations. Differences between the two classes and differences between affiliated and nonaffiliated subjects were quantified with respect to satisfaction, involvement, and GPA. Professional judgment was used to assess whether the differences, if any, were great enough to be of practical importance in light of the contributions of the demographic (personal/background) variables identified in the model. A multiple regression model was developed for use in this study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF RESULTS

The results of this study are presented in sections based upon consideration of the following: 1) description of the population considered for the study, 2) comparison of respondents to nonrespondents, and 3) results of the analysis with respect to the four null hypotheses. The null hypotheses were stated as follows:

- Ho₁ There will be no class or affiliation differences with respect to: a) age, b) race/ethnic background, c) high school grade point average, d) high school class rank, e) total composite score, f) parents' combined level of income, g) father's highest level of education, and h) mother's highest level of education.
- Ho₂ There will be no interaction effect between affiliation and class with respect to scholastic achievement.
- Ho₃ There will be no interaction effect between affiliation and class with respect to satisfaction.
- Ho₄ There will be no interaction effect between affiliation and class with respect to quantity and quality of involvement.

Description of the Population

Two entire junior classes at the University of Puget Sound constituted the initial base population for the present study. Members of the first class (1987), as freshmen, were provided the opportunity to participate in a formal early rush, whereas

members of the second class (1991), as freshmen, were provided the opportunity to participate in a formal deferred rush. For the purposes of this study, the junior class was defined as those students who had academically attained junior standing. The usable, adjusted population considered for this study was circumscribed by responses to the junior year "Student Life Survey," as matched to responses from the same class to the corresponding "Survey of University of Puget Sound Entering Freshmen" (a detailed description of the matching process may be found in Chapter 3, "Population").

Freshmen participating in the 1985 "Survey of University of Puget Sound Entering Freshmen" represented 100 percent ($n=671$) of the fall 1985 newly entering freshman class. Freshmen participating in the 1989 "Survey of University of Puget Sound Entering Freshmen" represented 99 percent ($631/636$) of the fall 1989 newly entering freshman class. In consideration of the strength of these percentages, the survey results may be considered as a census. Juniors participating in the corresponding 1987 "Survey of Study Life" represented 86 percent ($545/635$) of the fall 1987 enrolled junior class, whereas juniors participating in the corresponding 1991 "Survey of Student Life" represented 92 percent ($624/679$) of the fall 1991 enrolled junior class.

Matching the 1985 freshman survey to the corresponding 1987 survey responses produced the following descriptive information on the 1987 junior class. As shown in Table 4.1, of the 671 original freshmen cases, 14 were nonresponders or could not be identified by student files. Of the remaining 657 entering freshmen, 426 cases could not be matched to a file for the junior survey responses. Of these cases, 101 were eligible, but did not respond to the survey, whereas 325 responses did not meet the criteria established for inclusion in the present study as members of the corresponding classes. Thus, the remaining 231 usable cases constituted the adjusted population for the junior class of 1987.

	Juniors				Totals
	Respondents	Non-Respondents ^a	Unusable ^b	Ineligible ^c	
Freshmen Respondents	231	101		325	657
Nonrespondents	5			9	14
Not Included in Freshman Files	201		7		
Totals	437	101	7		

^a Identified, but no data provided.
^b Data provided without identification.
^c No data or identification provided.

Matching the 1989 freshman survey to the corresponding 1991 survey responses produced the following descriptive information on the 1991 junior class. As shown in Table 4.2, of the 631 original freshmen cases, 32 were nonresponders or could not be identified by student files. Of the remaining 599 entering freshmen, 336 cases could not be matched to a file for the junior survey responses. Of these cases, 106 were eligible, but did not respond to the survey, whereas 230 responses did not meet the criteria established for inclusion in the present study as members of the corresponding classes. Thus, the remaining 263 usable cases constituted the adjusted population for the junior class of 1991.

	Juniors				Totals
	Respondents	Non-Respondents ^a	Unusable ^b	Ineligible ^c	
Freshmen Respondents	263	106		230	599
Nonrespondents	12	9		11	32
Not Included in Freshman Files	156	78			
Totals	431	193			

^a Identified, but no data provided.
^b Data provided without identification.
^c No data or identification provided.

Wilder et al. (1986) determined that former Greeks, were significantly different with respect to students who never affiliated, or students who maintained their affiliation. The size of the population considered for the present study, however, was too small to consider the impact of this type of comparison. Therefore, those students who identified themselves as former Greeks were removed from further consideration.

Of the 231 cases for the adjusted population of the 1987 junior class, 73 respondents identified themselves as Greeks, whereas 139 respondents indicated their lack of affiliation. The remaining 19 cases included 11 students who identified themselves as former Greeks and 8 cases which were removed from consideration since they either did not identify themselves with respect to affiliation or misidentified themselves for this category. This reduced the number of usable cases for the adjusted population to 212 members of the 1987 junior class. Of the 263 cases for the adjusted population of the 1991 junior class, 141 respondents identified themselves as Greeks, whereas 108 respondents indicated their lack of affiliation. The remaining 14 cases included 10 students who identified themselves as former Greeks and 4 cases which were removed from consideration since they either did not identify themselves with respect to affiliation or misidentified themselves for this category. This reduced the number of usable cases for the adjusted population to 249 members of the 1991 junior class.

Comparison of Respondents to Nonrespondents

The present study was concerned with the analytic comparison of populations, and not of samples. Thus, when examining differences between respondents and nonrespondents, statistically significant differences were not sought. Rather, whether the numerical differences within comparisons were large enough to be of practical im-

portance was the principal consideration. However, statistical analysis was performed to provide decision-making guidance to the researcher.

Respondents and nonrespondents were compared with respect to age, high school GPA and class rank, total composite score, and freshman cumulative GPA. Table 4.3 presents the results of a comparison of respondents and nonrespondents for the 1987 junior population with respect to the above variables.

Variable	Respondents (231)	Nonrespondents (101)	Actual/Percentage Difference ^a
Age	18.38 (229)	18.41 (101)	.03 -0.16
HS GPA	3.47 (227)	3.40 (101)	.10 +2.00
HS Rank	166.60 (221)	189.70 (98)	23.10 +13.90
Total CS	1793.86 (229)	1736.81 (101)	57.00 +3.20
Fresh. GPA	3.05 (231)	2.89 (99)	.16 +5.20

^a (R - NR)/R.
Note, CS = composite score.

From Table 4.3, it is noted that there were no practical differences between respondents and nonresponders for the variables considered.

Table 4.4 presents the results of a comparison of respondents and nonrespondents for the 1991 junior population with respect to the variables considered in Table 4.3.

Variable	Respondents (263)	Nonrespondents (106)	Actual/Percentage Difference ^a
Age	18.45 (261)	18.43 (105)	.02 -0.11
HS GPA	3.55 (261)	3.47 (105)	.08 +2.30
HS Rank	141.36 (242)	157.77 (98)	16.30 +11.60
Total CS	1814.06 (262)	1826.29 (105)	12.00 +0.70
Fresh. GPA	3.12 (263)	3.05 (105)	.07 +2.20

^a (R - NR)/R.
Note, CS = composite score.

From Tables 4.3 and 4.4, it may be stated with confidence that, for both populations, there were no differences between respondents and nonrespondents to the junior year "Survey of Student Life."

For both comparisons, the differences which did exist between respondents and nonrespondents were of the same order of magnitude for both of the classes. Thus, it may be concluded that any bias due to nonresponse was equivalent for both of the classes compared.

Results of the Analysis

This study examined whether deferring formal fraternity and sorority rush until the second semester of enrollment would impact the level of scholastic achievement and satisfaction, as well as the quality and quantity of involvement of students who chose to affiliate with one of these groups. Again, please note that this study was concerned with discreet populations and was not considered to be a sample. Statistical measures were applied only to suggest to the investigator where important larger differences may have existed.

Hypothesis One

The first null hypothesis explored the effect of a number of control variables upon differences between two classes of students:

Ho₁ There will be no class or affiliation differences with respect to: a) age, b) race/ethnic background, c) high school grade point average, d) high school class rank, e) total composite score, f) parents' combined level of income, g) father's highest level of education, and h) mother's highest level of education.

A two-way analysis of variance (ANOVA) was performed for each of the continuous variables age, high school GPA, high school rank size, and total composite score. The analyses indicated that there was no meaningful interaction effect between affiliation and class. However, the analyses did indicate important main effect differences for class and affiliation in relation to high school GPA, rank size, and total composite score. There were no important differences with respect to age. Calculated mean values are reported in Table 4.5.

Variable	Class		Affiliation	
	1985-87	1989-91	Greek	Independent
HS GPA	3.48 (209)	3.55 (246)	3.47 (213)	3.56 (242)
Rank Size	162.4 (203)	142.2 (230)	172.3 (204)	133.3 (229)
Total CS	1796.7 (211)	1815.5 (247)	1769.4 (214)	1839.6 (244)
Age	18.4 (211)	18.5 (246)	18.4 (213)	18.4 (244)

Note: Total number = 461; HS GPA range = 1.79 to 4.0; Rank size range = 2 to 843; Total CS (composite score) range = 1206 to 2250; Age range = 17 to 20.

The absence of meaningful interactions suggests, for the purposes of the present study, that the differences between Greeks and independents was the same for the first class (1987 juniors) as it was for the second class (1991 juniors).

Chi-square contingency tables were created for the categorical variables of sex, race, parents' combined level of income, father's highest level of education, and mother's highest level of education. These analyses indicated that there was a meaningful interaction effect between affiliation and class for all variables except sex. However, there were no important main effect differences for sex. With regard to race, the population for nonwhites was of such a small size, with effects that were equally small in size, that as a variable race was deemed to have no practical importance for the present study. Findings with respect to the remaining analyses are included in Figures 4.1-4.3.

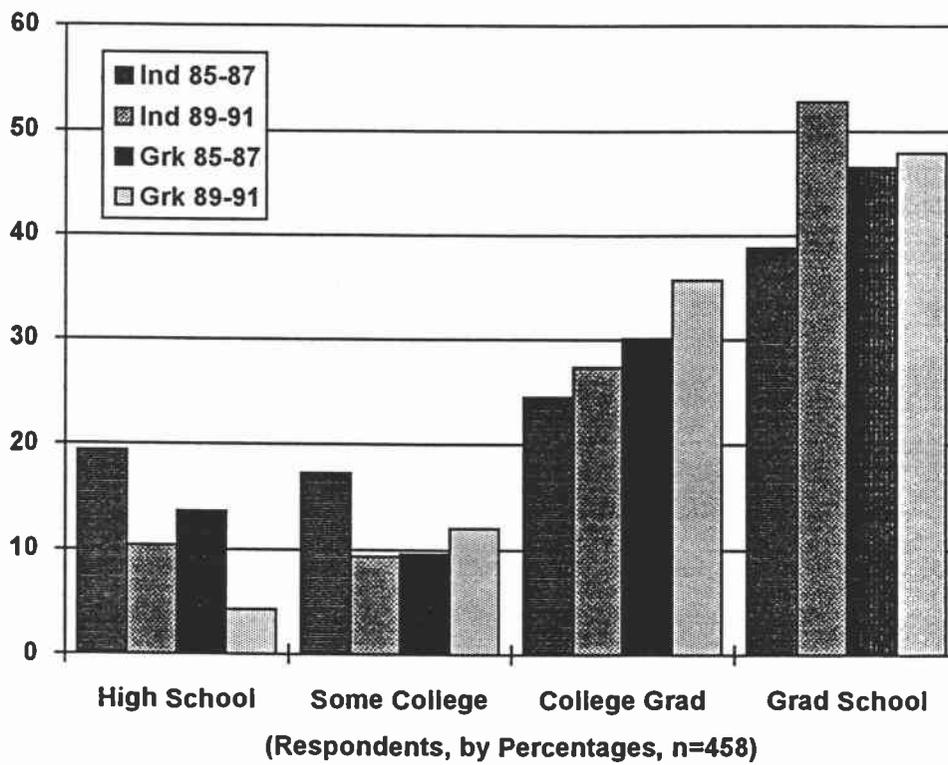


Figure 4.1 Father's education by class/affiliation interaction.

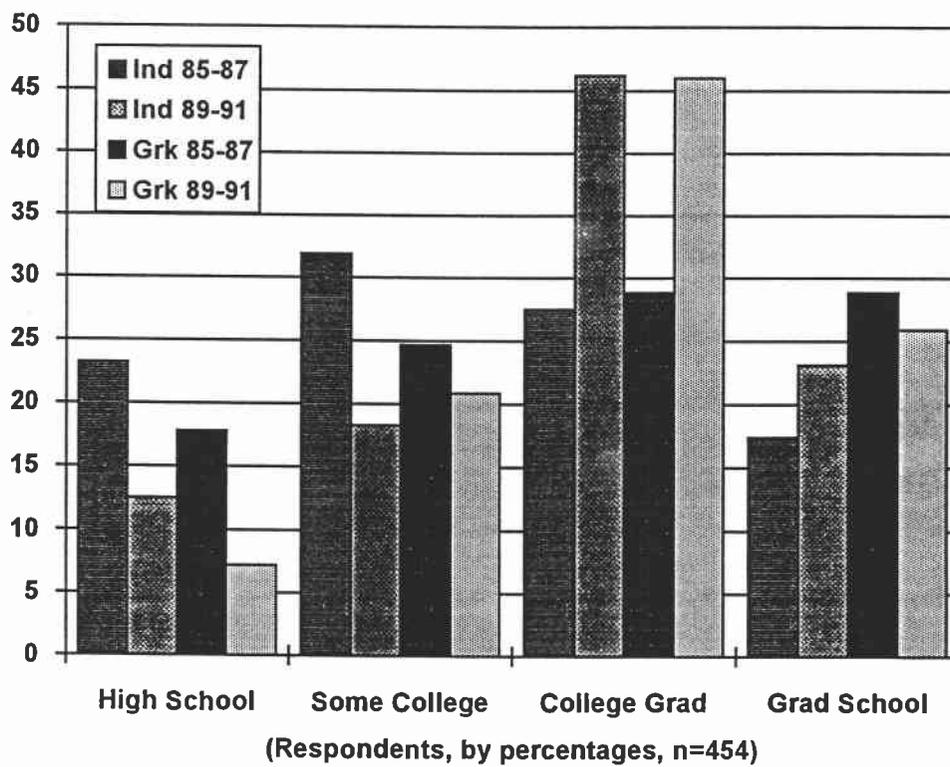


Figure 4.2 Mother's education by class/affiliation interactions.

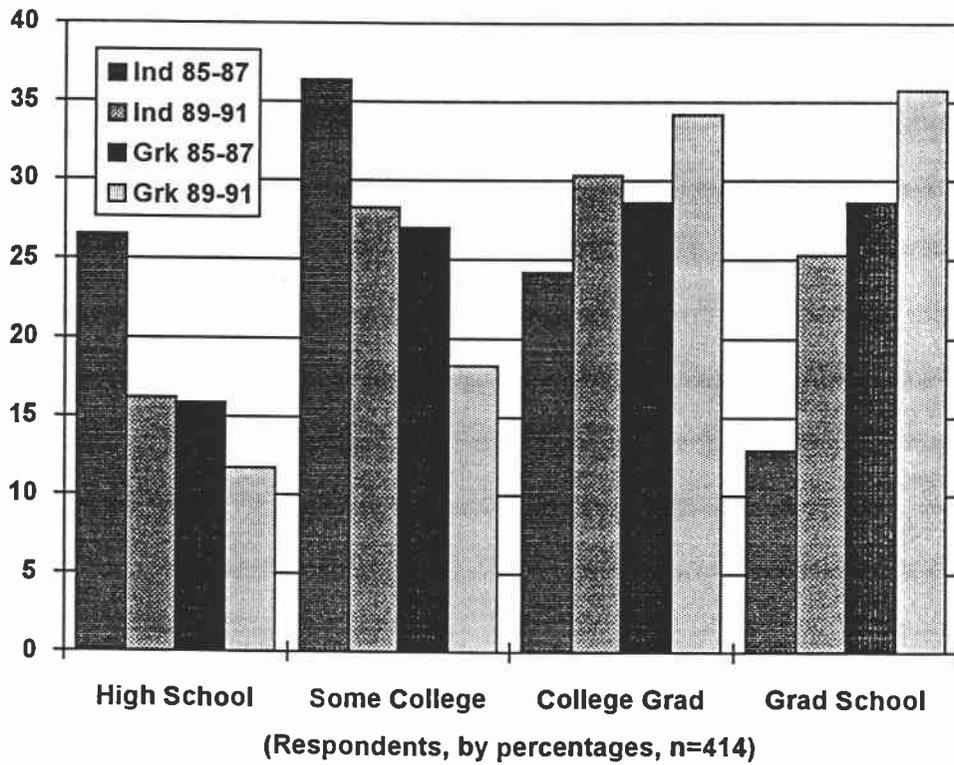


Figure 4.3 Income by class/affiliation interaction.

From Figures 4.1 and 4.2, it may be stated that with respect to level of education for, respectively, the fathers and mothers of the respondents, the parents of Greek affiliated students have completed higher levels of education than the parents of the unaffiliated respondents. Fewer parents of Greek affiliated respondents were placed in the lower categories, whereas a greater number of their parents were placed in the higher categories. This finding remained true, even when the fact that all levels of education increased between the first and second classes is considered.

The increase in income levels between classes, which mirrored the increase in completed educational levels, may be considered as convergent information. The rate of inflation should be considered when reviewing this information. However, an increase in income levels should be expected with respect to increases in educational levels completed. The Greek affiliated subjects reported higher levels of income for their parents than did the comparable independent students.

On the basis of findings considered, *Ho₁ was rejected*. Comparative differences found for each of the variables were reflected in the regression adjustments for *Ho₂-Ho₄*.

Since the present study involved the analysis of several dependent variables, it is appropriate to consider the relationships among these variables prior to proceeding with the discussion of the individual analyses. A correlation matrix has been included as Appendix G. It was determined that there was a positive correlation between satisfaction and involvement. Thus, it may be assumed that students who are more satisfied will also be more involved. Scholastic achievement, as measured by the differences between junior and freshman cumulative GPAs, was not correlated with either satisfaction or involvement.

Hypothesis Two

H_{02} There will be no interaction effect between affiliation and class with respect to scholastic achievement.

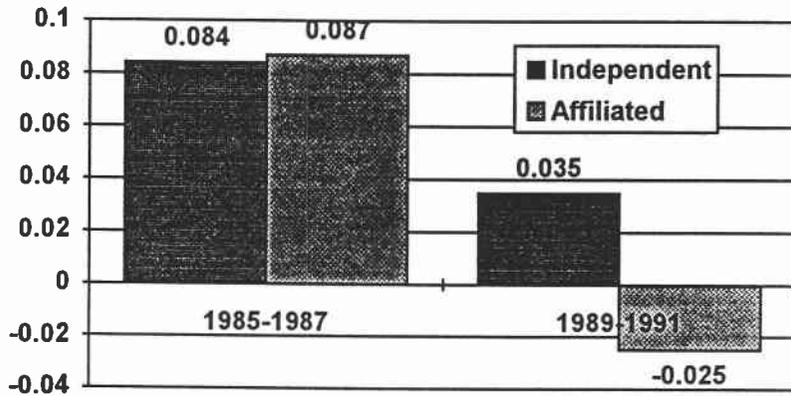
The data used for the measurement of scholastic achievement were the cumulative spring GPAs for the freshman classes of 1985 and 1989, as well as the corresponding fall semester GPAs for the junior classes of 1987 and 1991. Cumulative GPA information was retrieved from the University of Puget Sound's Registrar's data files. The total number of cases used for this analysis was 461.

A backward, stepwise multiple regression was performed, using the differences between junior and freshman class GPAs as the dependent variable. A full model containing 13 independent variables was fit. The terms which contributed the least to the regression model were dropped individually at each step, based upon the application of hierarchical criteria for the construction of the model. That is, it was not permissible to remove a main effect from the model until all of the interactions involving that main effect were removed.

The final model included only the terms affiliation, class, and the class by affiliation interaction. Thus, H_{02} was rejected. A class by affiliation interaction, as related to scholastic achievement, was found. With an R^2 contribution equal to .062, the interaction accounted for six percent of the variability in differences for GPA. All other variables provides only a negligible contribution to variability. The R^2 for the entire model was .069. The interaction means are presented in Table 4.6, indicated in the "change" column. Change factors are illustrated in Figure 4.4.

The data indicate, for the first year, that there was very little difference between Greeks and independents with respect to GPA gains. For the second year, there was a larger difference. The Greek rate of gain declined, whereas the comparable

Year		Freshman	Junior	Change	% Change
1985-1987	Independent	3.04	3.12	0.084	2.6
	Greek	2.85	2.96	0.087	3.2
1989-1991	Independent	3.14	3.18	0.035	1.3
	Greek	3.09	3.07	-0.025	-0.6



(0 = "no change" from freshman to Junior)

Figure 4.4 Difference between freshman and junior GPA by class and affiliation.

independent rate of gain increased. However, the independent gains for the second class were not so great as those for independents from the first class.

From these results, it may be asserted that deferring rush exercised an effect upon scholastic achievement. However, this finding is subject to two differing interpretations. First, it may be asserted that early rush affected all student GPAs negatively during the first semester of the freshman year. It was then necessary for students to make dramatic GPA gains to reach their potentials. In this interpretation, the second class did not experience a similar negative impact during their first semester. Rather, the students immediately demonstrated their potential, providing the possibility for only modest change over time.

In the second interpretation, it may be asserted that deferring rush impacted GPAs negatively only for those students who chose to affiliate with a fraternity or a sorority. All students, regardless of this choice, began their collegiate experience on the basis of relatively equal GPAs. In this interpretation, deferring rush then distracted those students already affiliated, requiring additional time and preparation and thus detracting from time which should have been devoted to academic concerns.

Hypothesis Three

Ho₃ There will be no interaction effect between affiliation and class with respect to satisfaction.

The data used for the measurement of satisfaction was obtained from responses to question 18 of the junior class "Survey of Student Life," as administered during the fall semesters of 1987 and 1991. For purposes of analysis, question 18 included 26 individual items of concern.

An exploratory factor analysis was performed upon the set of 26 items to identify major or principal factors within the complete set of items. Eigenvalues were plotted and a scree test was performed for the purpose of identifying the minimum number of factors required to adequately describe the information contained within the complete set. A reduced set of four principal factors were thus identified, upon which confirmatory factor analysis was performed. Rather than approximations, exact factor scores were generated. This process provided a guarantee of scale reliability.

Through the confirmatory factor analysis, item loadings were identified. Upon review of the individual items contained within each factor, as based upon professional judgment, each factor was labeled. The four factors thus used to measure satisfaction are included in Appendix H.

Using each of the four satisfaction factors as a dependent variable, backward, stepwise multiple regressions were performed. A full model containing 13 independent variables was fit. The terms which contributed the least to the regression model were dropped individually at each step, based upon hierarchical criteria for the construction of the model. That is, it was not permissible to remove a main effect from the model until all of the interactions involving that main effect were removed.

For factor 1, measuring satisfaction with instruction, the final model included only the terms race, sex, and affiliation. The total number of cases considered for factor 1 was 432 and the R^2 for the entire model was .089. Though race and sex were not variables of interest in the present study, the main effect for affiliation with respect to satisfaction with instruction, as adjusted for sex and race, was of interest. With an R^2 contribution equal to .02, affiliation accounted for two percent of the variability. Results of the analysis are as indicated in Figure 4.5. Though the results reflected a seemingly small number, the p-value would have been regarded as significant had the objectives of present study been directed at the analysis of statistical significance.

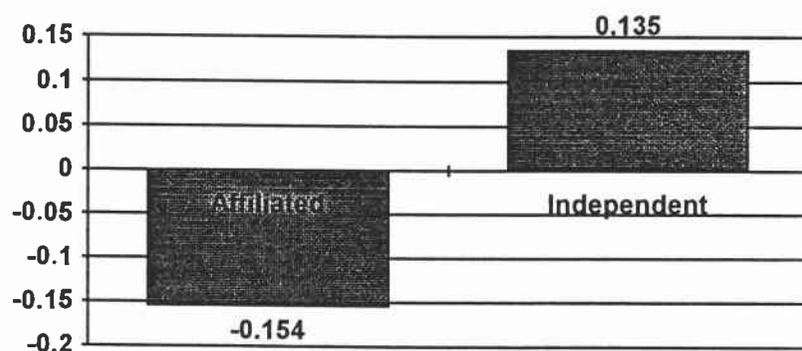


Figure 4.5 Satisfaction with instruction by affiliation ($R^2 = .02$, $n=432$).

For factor 2, measuring satisfaction with service, the final model included only the terms class, sex, affiliation, and a sex by affiliation interaction. The total number of cases considered was 428 and the R^2 for the entire model was .102. The combined

contribution to R2 due to affiliation, sex, and the sex by affiliation interaction was .059, whereas the contribution attributed to class was .046. Results for satisfaction measured by service for the sex by affiliation interaction and for class are shown, respectively, in Figures 4.6 and 4.7.

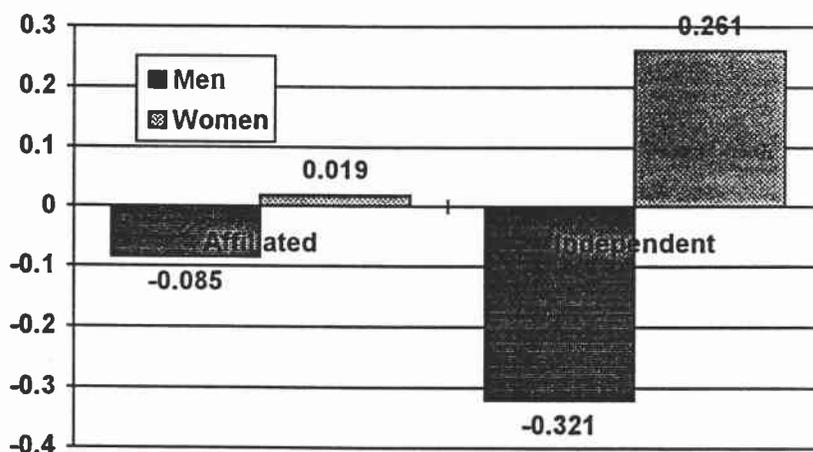


Figure 4.6 Satisfaction with service, sex by affiliation interaction ($R^2 = .059$, $n=428$).

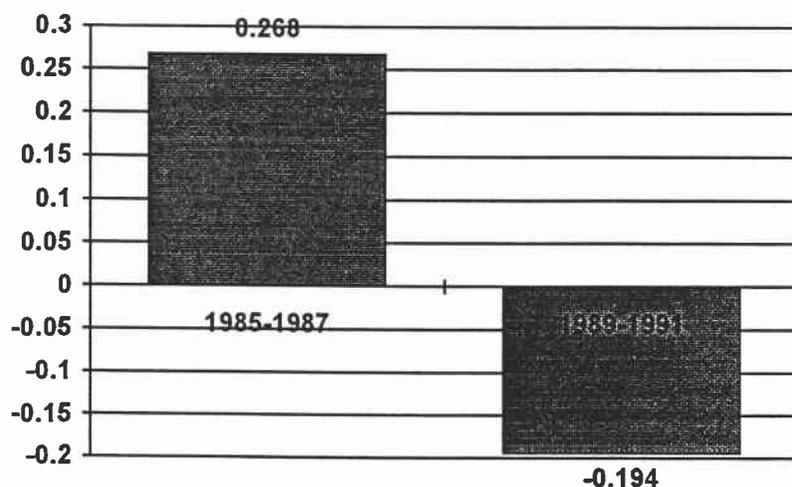


Figure 4.7 Satisfaction with service, by class ($R^2 = .046$, $n=428$)

For factor 3, measuring satisfaction with facilities, the final model included only the terms sex, class, and affiliation. The total number of cases considered for factor 3 was 455, with an R^2 for the entire model of .045. Note that sex (R^2 contribution = .012) was not a variable of interest for this study. The contributions to R^2 for affiliation and class were, respectively, .021 and .019, as shown in Figures 4.8 and 4.9.

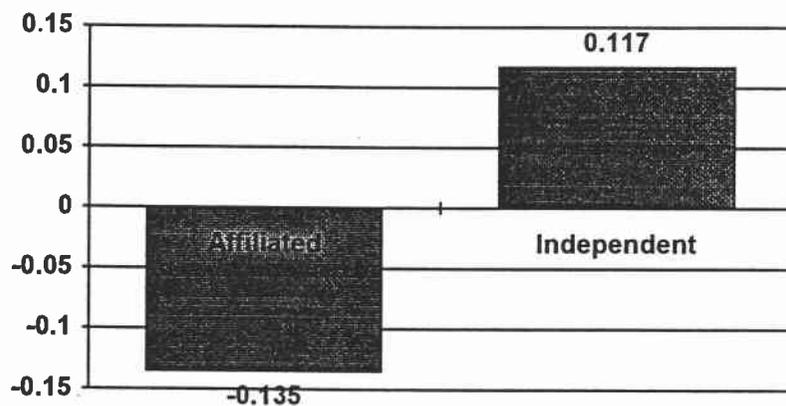


Figure 4.8 Satisfaction with facilities, by affiliation ($R^2 = .021$, $n=455$).

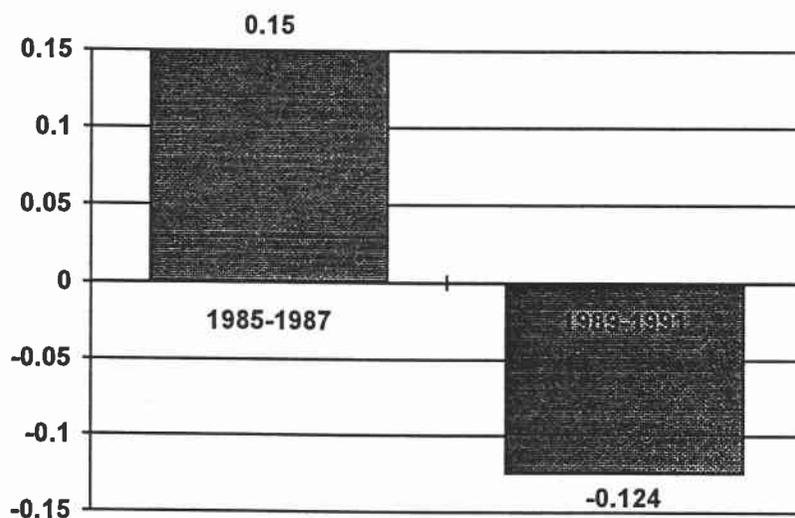


Figure 4.9 Satisfaction with facilities, by class ($R^2 = .019$, $n=455$).

For factor 4, measuring satisfaction with the co-curricular experience on campus, the final model included only the term sex. The total number of cases considered was 452 and the R^2 for the entire model was .089. Sex, with a contribution to R^2 of .082 accounted for eight percent of the variability, but was not a variable of interest for the present study. The last item to be discarded, affiliation (R^2 contribution of .009) was of interest to this study with results as reported in Figure 4.10.

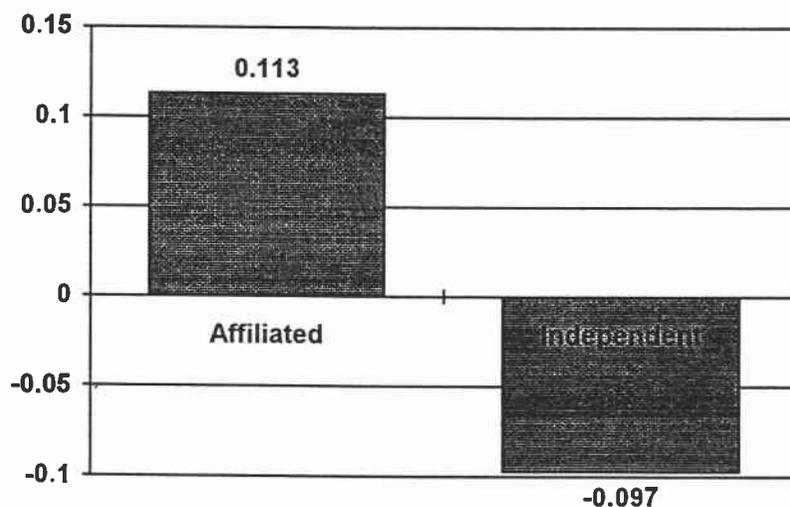


Figure 4.10 Satisfaction with co-curricular experience, by affiliation ($R^2 = .009$, $n=452$).

From consideration of results for the four principal satisfaction factors, H_{03} was retained. With respect to satisfaction, an affiliation by class interaction could not be determined. A number of main effect findings of interest were apparent, but could not lead to conclusions with respect to the timing of rush.

For factor 1, satisfaction with instruction, affiliated students were less satisfied than were independent students. However, the difference between affiliated and independent students was virtually identical for both classes.

For factor 2, satisfaction with service, there was an interaction in magnitude. For both affiliated and independent students, women were more satisfied than men.

However, the difference between men and women for the independent students was much greater than the comparable difference for affiliated men and women. From the viewpoint of class, on the average the first class was satisfied with service to a greater extent than the second class, regardless of affiliation.

For factor 3, satisfaction with facilities, on the average the affiliated students were less satisfied than the independent students, and students in the first class were more satisfied than students in the second class.

For factor 4, satisfaction with co-curricular experiences, on the average the affiliated students were more satisfied than the independent students. However, the difference between affiliated and independent students were virtually equal for both classes.

In summary, it may be asserted that the affiliated students were more satisfied with their co-curricular experience on campus than their independent student counterparts. However, the affiliated students were less satisfied with the academic program and campus facilities than the independent students.

Hypothesis Four

Ho₄ There will be no interaction effect between affiliation and class with respect to quantity and quality of involvement.

The data used for the measurement of involvement was obtained from responses to questions 7-9 and 22-24 of the junior year "Survey of Student Life," as administered during the fall semesters 1987 and 1991. The combined total number of individual items included in questions 7-9, 23, and 24 considered for this analysis was 51. Question 22 was considered separately. Of the 15 individual items included within question 22, 13 were subject to further consideration. The item "fraternity or sorority" was removed from consideration since this variable had already been identi-

fied and a comparison with independent students with respect to levels of participation would not have been possible. For reason of lack of clarity, the item "other" was also excluded from consideration.

Data analysis procedures identical to those adopted for the measurement of satisfaction (H_{03}) were performed and four principal factors of involvement were identified. However, these items did not load uni-dimensionally. Items for the four identified factors were loaded bi-dimensionally. Thus, each factor has been labeled with hyphenated terminology. The four principal factors for the measurement of involvement are indicated in Appendix I.

For factor 1, measuring involvement with interpersonal topics of conversation—general/personal exchanges in campus residences, the final model included only the terms affiliation and sex. The total number of cases considered was 430 and the R^2 for the entire model was .181. Since it was not a variable of interest in the present study, sex was not given further consideration. The main effect for affiliation, as adjusted for sex, accounted for 15 percent of the factor variability ($R^2 = .154$). This result is illustrated in Figure 4.11.

For factor 2, measuring involvement with clubs and organizations—student union, the final model included only the terms father's level of education, sex, affiliation, and the sex by affiliation interaction. The total number of cases considered for factor 2 was 451, with an R^2 for the entire model of .125. Note that father's level of education was not a variable of interest for the present study. The combined contribution to R^2 due to affiliation, sex, and the sex by affiliation interaction, as adjusted by father's education was .107. These results are shown in Figure 4.12.

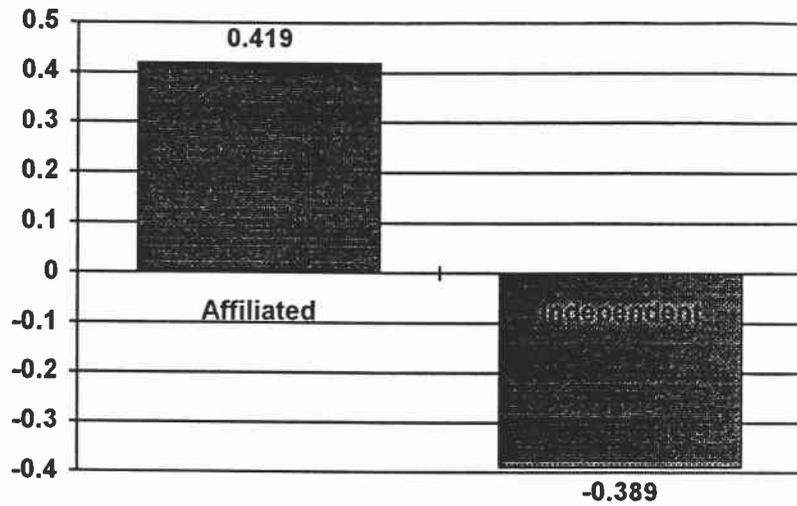


Figure 4.11 Involvement with interpersonal topic of conversation—general/personal exchanges in campus residences by affiliation ($R^2 = .154$, $n=430$).

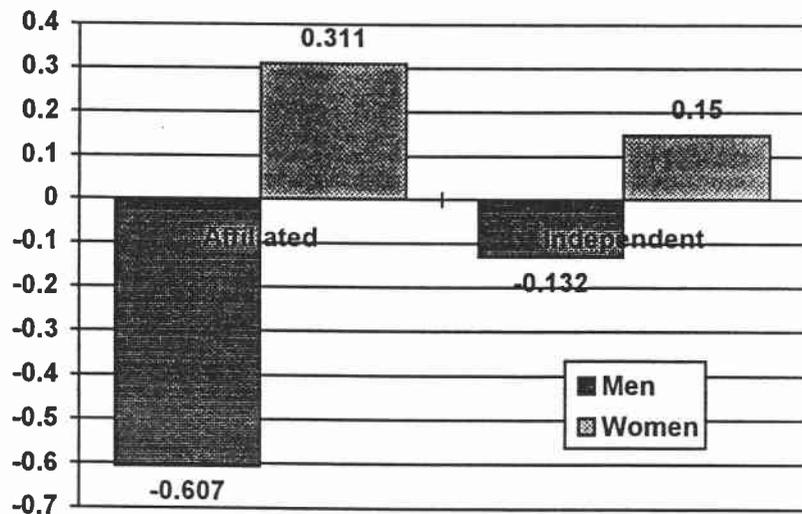


Figure 4.12 Involvement with clubs and organizations—student union by affiliation and sex ($R^2 = .107$, $n=451$).

For factor 3, measuring intellectual/cultural topics of conversation—serious conversations with diverse people, the final model included only the term sex. Since sex was not a variable of interest for the present study, factor 3 was not given further consideration.

For factor 4, measuring involvement with working in student organizations—making friends with diverse people, the final model included only the terms total composite score, sex, and affiliation. The total number of cases considered was 423, with R^2 for the entire model of .082. Note that sex and total composite score were not variables of interest in the present study. Thus, the main effect for affiliation, as adjusted for sex and total composite score, provided an R^2 contribution of .025. This result is illustrated in Figure 4.13.

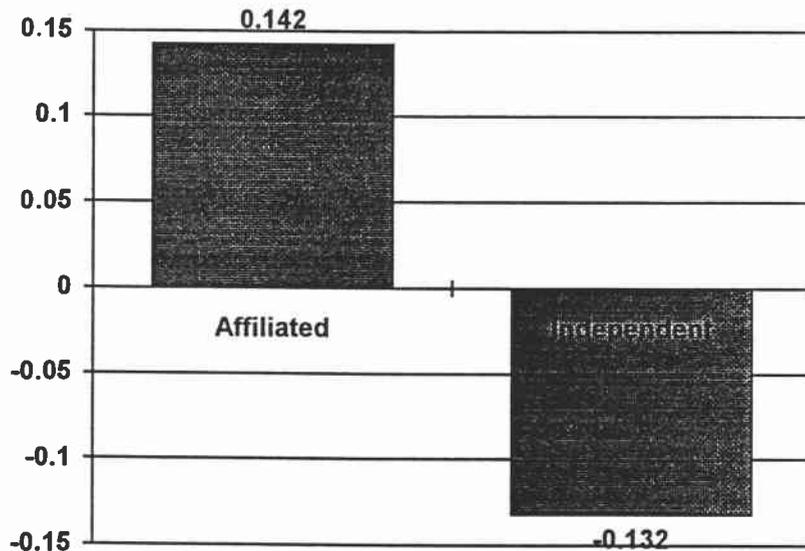


Figure 4.13 Involvement with working in student organizations—making friend with diverse people by affiliation ($R^2 = .025$, $n=423$).

From question 22 of the “Survey of Student Life,” 13 items were used to measure the quality and quantity of involvement from a different perspective. Question 22 measured level of participation in a number of co-curricular opportunities available to the student population. Students were asked to respond by indicating choices scaled from “1” for no participation to “6” for extensive participation. The quality of involvement was measured by summing the responses to the items. Thus, the lowest possible score was 13 and the highest possible score was 78. The quantity

of involvement was measured by counting the number of activities in which at least some degree of participation was indicated. Thus, the lowest possible score was "0" and the highest possible score was "13."

Similar to the procedures used for the other factors considered, a backward, stepwise multiple regression, based upon identical criteria, was performed for both quality and quantity. Each was considered to be the dependent variable.

For the quality of involvement, the final model included only the term affiliation. The total number of cases considered was 461, with an R^2 for the entire model of .014. The results are as indicated in Figure 4.14.

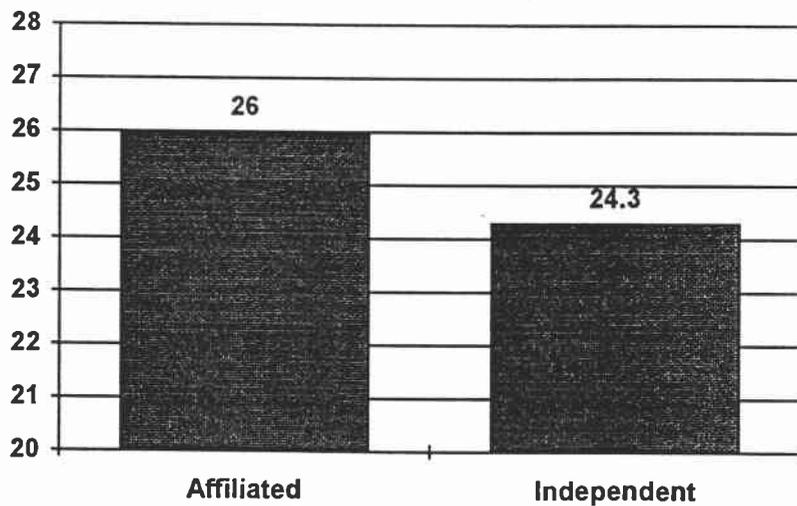


Figure 4.14 Quality of involvement by affiliation ($R^2 = .014$, $n=461$).

For the quantity of involvement, the final model included only the term affiliation. The total number of cases considered was 461, with an R^2 for the entire model of .015. The results are as indicated in Figure 4.15.

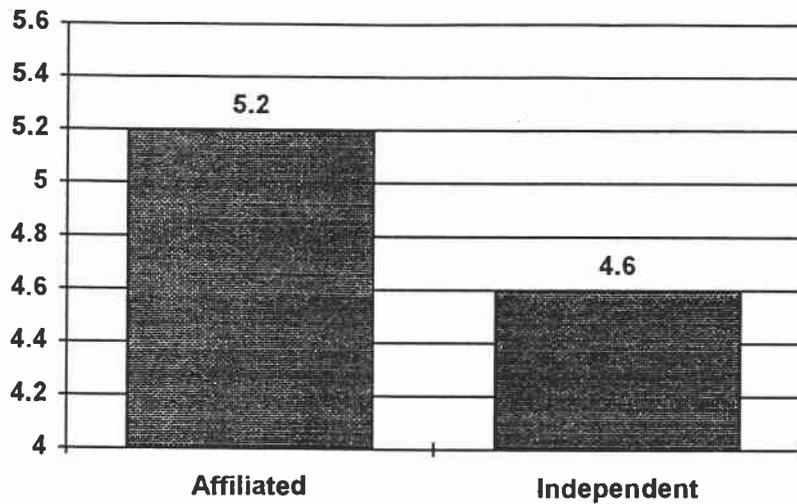


Figure 4.15 Quantity of involvement by affiliation
($R^2 = .015$, $n=461$).

From consideration of the results of the analysis of quality and quantity of involvement, *Ho₄ was retained*. For involvement, an affiliation by class interaction was not determined. Though there were a number of main effect findings of interest, none of these findings contributed to further conclusions with respect to the timing of rush.

From the findings of interest, it may be stated that affiliated students were more involved than independent students in four of six scales of measurement. For factor 3, no variable of interest was indicated. For factor 2, the sex by affiliation interaction permitted the observation that women were more involved than men students in clubs and organizations—student union. However, the difference between men and women for the affiliated students was much greater than the difference between independent men and women students.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Institutions of higher education are currently reexamining the strength and coherence of their mission and the degree to which their internal climate or environment contributes to this mission. Thus, institutions are also taking greater interest in how student involvement outside of the classroom may complement this mission.

Participation in a social fraternity or sorority has been an option for many students on campus for over 150 years. While the "Greek" community has contributed positively to its individual members, the host campus, and the larger society, it has also been the recipient of considerable criticism. This presents an obvious dilemma to institutions of higher education.

This may be especially true for small, private liberal arts institutions. The Greek community may find a role on larger campuses by bringing the largeness of its environment to a smaller, more human scale and thus contribute to the successful integration of individual students into campus life. For small, private liberal arts colleges, it may be perceived that the Greek community detracts from the educational purposes of the campus and the quality of the co-curricular experience.

The American Council on Education (ACE, 1990) presented four clearly defined institutional responses which may be applied to the Greek community, at the same time advocating the adoption of the "activist" approach. That is, the integration

of the Greek system into campus life, while insisting upon clear supervision and performance requirements, was favored.

For campuses choosing the activist approach, the ACE (1990) recommended that institutions of higher education also implement a series of guidelines. Among these guidelines was the recommendation to defer formal fraternity and sorority rush "until the second term of the freshman year or later." It has been argued that holding rush at the start of the year interrupts or interferes with institutional efforts to integrate new students into the intellectual and social life of the campus community. Opportunities to explore a wider range of co-curricular activities by individual students are foreclosed prematurely.

The purpose of the present study was to investigate the relationship between the timing of rush and the integration of students into the intellectual and social life of a small, private liberal arts university. Given that institutions are prepared to accept the co-curricular role of the fraternity experience as complementary to their mission, a number of more specific questions were addressed:

1. Does deferring rush positively impact scholastic achievement?
2. Does deferring rush positively impact satisfaction?
3. Does deferring rush positively impact the quality and quantity of involvement?

As discussed in Chapter 4, the conduct of the present study resulted in a number of findings of interest. A positive correlation between satisfaction and involvement was determined. A class by affiliation interaction was found with respect to scholastic achievement, thus the timing of rush did impact scholastic achievement. In addition, data analysis indicated main effect findings of interest for both satisfaction and involvement with respect to affiliation. While Greeks were more satisfied with their co-curricular experience than their independent counterparts, they were less satisfied with academic programs and campus facilities. Overall, Greek students were

more involved than were their independent counterparts. From these findings, appropriate conclusions and recommendations for further study are provided in the following sections.

Conclusions

A number of conclusions may be derived from the present study. First, it was concluded that deferring formal rush impacted scholastic achievement, as measured by the difference between junior and freshman class cumulative GPAs. Thus, all students, including both Greeks and independents, benefited from deferred rush by more fully reaching their scholastic potentials during the freshman year. Over time, in this respect, there was room only for a modest degree of change. Independent students demonstrated a gain from their freshman GPA to their junior GPA, whereas the Greek students exhibited a negligible decline and remained essentially stable. When it is considered that grades are important indicators of students success, as well as a formal manifestation of academic integration (Astin, 1977; Tinto, 1987), this was an important finding.

When this finding is compared to the results presented by Warwick (1963) and by Sadler and Vaughn (1991), it provides even greater interest. Warwick compared the GPAs of Greek male students to those of independent male students *after* rush was deferred, whereas Sadler and Vaughn, among other objectives, reported on a similar comparison for an early rush period. In both cases, the results indicated few or no differences for GPA. However, neither study encompassed the examination of GPAs with respect to a class by affiliation interaction wherein one class participated in an early rush and a second class participated in a deferred rush. Moreover, neither study considered the impact that the timing of formal rush may have had upon the GPAs of independent students.

Correlations between scholastic achievement and satisfaction or involvement were not found. Moreover, the timing of rush did not impact satisfaction or involvement. However, Greek students were more satisfied with their co-curricular experience on campus than their independent counterparts. This finding confirms those established by McKaig (1982), who determined that in addition to working conditions, Greeks were significantly more satisfied with their social life than other students. In addition, the findings of the present study provided no support for the findings established by Astin (1975, 1977, 1985) or Pennington, Zvonkovic, and Wilson (1989), from which it was determined that students affiliated with fraternities or sororities reported high levels of satisfaction with their overall college life. From the findings of the current study, Greek students were less satisfied than their independent counterparts with both campus instruction and services. In addition, Greek students indicated a greater degree of involvement than independent students. This finding supported those previously established by Feldman and Newcomb (1969) and by Abrahamson (1985, 1987).

A positive correlation between satisfaction and involvement was indicated in the results of the present study. From this it may be assumed that as students became more involved, they became more satisfied. This assumption is supported by the findings of previous studies (Feldman & Newcomb, 1969; McKaig, 1982; *Understanding and Increasing Students' Satisfaction with College*, 1986). However, the findings of the present study may be interpreted to support those of Pennington et al. (1989), who found that "participation in extracurricular activities did not . . . relate to higher levels of satisfaction" (p. 534).

Finally, was there a relationship between the timing of rush and the integration of students into the intellectual and social life of a small, private liberal arts university? Did early formal rush interrupt or interfere with institutional efforts to integrate students into campus life? Did deferring rush do what it purports to do? In relation to

scholastic achievement, it may be concluded that the appropriate responses are yes. As an important indicator of success and as a formal manifestation of academic integration, concern for the GPA would provide sufficient reason to consider deferring formal rush. All other inferences with respect to formal and informal manifestations of academic and social integration, in relation to the timing of formal rush, should be subject to further study.

Recommendations

From consideration of the results of the present study, three recommendations are provided:

1. A follow-up investigation to this study should be conducted in which the effects of deferring rush are considered over a lengthier period of time. Students who arrived on campus long after the transition to deferred rush should be tested.
2. Future research on the effects of the timing of rush should be based upon data derived from the use of standardized instruments. For example, a campus which has recently adopted deferred formal rush and which has participated in the CSEQ, CIRP, or which has before and after data from the CSSQ, could combine this data with GPA and the precollege characteristics data available to contribute important and generalizable information.
3. The effect of gender upon variables of interest when investigating the timing of rush should be subject to further consideration.

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APPENDICES

Appendix A

FEA Statement of Position on the
Fundamentals of RushingThe Fraternity Executives Association
Statement of Position
on the Fundamentals of Rushing

On the basis of experience and collected data, the Fraternity Executives Association, Incorporated, believes that those systems of rushing are most productive and beneficial which:

- exclude the use of alcohol;
- are "open," without restrictive regulations;
- are individual and personal in approach;
- are open to all, without registration or charges;
- minimize interfraternity and chapter expenses;
- emphasize useful information;
- start at the earliest time and continue throughout the calendar year;
- encourage participation of upperclass, transfer and graduate men.

The Fraternity Executives Association, Incorporated, will be pleased to provide advisory services to any interfraternity organization which wishes to evaluate its current rushing program.

Appendix B

NIC College and University Calendar
Summary, 1982-1983

NATIONAL INTERFRATERNITY CONFERENCE (NIC), INC.

1982 - 1983

College and University Calendar Summary

Listed below are the times when different universities hold formal rush. A total of 332 universities are compared. This information was compiled by the Butler University Student Affairs office from the NIC 1982-1983 College and University Calendar publication.

<u>Time of Formal Rush</u>	<u>Number of Universities</u>
A. Before Classes Begin	
1 day before classes begin	14
2 days before classes begin	7
3 days before classes begin	3
1 week before classes begin	16
2 weeks before classes begin	3
1 month before classes begin	1
summer	20
after orientation	1
not specific, but before classes begin	<u>46</u>
TOTAL	111
B. After Classes Begin	
1. Delayed:	
on the 1st day of classes	20
not specific, but before 1st day of classes	88
1 day after classes begin	2
3 days after classes begin	2
1 week after classes begin	8
2 weeks after classes begin	10
3 weeks after classes begin	2
1 month after classes begin	19
2 months after classes begin	<u>5</u>
SUB-TOTAL	156
2. Deferred:	
after the 1st quarter	2
after the 2nd quarter	6
after the 1st semester	<u>57</u>
SUB-TOTAL	65
TOTAL	221

Z Before Classes Begin 33%
 Z After Classes Begin 67% :
 - Before end of first term 47%
 - After first term 20%

Appendix C

NIC Position on Deferring Rush



NATIONAL INTERFRATERNITY CONFERENCE, INC.
 3901 WEST 86TH STREET • P. O. BOX 689117
 INDIANAPOLIS, INDIANA 46268
 317/872-1112

May 1, 1984

Mr. Ed Chase
 Beta Theta Pi Fraternity
 1410 N. Union Avenue
 Tacoma, WA 98406

Dear Ed:

We understand that deferred rushing is being considered by University of Puget Sound. We are writing to express the opinion of those alumni volunteers and fraternity professionals who are engaged in close supervision of successful Greek communities.

The National Interfraternity Conference, a federation of 57 men's college fraternities, was requested to issue a statement concerning the best rushing or membership recruitment programs. In 1978, the Executive Committee authorized the following statement:

The Conference believes in, supports and, in fact, advocates:

1. Open rushing rather than deferred rushing.
2. Early pledging rather than the deferred pledging.
3. Unrestricted association rather than tightly controlled rushing.
4. Simple procedures rather than complicated, cluttered programs.

The Conference supports the position taken and still advocated by the Fraternity Executive Association, a copy of which statement is attached for your review.

We are also sharing with you a copy of a position paper on rushing regulations that was developed at the 1977 Field Staff Conference. We urge you to make this information available to your fraternity system and urge compliance to strengthen the fraternity system on your campus.

Dr. Alexander W. Astin, In Preventing Students From Dropping Out (Jossey-Bass, 1975) says: ". . . Although few students live in fraternity and sorority houses as freshmen . . . the findings merit consideration . . . living in a fraternity or sorority as a freshman is associated with a greater reduction in dropout probabilities (by about 6 percent) than living in a dormitory . . ."



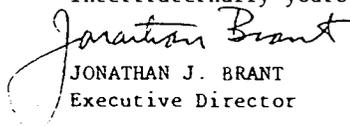
TO: Mr. Ed Chase
PAGE: two
May 1, 1984

When fraternity membership declined during the early 1970s, more than 150 fraternity systems changed from formal, regulated rushing programs to open, year-around rushing. It is credited by many as the one act most instrumental in the present growth of the fraternity system.

The 1982-83 College and University Calendar published by this Conference indicates that 80 percent of the 332 universities surveyed allow opportunities for fraternity membership before the end of the first term. Thirty-three percent allow rushing activities before classes begin. An additional 47 percent of the universities allow rushing activities before the end of the first term. Only 20 percent of the universities commenced rushing activities after the first term. Clearly, deferred rush is not the norm nor do we expect it to be in the future.

Today, fraternity membership is growing in both number of chapters and initiates. We have every reason to believe this very positive trend will continue during the next five years. To maintain this growth and in anticipation of declining college enrollments, we encourage the implementation of open, early, unrestricted and simple membership recruitment programs that have been proven most successful.

Interfraternally yours,


JONATHAN J. BRANT
Executive Director

Enc: FEA Statement of Position on the Fundamentals of Rushing
Position Paper on Rushing Regulations

JJB/sw

Appendix D

Survey, Letters of Introduction

October 1, 1991

1`
2`
3`

Dear 4`:

We need your help in evaluating the quality of student life at Puget Sound. The enclosed Survey of Student Life is your opportunity to provide information we will use in planning and improving services to students.

This survey is being mailed to all juniors enrolled this fall, because your years of experience here provide you with some well-considered opinions about the University's student services and programs. Because the survey is not being sent to all students, your responses are especially important if results are to reflect accurately the wide range of experiences held by Puget Sound students.

I hope, therefore, that you will take a few minutes to answer the questions on the Survey of Student Life. We will hold your answers in confidence. Reports based on the survey will not identify any student by name. Please use the postage-paid reply envelope to return the completed survey through campus mail or the U.S. Postal Service.

Thank you for your help. If you have questions about the survey, I will be happy to answer them, and can be reached at 756-3360, or in Student Union, Room 208.

Sincerely,

David Dodson
Dean of Students

October 9, 1987

^F1^

^F2^

^F3^

Dear ^F4^:

We need your help in evaluating the quality of student life at Puget Sound. The enclosed Survey of Student Life is your opportunity to provide information we will use in planning and improving services to students.

This survey is being mailed to all juniors enrolled this fall, because your years of experience here provide you with some well-considered opinions about the University's student services and programs. Because the survey is not being sent to all students, your responses are especially important if results are to reflect accurately the wide range of experiences held by Puget Sound students.

I hope, therefore, that you will take a few minutes to answer the questions on the Survey of Student Life. We will hold your answers in confidence. Reports based on the survey will not identify any student by name. Please use the postage-paid reply envelope to return the completed survey through campus mail or the U.S. Postal Service.

Thank you for your help. If you have questions about the survey, I will be happy to answer them, and can be reached at 756-3109, or in Jones Hall, Room 007.

Sincerely,

John M. Finney
Registrar

Appendix E
Survey of Student Life

SURVEY OF STUDENT LIFE

INSTRUCTIONS

Please answer every question unless an answer you select has a black arrow next to it like this: → This arrow will instruct you to skip one or more questions and to go to a question further along in this booklet. When answering a question, please select only one response. If you want to qualify your answers or make comments, please do so in the margins or on the last page. Your comments will be read and take into account. Your responses to these questions will be held in confidence.

First, we are interested in your educational goals.

Q-1 What is the highest academic degree that you intend to obtain?
(Please circle the number)

- 1 NO DEGREE
 - 2 ASSOCIATE DEGREE (A.A.) OR EQUIVALENT
 - 3 BACHELOR'S DEGREE (B.A., B.S., ETC.)
 - 4 MASTER'S DEGREE (M.A., M.S., M.Ed., ETC.)
 - 5 PH.D. OR ED.D.
 - 6 M.D., D.O., D.D.S., OR D.V.M. (MEDICAL OR DENTAL)
 - 7 LL.B. OR J.D. (LAW)
 - 8 B.D. OR M.DIV. (DIVINITY)
 - 9 OTHER (Please specify) _____
-

Q-2 How important is it to you to graduate from college? (Please circle the number)

- 1 NOT VERY IMPORTANT
- 2 FAIRLY IMPORTANT
- 3 EXTREMELY IMPORTANT

Q-3 Do you expect you will graduate from the University of Puget Sound? (Please circle the number)

- 1 NO, I DEFINITELY WILL NOT
- 2 NO, I PROBABLY WILL NOT
- 3 I AM UNSURE
- 4 YES, I PROBABLY WILL
- 5 YES, I DEFINITELY WILL

Q-4 How do you feel you are handling your work at the University of Puget Sound? (Please circle the number)

- 1 I AM HAVING A GREAT DEAL OF DIFFICULTY
- 2 I AM HAVING SOME TROUBLE IN MOST OF MY COURSES BUT I AM MANAGING TO GET BY
- 3 GENERALLY SPEAKING, I AM ABLE TO DO THE WORK, BUT I AM HAVE TROUBLE HERE AND THERE
- 4 I AM ENTIRELY CONFIDENT THAT I AM HANDLING MY WORK HERE AT U.P.S.

3

Q-5 How important to you is getting good grades?

- 1 NOT IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 EXTREMELY IMPORTANT

Q-6 Below is a list of personal goals. For each goal, please indicate how important it is to you in your own life.

HOW IMPORTANT IS THIS GOAL?		
(Please circle the number)		
VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT

a) Becoming accomplished in one of the performing arts (acting, dancing, etc.)	3	2	1
b) Becoming an authority in my field.....	3	2	1
c) Obtaining recognition from my colleagues for contributions to my special field.....	3	2	1
d) Influencing the political structure.....	3	2	1
e) Raising a family.....	3	2	1
f) Influencing social values.....	3	2	1
g) Having administrative responsibility for the work of others.....	3	2	1
h) Being well off financially.....	3	2	1
i) Helping others who are in difficulty....	3	2	1
j) Making a theoretical contribution to science.....	3	2	1
k) Writing original works (poems, novels, short stories, etc.).....	3	2	1
l) Creating artistic work (painting, sculpture, decorating, etc.).....	3	2	1
m) Being successful in a business of my own.....	3	2	1
n) Becoming involved in programs to clean up the environment.....	3	2	1
o) Developing a meaningful philosophy of life.....	3	2	1
p) Participating in a community action program.....	3	2	1
q) Keeping current with political affairs..	3	2	1
r) Obtaining an advanced academic degree.....	3	2	1
s) Being happy.....	3	2	1

4

Q-7 Below is a list of topics of conversation students sometimes discuss in college. For each topic, please indicate how often you have discussed it with other students at U.P.S.

HOW OFTEN HAVE YOU DISCUSSED THE TOPIC? (Please circle the number)			
VERY OFTEN	OFTEN	OCCASION- ALLY	NEVER
a) Job prospects, money, careers..... 4	3	2	1
b) Movies and popular music..... 4	3	2	1
c) Social events, parties..... 4	3	2	1
d) Boyfriends/girlfriends/spouse..... 4	3	2	1
e) Current events in the news..... 4	3	2	1
f) Major social problems such as peace, human rights, equality, justice..... 4	3	2	1
g) Different life styles and customs.... 4	3	2	1
h) The ideas and views of other people as writers philosophers, historians..... 4	3	2	1
i) Topics related to science and technology such as energy, pollution, chemicals, military applications..... 4	3	2	1
j) Fine arts—painting, theatrical productions, ballet symphony, etc.. 4	3	2	1

Q-8 In the above conversations you had with other students, how often have you done each of the following things?

HOW OFTEN HAVE YOU DONE EACH IN CONVERSATIONS? (Please circle the number)			
VERY OFTEN	OFTEN	OCCASION- ALLY	NEVER
a) Changed your opinion as a result of the knowledge or arguments presented by others..... 4	3	2	1
b) Persuaded others to change their minds as a result of the knowledge or arguments you cited..... 4	3	2	1
c) Explored different ways of thinking about the topic..... 4	3	2	1
d) Referred to something a professor said about the topic..... 4	3	2	1

5

Q-9 Below are several statements about college life. For each statement, please indicate how true it is for you.

HOW TRUE IS THE STATEMENT FOR YOU? (Please circle the number)			
VERY TRUE	SOMEWHAT TRUE	SOMEWHAT UNTRUE	VERY UNTRUE
a) I am making many close friends in college.....4	3	2	1
b) My values and beliefs are changing in college.....4	3	2	1
c) I am experiencing some emotional problems in college.....4	3	2	1
d) I was academically well prepared for college.....4	3	2	1
e) Professors are unfriendly and have little time for me.....4	3	2	1
f) Most of my classes are exciting and challenging.....4	3	2	1
g) I have mostly a small group of close friends.....4	3	2	1
h) I am homesick often.....4	3	2	1
i) I think I may drop out before completing a degree at U.P.S.....4	3	2	1
j) There are programs and organizations on campus to help me if I have academic problems.....4	3	2	1
k) I will graduate from U.P.S. in the top half of my class.....4	3	2	1
l) In thinking about my life goals, I find that my professors have influenced my decisions more than my personal close friends.....4	3	2	1

Q-10 Do you currently live in campus housing? (Circle the number)

- 1 YES → GO TO Q-12
- 2 NO

Q-11 Have you ever lived on campus? (Circle the number)

- 1 YES
- 2 NO → GO TO Q-15

Q-12 In which housing unit do you currently live (or in which housing unit did you most recently live if you no longer live in campus housing)? (Please circle the number)

- | | |
|---|--------------------------------------|
| 01 HARRINGTON HALL | 10 ONE OF THE A-FRAMES |
| 02 LANGDON/ANDERSON | 11 ONE OF THE CHALETS |
| 03 REGESTER HALL | 12 COYKENDALL HOUSE |
| 04 SCHIFF HALL | 13 GRANLUND HOUSE |
| 05 SEWARD HALL | 14 HAMMOND HOUSE |
| 06 SMITH HALL | 15 LANGLOW HOUSE |
| 07 TODD HALL | 16 ONE OF THE UNI-
VERSITY HOUSES |
| 08 UNIVERSITY HALL | |
| 09 ONE OF THE HOUSES
ON UNION AVENUE | 17 OTHER _____
(Please specify) |

6

Q-13 Below are listed several characteristics of campus residential living. For each, please indicate how satisfied you are with it (or how satisfied you were if you no longer live in campus housing).

HOW SATISFIED ARE (WERE) YOU?				
(Please circle the number)				
VERY	SOMEWHAT	SOMEWHAT	VERY	
SATISFIED	SATISFIED	DISSATISFIED	DISSATISFIED	
a) Physical layout of room.....4	3	2	1	
b) Security precautions.....4	3	2	1	
c) Friendliness of roommates.....4	3	2	1	
d) Friendliness of other students in the hall or residence.....4	3	2	1	
e) Extracurricular activities in the hall or residence.....4	3	2	1	
f) Opportunity for study in the hall or residence.....4	3	2	1	
g) Amount of peace and quiet in the hall or residence.....4	3	2	1	
h) Feeling of hall or residence "spirit".....4	3	2	1	
i) Helpfulness of residential life/ resident assistant staff.....4	3	2	1	
j) Educational activities in the hall or residence.....4	3	2	1	
k) Study facilities in the hall or residence.....4	3	2	1	
l) Recreational facilities in the hall or residence.....4	3	2	1	
m) Number of roommates.....4	3	2	1	

7

Q-14 Below are listed several activities in which students living on campus sometimes engage. For each, please tell us how often you have done the activity while living on campus.

	HOW OFTEN HAVE YOU DONE THE ACTIVITY? (Please circle the number)			
	VERY OFTEN	OFTEN	OCCASION- ALLY	NEVER
a) Had lively conversation about various topics during dinner in the dining room or cafeteria..... 4		3	2	1
b) Gone out with other students for late night snacks..... 4		3	2	1
c) Offered to help another student (with course work, errands, favors, advice, etc.) who needed some assistance..... 4		3	2	1
d) Participated in bull sessions that lasted late into the night..... 4		3	2	1
e) Asked others for assistance in something you were doing..... 4		3	2	1
f) Borrowed things (clothes, records, posters, books, etc.) from others in the residence unit..... 4		3	2	1
g) Attended social events put on by the residence unit..... 4		3	2	1
h) Studied with other students in the residence unit..... 4		3	2	1
i) Helped plan or organize an event in the residence unit..... 4		3	2	1
j) Worked on some community service or fund raising project with other students in the residence unit..... 4		3	2	1

Q-15 Are you currently a member of a fraternity or a sorority at U.P.S.?

- 1 YES → GO TO Q-17
- 2 NO

Q-16 Have you ever been a member of a fraternity or sorority at U.P.S.?

- 1 YES
- 2 NO → GO TO Q-18

Q-17 Of which fraternity or sorority are you currently a member (or were you a member if you no longer belong)?

- | | |
|---------------------|------------------------|
| 1 ALPHA PHI | 7 KAPPA SIGMA |
| 2 BETA THETA PHI | 8 PHI DELTA THETA |
| 3 DELTA DELTA DELTA | 9 PI BETA PHI |
| 4 GAMMA PHI BETA | 10 SIGMA ALPHA EPSILON |
| 5 KAPPA ALPHA THETA | 11 SIGMA CHI |
| 6 KAPPA KAPPA GAMMA | 12 SIGMA NU |

8

Q-18 Listed below are several services or facilities at the University of Puget Sound. Please indicate how satisfied or dissatisfied you are with each of the services or facilities listed.

HOW SATISFIED OR DISSATISFIED ARE YOU? (Please circle the number)				
VERY SATISFIED				VERY DISSATISFIED

	5	4	3	2	1
a) Overall quality of instruction in your major field of study.....	5	4	3	2	1
b) Number of courses offered in your major field of study.....	5	4	3	2	1
c) Availability of courses to meet Core Requirements.....	5	4	3	2	1
d) Intellectual challenge of courses in your major field of study.....	5	4	3	2	1
e) Overall quality of instruction at the University.....	5	4	3	2	1
f) Accessibility of instructors (other than your advisor) for conferences outside of class.....	5	4	3	2	1
g) Overall quality of academic advising.....	5	4	3	2	1
h) Availability of your academic advisor.....	5	4	3	2	1
i) Overall quality of the faculty.....	5	4	3	2	1
j) Registration procedures.....	5	4	3	2	1
k) Library materials and holdings.....	5	4	3	2	1
l) Library buildings and facilities.....	5	4	3	2	1
m) Recreation facilities.....	5	4	3	2	1
n) Housing facilities.....	5	4	3	2	1
o) Admissions procedures.....	5	4	3	2	1
p) Extra-curricular resources.....	5	4	3	2	1
q) Student government.....	5	4	3	2	1
r) Programs for involving students in the administration of the University.....	5	4	3	2	1
s) Non-academic counseling services	5	4	3	2	1
t) Learning Skills Center.....	5	4	3	2	1
u) Career Development Center.....	5	4	3	2	1
v) Health Center.....	5	4	3	2	1
w) Business Office in Jones Hall.....	5	4	3	2	1
x) Parking.....	5	4	3	2	1
y) Services for students living off campus.....	5	4	3	2	1
z) Overall quality of campus social life.....	5	4	3	2	1

Q-19 Have you received financial assistance through the Financial Aid Office while attending U.P.S.?

1 NO → GO TO Q-22

2 YES

9

Q-20 How satisfied or dissatisfied are you with your experiences with the Financial Aid Office?

- 1 VERY DISSATISFIED
- 2 SOMEWHAT DISSATISFIED
- 3 NEITHER SATISFIED NOR DISSATISFIED → GO TO Q-22
- 4 SOMEWHAT SATISFIED → GO TO Q-22
- 5 VERY SATISFIED → GO TO Q-22

Q-21 In Q-20 you indicated you are dissatisfied with your experiences with the Financial Aid Office. Below we would appreciate your telling us the principal reasons for your response.

Q-22 Below is a list of activities in which you may be participating at U.P.S. For each, please indicate the level of your participation.

	LEVEL OF PARTICIPATION (Please circle the number)				
	NONE	SLIGHT	MODERATE	EXTENSIVE	
a) Theatre or drama productions.....	1	2	3	4	5 6
b) Student government.....	1	2	3	4	5 6
c) Music activities.....	1	2	3	4	5 6
d) Service Clubs (e.g. Circle K, SPURS).....	1	2	3	4	5 6
e) Fraternity or sorority.....	1	2	3	4	5 6
f) Art shows or sales.....	1	2	3	4	5 6
g) Intra-mural athletics.....	1	2	3	4	5 6
h) Inter-collegiate athletics.....	1	2	3	4	5 6
i) Honorary organizations.....	1	2	3	4	5 6
j) Religious organizations.....	1	2	3	4	5 6
k) Student communications (e.g. Trail or KUPS).....	1	2	3	4	5 6
l) Campus lectures.....	1	2	3	4	5 6
m) Student programs.....	1	2	3	4	5 6
n) Residence Hall Assoc.....	1	2	3	4	5 6
o) Other.....	1	2	3	4	5 6

(Please specify)

10

Q-23 Below are listed several things students sometimes do outside of class. For each, please indicate how often you have done the activity during the time you have been at U.P.S.

HOW OFTEN HAVE YOU DONE THE ACTIVITY?				
(Please circle the number)				
VERY OFTEN	OFTEN	OCCASION- ALLY	NEVER	
a) Made friends with students whose academic major field was very different from yours.....	4	3	2	1
b) Made friends with students whose interests were very different from yours.....	4	3	2	1
c) Made friends with students whose family background (economic and social) was different from yours.....	4	3	2	1
d) Made friends with students whose age was very different from yours.....	4	3	2	1
e) Made friends with students whose race was very different from yours.....	4	3	2	1
f) Made friends with students from another country.....	4	3	2	1
g) Had serious discussions with students whose philosophy of life or personal values were very different from yours.....	4	3	2	1
h) Had serious discussions with students whose religious beliefs were very different from yours....	4	3	2	1
i) Had serious discussions with students whose political opinions were very different from yours....	4	3	2	1
j) Invited a foreign student to go with you to a social activity (party, dinner, movie, etc.).....	4	3	2	1
k) Attended a program or event put on by a student group.....	4	3	2	1
l) Voted in a student election.....	4	3	2	1
m) Worked on a committee.....	4	3	2	1
n) Looked in the student newspaper for notices about campus events and student organizations.....	4	3	2	1
o) Attended a meeting of a club, organization, or student government group.....	4	3	2	1
p) Met with a faculty advisor or administrator to discuss the activities of a student organization	4	3	2	1

Q-24 Now we are interested in knowing about your use of the Student Union Building. Please indicate how often you have done each of the following activities in the SUB during your time at U.P.S.

HOW OFTEN HAVE YOU DONE THE ACTIVITY? (Please circle the number)			
VERY OFTEN	OFTEN	OCCASION-ALLY	NEVER

a) Had meals, snacks, etc. in the Student Union.....	4	3	2	1
b) Looked at the bulletin boards in the Student Union for notices about campus events.....	4	3	2	1
c) Met your friends at the Student Union.....	4	3	2	1
d) Sat around in the Student Union talking with other students about your classes and other college activities.....	4	3	2	1
e) Used the Student Union as a place to study.....	4	3	2	1
f) Attended a social event in the Student Union.....	4	3	2	1
g) Heard a speaker at the Student Union.....	4	3	2	1
h) Played games that are available in the Student Union.....	4	3	2	1
i) Used the lounge or meeting rooms to meet with a group of students for a discussion.....	4	3	2	1

Q-25 Did you participate in Orientation activities when you first came to the University of Puget Sound?

- 1 NO → GO TO Q-28
- 2 YES

Q-26 Below are several events that typically occur during orientation activities. For each, please tell us how valuable it was to you.

HOW VALUABLE WAS THE ACTIVITY? (Please circle the number)		
EXTREMELY VALUABLE	SOMEWHAT VALUABLE	NOT AT ALL VALUABLE

a) Meeting with your advisor.....	3	2	1
b) Hearing faculty speakers.....	3	2	1
c) Off-campus social events.....	3	2	1
d) Salmon bake.....	3	2	1
e) Meetings with living groups.....	3	2	1
f) PRELUDE experience as a whole...	3	2	1
g) PASSAGES experience as a whole...	3	2	1

Q-27 What suggestions can you offer for improving Orientation activities?

12

Q-28 If there is some aspect of the quality of student life on campus not covered in the questionnaire you would like to tell us about, please do so in the space on this page. We are interested in hearing your opinions about the quality of your experiences at the University of Puget Sound. Your comments will be read and taken into account.

THANK YOU FOR YOUR HELP!

Return to: John M. Finney, Registrar and
Director of Institutional Research
University of Puget Sound
1500 North Warner
Tacoma, Washington 98416

(8/87)

Appendix F

Survey of University of Puget Sound Entering Freshmen



The University of
Puget Sound

SURVEY OF UNIVERSITY OF PUGET SOUND ENTERING FRESHMEN

INSTRUCTIONS

Please answer every question unless an answer you select has a black arrow next to it like this: → This arrow will instruct you to skip one or more questions and to go to a question further along in this booklet. Please circle the number by the response you choose. When answering a question, please select only one response unless instructed to select more than one. If you want to qualify your answers or make comments, please do so on the last page of this questionnaire. Your comments will be read and taken into account. Your responses to these questions will be held in confidence.

YOUR NAME _____
(Last) (First) (Middle)

SOCIAL SECURITY NUMBER _____

2

The first part of the questionnaire is about your background.

Q-1 In what type of community did you grow up?
(Circle the number)

- 1 ON A FARM OR IN A VILLAGE (2500 POPULATION OR LESS)
- 2 IN A TOWN (2500 TO 9999)
- 3 IN A SMALL CITY (10,000 TO 49,999)
- 4 IN A MEDIUM CITY (50,000 TO 199,999)
- 5 IN A METROPOLITAN CITY (200,000 OR MORE)
- 6 IN A SUBURB OF A METROPOLITAN CITY CLOSE TO AND ALMOST PART OF THE CITY

Q-2 How many miles is the University of Puget Sound from your parents' home? (Please circle the number)

- 1 5 OR LESS
- 2 6-10
- 3 11-25
- 4 26-50
- 5 51-100
- 6 101-500
- 7 501-1000
- 8 1001-2000
- 9 MORE THAN 2000

Q-3 What is the highest level of formal education completed by each of your parents?
(Circle one number for father and one for mother)

FATHER MOTHER

- | | | |
|---|---|--|
| 1 | 1 | NONE |
| 2 | 2 | GRADES 1-9 |
| 3 | 3 | SOME HIGH SCHOOL |
| 4 | 4 | HIGH SCHOOL GRADUATE |
| 5 | 5 | SOME COLLEGE |
| 6 | 6 | COLLEGE GRADUATE |
| 7 | 7 | MASTER'S DEGREE |
| 8 | 8 | PROFESSIONAL DEGREE (MEDICINE, LAW ETC.) |
| 9 | 9 | DOCTORATE |

Q-4 What is your parents' employment status? (Circle the numbers)

FATHER MOTHER

- | | | |
|---|---|--------------------|
| 1 | 1 | EMPLOYED PARTTIME |
| 2 | 2 | EMPLOYED FULL-TIME |
| 3 | 3 | UNEMPLOYED |
| 4 | 4 | STUDENT |
| 5 | 5 | RETIRED |
| 6 | 6 | DECEASED |
| 7 | 7 | I DON'T KNOW |

3

Q-5 What are your parents' occupations? If retired or deceased, indicate previous occupation.

FATHER _____
(Please be specific)

MOTHER _____
(Please be specific)

Q-6 Please estimate your parents' combined present annual income. This information will be treated confidentially. (Circle one)

01 UNDER \$10,000 PER YEAR

02 \$10,000 TO \$14,999

03 \$15,000 TO \$19,999

04 \$20,000 TO \$29,999

05 \$30,000 TO \$39,999

06 \$40,000 TO \$49,999

07 \$50,000 TO \$59,999

08 \$60,000 TO \$74,999

09 \$75,000 TO \$100,000

10 OVER \$100,000

Q-7 How would you characterize your political views? (Circle one)

1 FAR LEFT

2 LIBERAL

3 MIDDLE-OF-THE-ROAD

4 CONSERVATIVE

5 FAR RIGHT

Q-8 Do you presently belong to any church, synagogue, or temple?

0 NO → Go to Q-10

1 YES

Q-9 To which specific religious denomination or group do you belong? (Please write the specific group, for example: Episcopalian, Missouri Synod Lutheran, Southern Baptist, United Methodist, Reformed Jewish)

(Specific Religious Group)

Q-10 To how many colleges did you apply for admission?

1 ONE

2 TWO

3 THREE

4 FOUR

5 FIVE

6 SIX OR MORE

4

Q-11 In the spaces below, please list the colleges to which you applied. Please list them in order of preference—your first choice college first, your second choice college second, and your third choice third. If you applied to more than three, please list only your top three choices. (If the University of Puget Sound was among your first three choices, be sure to list it below.)

First Choice _____

Second Choice _____

Third Choice _____

	1st CHOICE	2nd CHOICE	3rd CHOICE
a) WERE YOU ADMITTED? (Circle one)	1 YES 2 NO	1 YES 2 NO	1 YES 2 NO
b) DID YOU APPLY FOR FINANCIAL AID?	1 YES 2 NO	1 YES 2 NO	1 YES 2 NO
c) WERE YOU OFFERED A FINANCIAL AID PACKAGE?	1 YES 2 NO	1 YES 2 NO	1 YES 2 NO
d) THIS PACKAGE WAS, IN YOUR OPINION . . .	1 ADEQUATE 2 FAIRLY ADEQUATE 3 INADEQUATE	1 ADEQUATE 2 FAIRLY ADEQUATE 3 INADEQUATE	1 ADEQUATE 2 FAIRLY ADEQUATE 3 INADEQUATE

Q-12 Which school in your view made you the best financial aid offer?

- 1 MY FIRST-CHOICE SCHOOL ABOVE
- 2 MY SECOND-CHOICE SCHOOL ABOVE
- 3 MY THIRD-CHOICE SCHOOL ABOVE
- 4 NONE OF THE ABOVE

Q-13 Do you have any concern about your ability to finance your education at the University of Puget Sound?

- 1 NONE (I AM CONFIDENT I WILL HAVE SUFFICIENT FUNDS)
- 2 SOME CONCERN (I WILL PROBABLY HAVE SUFFICIENT FUNDS)
- 3 MAJOR CONCERN (NOT SURE I WILL HAVE SUFFICIENT FUNDS)

Q-14 Which of the following will be important in financing your education this year? (Circle all that apply)

- 1 PARENTS, RELATIVES
- 2 PERSONAL SAVINGS
- 3 STUDENT LOANS (PERKINS, GSL, ETC.)
- 4 SCHOLARSHIPS (College, Private, etc.)
- 5 GRANTS (Pell, SEOG, etc.)
- 6 EMPLOYMENT (Including work study)
- 7 OTHER _____

5

Q-15 Below are several reasons that might have influenced your decision to attend Puget Sound. For each reason, please indicate how important it was in your decision to come here.
(Please circle the number)

	HOW IMPORTANT WAS THIS REASON?		
	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
a) My parents wanted me to come here	3	2	1
b) UPS's academic reputation	3	2	1
c) Someone else who has attended here advised me to come to UPS	3	2	1
d) I wanted to get away from home	3	2	1
e) I was offered financial assistance	3	2	1
f) I was not accepted anywhere else	3	2	1
g) UPS offers the major or program I am interested in	3	2	1
h) I wanted to live at home	3	2	1
i) A representative from this school recruited me	3	2	1
j) A counselor or teacher advised me to come here	3	2	1
k) The attractiveness of the UPS campus	3	2	1
l) The quality of the faculty	3	2	1
m) UPS's size	3	2	1
n) The variety of courses	3	2	1
o) UPS's social environment	3	2	1
p) The diversity of the student body	3	2	1
q) The responsiveness of the Admission Office	3	2	1
r) The interaction between faculty and students	3	2	1
s) UPS's emphasis on the liberal arts	3	2	1
t) Preparation for a job after college	3	2	1
u) Success of UPS graduates	3	2	1
v) Quality of athletic facilities and programs	3	2	1
w) Other (please specify) _____			
_____	3	2	1

Q-16 In general, which of the above considerations was most important, second most important, and third most important to you in your college decision? (Please write the letter of the item on the appropriate line)

MOST IMPORTANT	SECOND MOST IMPORTANT	THIRD MOST IMPORTANT
-------------------	--------------------------	-------------------------

6

Q-17 What part would you say your parents played in your decision to come to the University of Puget Sound? (Circle one number for mother and one for father)

FATHER MOTHER

- | | | |
|---|---|--|
| 1 | 1 | IT IS LARGELY AT HIS (HER) INSISTENCE THAT I AM HERE |
| 2 | 2 | PLAYED A CRITICAL ROLE IN THE DECISION—HELPED ME THINK IT THROUGH |
| 3 | 3 | PLAYED A SUPPORTIVE, ENCOURAGING ROLE—WAS INTERESTED, BUT I REALLY THOUGHT IT THROUGH MYSELF |
| 4 | 4 | HAD VERY LITTLE TO DO WITH IT |
| 5 | 5 | WAS REALLY AGAINST MY DECISION |
| 6 | 6 | PARENT DECEASED |

Q-18 Which of the following relatives have attended the University of Puget Sound? (Circle all that apply)

- 1 MOTHER
- 2 FATHER
- 3 BROTHER
- 4 SISTER
- 5 OTHER RELATIVE(S)
- 6 NO RELATIVES HAVE ATTENDED U.P.S.

In the next section of the questionnaire, we will ask some questions about your educational experiences and expectations for the years ahead.

Q-19 How many hours do you plan to work at a job either on or off campus during your first year at Puget Sound?

- 0 NONE
- 1 1-10 HOURS PER WEEK
- 2 11-20 HOURS PER WEEK
- 3 21-30 HOURS PER WEEK
- 4 31 OR MORE HOURS PER WEEK

Q-20 Do you feel that you will need any special tutoring or remedial work in any of the following subjects? (Circle all that apply)

- 1 READING SKILLS
- 2 MATHEMATICS
- 3 SPELLING
- 4 WRITING SKILLS
- 5 ENGLISH GRAMMAR
- 6 SCIENCE
- 7 ORAL COMMUNICATION SKILLS

7

Q-21 How do you feel you can handle the work at Puget Sound?

- 1 I THINK I MAY HAVE A GREAT DEAL OF DIFFICULTY
- 2 I EXPECT SOME TROUBLE IN MOST OF MY COURSES BUT I SHOULD MANAGE TO GET BY
- 3 GENERALLY SPEAKING, I SHOULD BE ABLE TO DO THE WORK, BUT I MAY HAVE TROUBLE HERE AND THERE
- 4 I FEEL ENTIRELY CONFIDENT THAT I CAN HANDLE MY WORK HERE AT PUGET SOUND

Q-22 What is the highest academic degree that you intend to obtain?

- 1 NO DEGREE
- 2 ASSOCIATE DEGREE OR EQUIVALENT (A.A.)
- 3 BACHELOR'S DEGREE (B.A., B.S., ETC.)
- 4 MASTER'S DEGREE (M.A., M.S., M.Ed., ETC.)
- 5 DOCTORATE DEGREE (PH.D. OR ED.D.)
- 6 MEDICAL DEGREE (M.D., D.O., D.D.S., D.V.M.)
- 7 LAW DEGREE (LL.B. OR J.D.)
- 8 DIVINITY DEGREE (B.D. OR M.DIV.)
- 9 OTHER (Please specify) _____

Q-23 Which of the following grade averages do you expect to have at the end of your first year at Puget Sound?

- 12 A
- 11 A-
- 10 B+
- 09 B
- 08 B-
- 07 C+
- 06 C
- 05 C-
- 04 D+
- 03 D
- 02 D-
- 01 F

8

Q-24 Below are several personal characteristics. On each, please rate yourself as you think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

	HOW DO YOU RATE YOURSELF? (CIRCLE THE NUMBER)				
	HIGHEST 10 PERCENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	LOWEST 10 PERCENT
a) academic ability	5	4	3	2	1
b) athletic ability	5	4	3	2	1
c) artistic ability	5	4	3	2	1
d) cheerfulness	5	4	3	2	1
e) defensiveness	5	4	3	2	1
f) drive to achieve	5	4	3	2	1
g) leadership ability	5	4	3	2	1
h) mathematical ability	5	4	3	2	1
i) mechanical ability	5	4	3	2	1
j) originality	5	4	3	2	1
k) physical attractiveness	5	4	3	2	1
l) political conservatism	5	4	3	2	1
m) political liberalism	5	4	3	2	1
n) popularity	5	4	3	2	1
o) popularity with the opposite sex	5	4	3	2	1
p) public speaking ability	5	4	3	2	1
q) self-confidence (social)	5	4	3	2	1
r) self-confidence (intellectual)	5	4	3	2	1
s) sensitivity to criticism	5	4	3	2	1
t) stubbornness	5	4	3	2	1
u) understanding of others	5	4	3	2	1
v) writing ability	5	4	3	2	1

Q-25 In which general area do you think you will pursue a career?

- 1 BUSINESS, INDUSTRY
- 2 SCIENCE, MATH, ENGINEERING
- 3 JOURNALISM, WRITING
- 4 ENTERTAINMENT, THEATRE
- 5 MEDICINE, DENTISTRY, HEALTH PROFESSIONS
- 6 EDUCATION
- 7 LAW, GOVERNMENT
- 8 OTHER (Please specify) _____

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Q-26 How well prepared do you feel you are in each of the following areas?

	HOW PREPARED ARE YOU? (Please circle the number)		
	VERY WELL	FAIRLY WELL	POORLY
a) ability to write research papers	3	2	1
b) reading comprehension	3	2	1
c) vocabulary	3	2	1
d) ability to write concise, expressive compositions	3	2	1
e) ability to speak clearly and effectively	3	2	1
f) general algebraic computations	3	2	1
g) advanced mathematical computations	3	2	1
h) foreign languages	3	2	1
i) natural and biological sciences	3	2	1
j) history	3	2	1
k) social sciences	3	2	1
l) musical and artistic skills	3	2	1
m) study habits	3	2	1
n) ability to use the library.	3	2	1

Q-27 Below is a list of activities in which college students often participate. For each activity, please indicate how involved you expect to become during your years at U.P.S. If you are unsure, give your best guess.

	LEVEL OF PARTICIPATION (Please circle the number)					
	NONE	SLIGHT	MODERATE	EXTENSIVE		
a) fraternity or sorority	0	1	2	3	4	5
b) inter-collegiate athletics	0	1	2	3	4	5
c) intra-mural athletics	0	1	2	3	4	5
d) service clubs	0	1	2	3	4	5
e) student government	0	1	2	3	4	5
f) music activities	0	1	2	3	4	5
g) honorary organizations	0	1	2	3	4	5
h) theatre or drama productions	0	1	2	3	4	5
i) religious organizations	0	1	2	3	4	5
j) art shows or sales	0	1	2	3	4	5
k) student communications (e.g., student newspaper or radio)	0	1	2	3	4	5
l) campus lecture	0	1	2	3	4	5
m) other (please specify)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

Q-28 Below are several statements which are sometimes true for some first-year students at U.P.S. For each statement, please indicate how true it is for you. We realize these statements are difficult to evaluate, but your responses will be treated confidentially.

	HOW TRUE IS THIS STATEMENT FOR YOU? (Please circle the number)			
	VERY TRUE	SOMEWHAT TRUE	SOMEWHAT UNTRUE	VERY UNTRUE
a) I expect to make many close friends in college	4	3	2	1
b) I expect to have mostly a small group of close friends	4	3	2	1
c) I expect to find many persons to date of the opposite sex	4	3	2	1
d) I will be homesick often	4	3	2	1
e) I will get involved with extracurricular events at U.P.S.	4	3	2	1
f) I will fit in easily with other first-year students here	4	3	2	1
g) My values and beliefs will change in college	4	3	2	1
h) I may experience some emotional problems	4	3	2	1
i) I will complete my first year at U.P.S. in the top half of my class	4	3	2	1
j) I think I may drop out before completing my first year at U.P.S.	4	3	2	1
k) I am academically well prepared for college	4	3	2	1
l) Professors will be unfriendly and have little time for me	4	3	2	1
m) There will be programs and organizations on campus to help me if I have academic problems	4	3	2	1
n) I expect to find most of my classes to be exciting and challenging	4	3	2	1

Q-29 The University wants to make sure that sufficient computer and audiovisual equipment is available to support the academic program. You can help us in our planning by giving us an idea of what equipment you have on campus. Below please circle the numbers corresponding to the equipment you either brought with you or will bring to campus sometime this year.

- 1 TELEVISION SET
 - 2 VIDEOCASSETTE RECORDER (VCR)
 - 3 COMPONENT STEREO SYSTEM
 - 4 COMPACT DISC PLAYER
 - 5 PERSONAL STEREO (WALKMAN)
 - 6 APPLE II, IIE, OR IIGS COMPUTER
 - 7 IBM OR IBM COMPATIBLE COMPUTER
 - 8 MACINTOSH COMPUTER
 - 9 COMPUTER PRINTER
 - 10 MODEM FOR COMPUTER
 - 11 OTHER COMPUTER OR COMPUTER EQUIPMENT (Please specify) _____
-
-

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Q-30 Now we are interested in knowing how much experience you would say you have had on microcomputers. For each type of microcomputer listed below, please indicate whether you have had extensive experience, moderate experience, some experience, or no experience.

	HOW MUCH EXPERIENCE HAVE YOU HAD WITH EACH COMPUTER? (Please circle the number)			
	EXTENSIVE	MODERATE	SOME	NONE
a) Apple II, IIE, or IIGS	4	3	2	1
b) IBM or IBM compatible	4	3	2	1
c) Macintosh	4	3	2	1
d) Other computer (please specify)	4	3	2	1

Q-31 How sure are you that you made the right choice in coming to the University of Puget Sound?

- 1 NOT AT ALL SURE
- 2 FAIRLY SURE
- 3 VERY SURE

Q-32 How important is it to you to graduate from college?

- 1 NOT VERY IMPORTANT
- 2 FAIRLY IMPORTANT
- 3 EXTREMELY IMPORTANT

Q-33 Below is a list of contacts you may have had with the University of Puget Sound. Please rate each of the contacts according to its usefulness in providing you with the information you needed when you were considering the University.

	HOW USEFUL WAS THIS CONTACT (Please circle the number)			
	EXTREMELY USEFUL	SOMEWHAT USEFUL	NOT AT ALL USEFUL	DID NOT HAVE THIS CONTACT
a) article in a newspaper or magazine	3	2	1	0
b) interview with an admission counselor	3	2	1	0
c) financial aid brochure	3	2	1	0
d) catalog	3	2	1	0
e) freshman viewbook	3	2	1	0
f) contact with alumni	3	2	1	0
g) contact with students	3	2	1	0
h) contact with faculty	3	2	1	0
i) contact with an admission counselor at high school	3	2	1	0
j) letters, brochures, and newsletters	3	2	1	0
k) telephone call from an admission counselor	3	2	1	0
l) telephone call from a current student	3	2	1	0
m) responsiveness of Admission Office	3	2	1	0
n) responsiveness of the Financial Aid and Scholarships Office	3	2	1	0
o) Puget Sound video	3	2	1	0
p) Campus Day program	3	2	1	0
q) other visit to Campus	3	2	1	0
r) overnight stay on campus	3	2	1	0
s) evening program in hometown	3	2	1	0

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Q-34 How important to you is getting good grades?

- 1 NOT IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 VERY IMPORTANT

Q-35 How important is getting good grades to your parents?

- 1 NOT IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 VERY IMPORTANT

Q-36 Below is a list of goals. For each goal, please indicate how important it is to you personally in your own life.

	HOW IMPORTANT IS THIS GOAL? (Please circle the number)		
	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
a) becoming accomplished in one of the performing arts (acting, dancing, etc.)	3	2	1
b) becoming an authority in my field	3	2	1
c) obtaining recognition from my colleagues for contributions to my special field	3	2	1
d) influencing the political structure	3	2	1
e) raising a family	3	2	1
f) influencing social values	3	2	1
g) having administrative responsibility for the work of others	3	2	1
h) being well off financially	3	2	1
i) helping others who are in difficulty	3	2	1
j) making a theoretical contribution to science	3	2	1
k) writing original works (poems, novels, short stories, etc.)	3	2	1
l) creating artistic work (painting, sculpture, decorating, etc.)	3	2	1
m) being successful in a business of my own	3	2	1
n) becoming involved in programs to clean up the environment	3	2	1
o) developing a meaningful philosophy of life	3	2	1
p) participating in a community action program	3	2	1
q) keeping current with political affairs	3	2	1

Q-37 Below please write the subject area in which you intend to major at the University of Puget Sound. If you are unsure, indicate your best guess.

(write your major area)

Q-38 In the space remaining, please tell us briefly in your own words why you chose to attend the University of Puget Sound.

Appendix G

Correlation Matrix

	DGPA	Sat1	Sat2	Sat3	Sat4	Inv1	Inv2	Inv3	Inv4	Qual	Quan
DGPA	—	—	—	—	—	—	—	—	—	—	—
Sat1	.203 (458)	—	—	—	—	—	—	—	—	—	—
Sat2	.068 (429)	—	—	—	—	—	—	—	—	—	—
Sat3	.063 (455)	—	—	—	—	—	—	—	—	—	—
Sat4	.228 (452)	—	—	—	—	—	—	—	—	—	—
Inv1	.221 (430)	.264 (427)	.062 (402)	.149 (426)	.000 (424)	—	—	—	—	—	—
Inv2	.174 (452)	.002 (449)	.032 (421)	.340 (446)	.002 (443)	—	—	—	—	—	—
Inv3	.302 (442)	.011 (439)	.051 (411)	.054 (437)	.006 (434)	—	—	—	—	—	—
Inv4	.445 (423)	.033 (420)	.000 (396)	.406 (419)	.005 (416)	—	—	—	—	—	—
Qual	.067 (461)	.338 (458)	.058 (429)	.363 (455)	.009 (452)	.000 (430)	.003 (452)	.000 (442)	.007 (423)	—	—
Quan	.263 (461)	.381 (458)	.031 (429)	.436 (455)	.016 (452)	.000 (430)	.014 (452)	.000 (442)	.013 (423)	—	—

Correlations (p) expressed in decimal figures; no. of cases considered included in parentheses () for differences between GPAs (DGPA), satisfaction factors 1-4 (Sat1, Sat2, Sat3, Sat4), involvement factors 1-4 (Inv1, Inv2, Inv3, Inv4), quality (Qual) and quantity (Quan) of involvement.

Appendix H

Satisfaction Factors

Factor 1. Satisfaction with Instruction:

1. Overall quality of instruction in your major field of study.
2. Intellectual challenge of courses in your major field of study.
3. Overall quality of instruction at the University.
4. Accessibility of instructors (other than your advisor) for conferences outside of class.
5. Overall quality of the faculty.

Factor 2. Satisfaction with Services:

1. Non-academic counseling services.
2. Learning Skills Center.
3. Career Development Center.
4. Health Center.
5. Business Office in Jones Hall.

Factor 3. Satisfaction with Facilities:

1. Library materials and holdings.
2. Library buildings and facilities.
3. Recreation facilities.

Factor 4. Satisfaction with Co-Curriculum:

1. Extra-curricular resources.
2. Student government.
3. Programs for involving students in the administration of the University.
4. Overall quality of campus social life.

Appendix I

Involvement Factors

Factor 1. Involvement with Interpersonal Topics of Conversation—General/Personal Exchanges in Campus Residences:

1. Job prospects, money, careers.
2. Movies and popular music.
3. Social events, parties.
4. Boyfriends/girlfriends/spouse.
-
5. Had lively conversation about various topics during dinner in the dining room or cafeteria.
6. Gone out with other students for late night snacks.
7. Offered to help another student (with course work, errands, favors, advice, etc.) who needed some assistance.
8. Participated in bull sessions that lasted late into the night.
9. Asked others for assistance in something you were doing.
10. Borrowed things (clothes, records, posters, books, etc.) from others in your residence unit.
11. Attended social events put on by the residence unit.
12. Studied with other students in the residence unit.

Factor 2. Involvement with Clubs and Organizations—Student Union:

1. Attended a program or event put on by a student group.
2. Attended a meeting of a club, organization, or student government group.
3. Met with a faculty advisor or administrator to discuss the activities of a student organization.
4. Attended a social event in the Student Union.
5. Heard a speaker at the Student Union.
6. Used the lounge or meeting rooms to meet with a group of students for a discussion.
-
7. Had meals, snacks, etc. in the Student Union.
8. Looked at the bulletin boards in the Student Union for notices about campus events.
9. Met your friends at the Student Union.

10. Sat around in the Student Union talking with other students about your classes and other college activities.
11. Used the Student Union as a place to study.

Factor 3. Involvement in Intellectual/Cultural Topics of Conversation—Serious Conversations with Diverse People:

1. Current events in the news.
2. Major social problems such as peace, human rights, equality, justice.
3. Different life styles and customs.
4. The ideas and views of other people as writers, philosophers, historians.
5. Topics related to science and technology such as energy, pollution, chemicals, military applications.
-
6. Explored different ways of thinking about the topic.
7. Had serious discussions with students whose philosophy of life or personal values were very different from your own.
8. Had serious discussions with students whose religious beliefs were very different from your own.
9. Had serious discussions with students whose political opinions were very different from your own.

Factor 4. Involvement in Working in Student Organizations—Making Friends with Diverse People.

1. Helped plan or organize an event in the residence unit.
2. Worked on some community service or fund raising project with other students in the residence unit.
3. Voted in a student election.
4. Worked on a committee.
-
5. Made friends with students whose interests were very different from your own.
6. Made friends with students whose family background (economic and social) was different from your own.
7. Made friends with students whose age was very different from your own.
8. Made friends with students whose race was very different from yours.
9. Made friends with students from another country.